

PARENT TRAINING AND INFORMATION CENTERS (CFDA 84.328M)

APPLICANT WEBINAR

- ▶ **Webinar covers CFDA 84.328M – IDEA Parent Training and Information Centers ONLY**
- ▶ Information about the teleconference for CFDA 84.235 F – RSA Parent Information and Training Centers can be found in the Federal Register Notice.

Note Regarding Webinar

- ▶ This webinar is for guidance only.
- ▶ Please review the recorded webinars titled “Applying for Office of Special Education Programs Discretionary Grants” and “CFDA 84.328M Parent Training and Information Centers Applicant Orientation” for additional information related to submitting an application.
- ▶ Please read the entire notice inviting applications, instructions, and all other references or related statutes, regulations, instructions, etc.

- ▶ Notice Inviting Applications (NIA) published in the Federal Register April 21, 2020.
- ▶ Applications due no later than 11:59:59 p.m. Eastern Time on June 22, 2020.

Ineligible Applications

- ▶ Applications received after deadline (June 22, 2020, at 11:59:59 p.m., Washington, DC time).
- ▶ Applications not addressing the published priority.
- ▶ Applications submitted by ineligible entities (i.e., organizations other than nonprofit parent organizations).
- ▶ Duplicate applications (last eligible application received will be reviewed).

- ▶ Applications must be submitted electronically in Grants.gov.
- ▶ Applications may not be submitted via email.
- ▶ Applications must be submitted no later than 11:59:59 p.m., Washington, DC time, on June 22, 2020.
- ▶ Application narrative sections and all other attachments to the application must be uploaded as a PDF read-only, non-modifiable format (preferred) or Microsoft Word file.

<https://www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf>

Program Information

Eligible Applicants

Multiple Applications

- ▶ Parent organizations.
- ▶ **Note:** Section 671(a)(2) of the Individuals with Disabilities Education Act (IDEA) defines a “parent organization” as a private nonprofit organization (other than an institution of higher education) that--
 - (a) Has a board of directors--
 - (1) The majority of whom are parents of children with disabilities ages birth through 26;
 - (2) That includes--
 - (i) Individuals working in the fields of special education, related services, and early intervention; and
 - (ii) Individuals with disabilities; and

- ▶ **Note:** Section 671 (a)(2) of IDEA defines a “parent organization” as a private nonprofit organization (other than an institution of higher education) that--
 - (a) (3) The parent and professional members of which are broadly representative of the population to be served, including low income parents and parents of limited English proficient children; and
 - (b) Has as its mission serving families of children with disabilities who are ages birth through 26, and have the full range of disabilities described in section 602(3) of IDEA.

- ▶ Multiple centers in California, Florida, Illinois, New York, and Texas
- ▶ Eligible statewide organization may apply for more than one region within one of these states but must submit a separate application for each region.
- ▶ Consortia of organizations may apply if the applicant of record is eligible.

Questions?



- ▶ Please type your question into the chat space or raise your hand.



Competition Information

Expected Project Outcomes and Activities

Selection Criteria

Application Requirements and General Requirements

Expected Project Outcomes



- ▶ Increased parent capacity to help their children with disabilities improve their early learning, school-aged, and postsecondary outcomes.
- ▶ Increased parent knowledge of educational and early learning options.
- ▶ Increased capacity of youth with disabilities to be effective self-advocates.



- ▶ Provide individualized assistance, training, and resources to help parents work with schools, early childhood providers, and early childhood and educational systems to meet the unique needs of their children and set high expectations and challenging objectives for every child with a disability.
- ▶ Provide high quality, accurate, and impartial information to families of children with disabilities on the range of educational options that may be available in their State and local community.
- ▶ Coordinate with Community Parent Resource Centers (CPRCs) (CFDA 84.328C) that may be funded in their respective States or regions of their States.

- ▶ Significance (15 points)
- ▶ Quality of Project Design (10 points)
- ▶ Quality of Project Services (25 points)
- ▶ Quality of the Project Evaluation (15 points)
- ▶ Adequacy of Budget and Quality of Project Personnel (20 points)
- ▶ Quality of the Management Plan (15 points)

- ▶ Information on the needs of families and youth with disabilities in the State or region of the State
- ▶ How the project will address those needs
- ▶ Knowledge of best practices in adult learning, training, and outreach
- ▶ Knowledge of educational practices
- ▶ Knowledge of how to identify and work with a variety of partners

- ▶ The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses; and
- ▶ The importance or magnitude of the results or outcomes likely to be attained by the proposed project.
- ▶ **15 points**

- ▶ Use a project logic model to guide project
- ▶ Develop and implement outreach plans for families and youth with disabilities

- ▶ The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and
- ▶ The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
- ▶ **10 points**

- ▶ High-quality services that increase parents' knowledge and capacity to help improve outcomes for their children
- ▶ High-quality services that increase youth with disabilities' knowledge and capacity to be effective self-advocates
- ▶ Use best practices in providing training and information to families and youth
- ▶ Establish cooperative partnerships
- ▶ Network with agencies serving families and youth

- ▶ The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- ▶ The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice;
- ▶ The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services;

- ▶ The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services; and
- ▶ The extent to which the TA services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources.
- ▶ **25 points**

- ▶ Evaluation plan is connected to the project logic model

- ▶ Evaluation plan contains
 - Quality measures
 - Outreach measures
 - Project measures
 - Outcome measures

- ▶ The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;
- ▶ The extent to which the methods of evaluation are appropriate to the context within which the project operates;
- ▶ The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes; and
- ▶ The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- ▶ **15 points**

- Narrative

- ▶ Applicant and partners have adequate resources
- ▶ Costs are reasonable
- ▶ Encourage employment of diverse personnel
- ▶ Qualifications and expertise of key personnel and contractors

- SC

- ▶ The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization;
- ▶ The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;
- ▶ The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability;

– SC cont'd

- ▶ The qualifications, including relevant training and experience, of key project personnel;
 - ▶ The qualifications, including relevant training and experience, of project consultants or subcontractors; and
 - ▶ The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- ▶ **20 points**

- ▶ Project meets outcomes on time and within budget
- ▶ Management of key personnel and contractors
- ▶ Use of the organization's board of directors and diversity of perspectives
- ▶ Quality and relevance of project services
- ▶ Accuracy of annual reporting
- ▶ Collaboration with and use of technical assistance

- ▶ The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
- ▶ The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project;

- ▶ The adequacy of mechanisms for ensuring high-quality products and services from the proposed project; and
- ▶ How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.
- ▶ **15 points**

Questions?

- ▶ Please type your question into the chat space or raise your hand.

- ▶ Include, in Appendix A, a logic model for the project.
- ▶ Include, in Appendix A, personnel-loading charts and timelines, as applicable, to illustrate the management plan described in the narrative.
- ▶ Include, in the budget, travel funds to support the project director's attendance at one annual meeting sponsored by OSEP or the Regional Parent Technical Assistance Centers, at a minimum.

- ▶ Maintain a website that meets government or industry-recognized standards for accessibility and that includes, at a minimum, a current calendar of upcoming events, free informational publications for families, and links to webinars or other online multimedia resources.
- ▶ Assure that the information provided to parents is accurate and impartial.

- ▶ Recipients of funding under this competition must make positive efforts to employ and advance in employment qualified individuals with disabilities (see section 606 of IDEA).
- ▶ Each applicant for, and recipient of, funding under this program must involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26, in planning, implementing, and evaluating the project (see section 682(a)(1)(A) of IDEA).
- ▶ Applicant must describe steps to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. (See Section 427, GEPA)

Submission Information

Submission Tips and SAM Registration

Application Tips

- ▶ Register early. Grants.gov may take five or more business days to complete. Be sure that your registration with the System for Award Management (SAM) is current.
- ▶ Submit early. Don't wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.
- ▶ Verify submission is ok. Verify that Grants.gov received your submission on time and that it was validated successfully.

- ▶ Grantees must have active Dun and Bradstreet number (DUNs) in SAM.
- ▶ Grants.gov has relaxed the requirement for applicants to have an active registration in SAM in order to apply for funding.
- ▶ Applicants who receive funding will work with program office to acquire SAM registrations within 60 days of award.

- ▶ Maximum funding levels for each grant are noted in the notice.
- ▶ Recommended organization, page limits, spacing, and font sizes facilitate the application review process.
- ▶ Read-only, non-modifiable PDF files facilitate the consolidating of application elements and review process.
- ▶ Read carefully “Grants.gov Submission Procedures and Tips for Applicants” found in section B of the application package.

Questions?

- ▶ Please type your question into the chat space or raise your hand.

Carmen M. Sánchez
Carmen.sanchez@ed.gov
202-245-6595

OFFICE OF SPECIAL EDUCATION PROGRAMS
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
U.S. DEPARTMENT OF EDUCATION