

**ECPC Personnel Preparation Grant Planning Guide**

**HOW TO USE THIS GUIDE:**

The ECPC Personnel Preparation Grant Planning Guide was developed to provide considerations and writing guidance for the U.S. Department of Education Office of Special Education and Rehabilitative Services, Office of Special Education Programs application for new grants under the Individuals with Disabilities Education Act (IDEA). The guidance contains information and resources for you to use when submitting a new application for funding under the Personnel Development to Improve Services and Results for Children with Disabilities: Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities Who Have High-Intensity Needs (CFDA 84.325K) program. This guidance does not replace the OSERS-OSEP application packet, found in its entirety on grants.gov.

**GUIDANCE: FOCUS AREA A**

**PURPOSE OF THE PROGRAM**

**PURPOSE OF THE PRIORITY**

* + - * To increase the number and improve the quality of personnel who are fully credentialed to serve children, including infants and toddlers, and youth with disabilities who have high-intensity needs.
			* To fund high-quality **interdisciplinary projects** that prepare special education, early intervention, and related services personnel at the master’s degree, educational specialist degree, or clinical doctoral degree levels for professional practice in a variety of education settings, including natural environments (the home and community settings in which children with and without disabilities participate), early learning programs, classrooms, schools, and distance learning environments.
			* To prepare personnel who have the knowledge and skills to support each child with a disability in meeting high expectations and to partner with other providers, families, and administrators in meaningful and effective collaborations.

**Key Definitions**

* **High-intensity needs** refers to a complex array of disabilities (e.g., multiple disabilities, significant cognitive disabilities, significant physical disabilities, significant sensory disabilities, significant autism, significant emotional disabilities, or significant learning disabilities, including dyslexia) or the needs of children with these disabilities requiring intensive, individualized intervention(s) (i.e., that are specifically designed to address persistent learning or behavior difficulties, implemented with greater frequency and for an extended duration than is commonly available in a typical classroom or early intervention setting, or which require personnel to have knowledge and skills in identifying and implementing multiple evidence-based interventions).
* **Interdisciplinary”** refers to preparing scholars from two or more graduate degree programs in either (a) special education or early intervention and one or more related services through shared coursework, group assignments, and coordinated field experiences; or (b) two or more related services through shared coursework, group assignments, and coordinated field experiences. Different graduate degree programs across more than one institution of higher education may partner to develop an interdisciplinary project.
* For the purpose of this priority, **“interdisciplinary”** does **not** include:

(a) individual scholars who receive two or more graduate degrees;

(b) one graduate degree program that prepares scholars with different areas of focus;

(c) one graduate degree program that offers interdisciplinary content but does not prepare scholars from two or more degree programs together; or

(d) one graduate degree program in special education, early intervention, and related services partnering with a graduate degree program other than special education, early intervention, or related services. **Programs in which scholars receive only a certificate or endorsement without a graduate degree are not eligible.**

* **Related services** include the following: speech-language pathology and audiology services; interpreting services; psychological services; applied behavior analysis; physical therapy and occupational therapy; recreation, including therapeutic recreation; social work services; counseling services, including rehabilitation counseling; and orientation and mobility services.
* **Nontraditional scholars** refer to individuals who are career switchers, para-educators, former members of the military, returning to the workforce, or returning from the Peace Corps, and who hold a bachelor’s degree in an area other than in education or related services.

**Competitive preference to applications that address the following priorities:**

**Competitive Preference Priority 1 (To earn 0 points or an additional 3 points)**

**Competitive Preference Priority 2 (To earn 0 points or an additional 2 points)**

**Eligibility Requirements**

**PLANNING**

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| **Planning**  | **Guidance/Resources** |
| Use a logic model in the planning phase. A logic model provides a snapshot of your project and a structure for planning. It allows for a team approach to organizing inputs, outputs, and short-term and long-term outcomes of the proposal. Once the logic model is complete, the narrative is easier to write. You may find it helpful to identify desired outcomes first and then work backwards through the logic model. | Presentations about the use of logic models:[IDEAS that Work Logic Models](https://www.wallacefoundation.org/knowledge-center/Documents/Logic-Model-Evidence-Based-School-Leadership-Interventions.pdf) |

**GUIDANCE: Writing the Application Narrative**

The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application.

1. Significance of the Project (10 points)
2. Quality of Project Services (45 points)
3. Quality of Project Evaluation (25 points)
4. Quality of Project Personnel, the Management Plan, and Adequacy of Resources (20 points)

In addition, for formatting purposes, consider the following:

* Limit the application narrative to no more than **50 pages** and
* Use the following standards:
	+ A “page” is 8.5″ x 11″, on one side only, with 1″ margins at the top, bottom, and both sides,
	+ Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs, and screen shots,
	+ Use a font that is 12 point or larger, and
	+ Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to

* the cover sheet,
* the budget section, including the narrative budget justification,
* the assurances and certifications; or the abstract (follow the guidance provided in the application package for completing the abstract), and
* the table of contents, the list of priority requirements, the resumes, the reference list, the letters of support, or the appendices.

**However, the recommended page limit does apply to all of the application narrative, including all text in charts, tables, figures, graphs, and screen shots.**

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| **Grant Narrative: (a) Significance (10 points)** |
| (1) Address the national, state, regional or district shortages of personnel who are fully qualified to serve children with disabilities who have high-intensity needs. To meet this requirement, the applicant must(i) Present data on the quality of each personnel preparation program participating in the project in areas such as: the average amount of time it takes for scholars to complete the program; the percentage of program graduates who receive a license, endorsement, or certification related to the project; the percentage of program graduates finding employment related to their preparation after graduation; the effectiveness of program graduates in providing special education, early intervention, or related services, which could include data on the learning and developmental outcomes of children with disabilities they serve; the percentage of program graduates who maintain employment for two or more years in the area for which they were prepared; and the percentage of employers who rate the preparation of scholars who complete their degree program as adequate or higher; and(ii) if available for the degree programs participating in the proposed project, present data on the quality of their interdisciplinary approaches to the preparation of special education, early intervention, or related services personnel. | **Guidance/Resources** |
| *What evidence is available within your state to help demonstrate a specific need for personnel preparation for early intervention and early childhood special education (at all levels—teachers, district coordinators, district special education directors, all the way up to state personnel)?* * *Explore local, state-specific data for information about the EIECSE workforce, personnel shortages and PD needs. Explore potential partners, including state agencies who support EIECSE services.*
* *Also consider data that may have been collected by a parent training and information center for parents of children and students with disabilities within your state. These centers are potential partners in the process and can serve to include parent input and support any outcomes.*
* *Provide details about the students of the participating personnel preparation programs. Include data on past graduates and employment, including challenges facing the statewide workforce.*
* *Consider the licensure, certifications and endorsements of your state and the benefits of the proposed project.*

***\*\*Data on the quality of a personnel preparation program should be no older than five years prior to the start of the project proposed in the application. When reporting percentages, the denominator (i.e., total number of scholars or program graduates) must be provided.*** |
| (2) The project will increase the number of personnel who demonstrate the competencies needed to:(i) promote high expectations; (ii) differentiate instruction;(iii) provide intensive individualized instruction and intervention(s); (iv) provide instruction or interventions(s) in person and through distance learning technologies; and(v) collaborate with diverse stakeholders using an interdisciplinary team-based approach to address the individualized needs of children with disabilities who have high-intensity needs that result in improvements in learning or developmental outcomes (e.g., academic, social, emotional, behavioral), or successful transition from early childhood to elementary. **To address this requirement, the applicant must:**(A) Identify the competencies that personnel need to (1) Promote high expectations; (2) Differentiate instruction; (3) Provide intensive individualized instruction and intervention(s); (4) Provide instruction or intervention(s) in person and through distance learning technologies; and(5) Collaborate with parents, families, and diverse stakeholders using an interdisciplinary team-based approach designed to improve learning and developmental outcomes; ensure access to and progress in academic achievement standards or alternate academic achievement standards, as appropriate; lead to successful transition to college and career for children with disabilities, including children with disabilities who have high-intensity needs; and maximize the use of effective technology, including assistive technology, to deliver instruction, interventions, and services; | *What current educational and EIECSE initiatives are already in place at the state level? Connect this work to these existing initiatives, if at all possible. Be specific about how the personnel preparation of special educators will support and enhance the overall strategic plan for EIECSE education in your state and how it will strengthen all education initiatives.**Making this connection emphasizes the sustainability of this proposal and ensures a better return on investment (ROI).**What specific knowledge, skills and competencies do special educators need?* *Resources for applicants:**Council for Exceptional Children* [*Personnel Preparation Standards*](https://www.cec.sped.org/Standards)*Division for Early Childhood* [*Personnel Preparation Standards*](https://www.dec-sped.org/ppc-home)*Division for Early Childhood* [*Recommended Practices*](https://www.dec-sped.org/dec-recommended-practices)*NAEYC* [*Professional Preparation Standards*](https://www.naeyc.org/resources/position-statements/professional-standards-competencies)*What current partnerships do you have with child-serving agencies across the state?** *This would include any parent training and information center (PTI), universities, teacher organizations, professional organizations, and local education agencies.*
* [*Parent Training and Information Centers and Community Parent Resource Centers*](https://www.parentcenterhub.org/the-parent-center-network/%20%20http%3A/www.parentcenterhub.org/the-parent-center-network/) *funded by OSEP*
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| (B) Identify the competencies needed by members of interdisciplinary teams to promote high expectations and improve early childhood, educational, and employment outcomes for children with disabilities who have high-intensity needs; | *Resource for applicants:* [*ECPC Cross-disciplinary Personnel Competencies*](https://ecpcta.org/cross-disciplinary-competencies/)  |
| (C) Identify the competencies that personnel need to support inclusion of children with disabilities who have high-intensity needs in the least restrictive and natural environments to the maximum extent appropriate by intentionally promoting high expectations and participation in learning and social activities to foster development, learning, academic achievement, friendships with peers, and sense of belonging; | *Resources for applicants:**Council for Exceptional Children:* [*Personnel Preparation Standards*](https://www.cec.sped.org/Standards)*Division for Early Childhood* [*Personnel Preparation Standards*](https://www.dec-sped.org/ppc-home)*Division for Early Childhood* [*Recommended Practices*](https://www.dec-sped.org/dec-recommended-practices)*NAEYC* [*Professional Preparation Standards*](https://www.naeyc.org/resources/position-statements/professional-standards-competencies) |
| (D) Identify how scholars will be prepared to develop, implement, and evaluateevidence-based instruction and evidence-based interventions delivered in person and through distance learning technologies that improve outcomes for children with disabilities who have high-intensity needs in a variety of settings; and | *(Variety of settings: e.g., natural environments; public schools, including charter schools; private schools, including parochial schools; and other nonpublic education settings, including home education).* |
| (E) Provide a conceptual framework for the proposed interdisciplinary personnelpreparation project, including any empirical support for project activities designed to promote the acquisition of the identified competencies needed by special education, early intervention, or related services personnel, and how these competencies relate to the proposed project; |  |

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| **Grant Narrative: (b) Quality of Project Services (45 points)** |
| (1) Will conduct its planning activities, if up to the first 12 months of the project period will be used for planning; (2) Will recruit and retain high-quality scholars into each of the graduate degree programs participating in the project and ensure 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. To meet this requirement, the applicant must describe—(i) Criteria the applicant will use to identify high-quality applicants for admission into each of the graduate degree programs participating in the project;(ii) Recruitment strategies the applicant will use to attract high-quality applicants, including specific recruitment strategies targeting high-quality applicants from traditionally underrepresented groups, including underrepresented people of color and individuals with disabilities; (iii) The approach, including mentoring, monitoring, and accommodations, used to support scholars to complete their respective degree programs; | **Guidance/Resources** |
| *The logic model should provide a good process for identifying appropriate goals, objectives and intended outcomes for the project. This will be described in narrative and attached in Appendix A.**Consider some of the barriers to effective practice implementation that may have been identified by practitioners.**What can you do to address those barriers to support more effective implementation of evidence-based practices?**What would your goals, activities, outputs and intended outcomes be?* |
| (3) Reflects current evidence-based practices, including practices in the areas of literacyand numeracy development, assessment, behavior, instructional practices, distance learning technologies and pedagogy, and inclusive strategies, as appropriate, and is designed to prepare scholars in the identified competencies. To address this requirement, describe how the project will—(i) Incorporate current evidence-based practices (including relevant research citations) that improve outcomes for children with disabilities who have high-intensity needs into (a) the required coursework and extensive field or clinical experiences for each graduate degree program participating in the project; and (b) the shared coursework, group assignments, and coordinated field or clinical experiences required for the interdisciplinary portions of the project; (ii) Use evidence-based professional development practices for adult learners to instruct scholars through both in-person and online courses and field or clinical experiences; | *Logic model can serve as your conceptual framework. See notes above on resources and links for a logic model.* |
| (4) Is of sufficient quality, intensity, and duration to prepare scholars in the identified competencies. To address this requirement, the applicant must describe how--(i) The components of (a) each graduate degree program participating in the project; and (b) the shared coursework, group assignments, and coordinated field or clinical experiences required for the interdisciplinary portions of the proposed project will support scholars’ acquisition and enhancement of the identified competencies; (ii) The components of (a) each graduate degree program participating in the project; and (b) the shared coursework, group assignments, and extensive and coordinated field or clinical experiences required for the interdisciplinary portions of the proposed project will be integrated to allow scholars, in collaboration with other team members, to use their knowledge and skills in designing, implementing, and evaluating practices supported by evidence to address the learning and developmental needs of children with disabilities who have high-intensity needs;(iii) Scholars will be provided with ongoing guidance and feedback during training; and(iv) The proposed project will provide ongoing induction opportunities and mentoring support to graduates of each graduate degree program participating in the project; |  |
| (5) Will engage in meaningful and effective collaboration with appropriate partners representing diverse stakeholders, including: (i) High-need schools, which may include high-need local educational agencies (LEAs), high-poverty schools, schools identified for comprehensive support and improvement, and schools implementing a targeted support and improvement plan for children with disabilities; early childhood and early intervention programs located within the geographic boundaries of a high-need LEA; and early childhood and early intervention programs located within the geographical boundaries of an LEA serving the highest percentage of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans in the State. The purpose of these partnerships is to provide extensive field or clinical practice for scholars aimed at developing the identified competencies as members of interdisciplinary teams; and(ii) Other personnel preparation programs on campus or at partnering universities for the purpose of sharing resources, supporting program development and delivery, and addressing personnel shortages; | *Partnering with diverse stakeholders:* *Consider stakeholders across levels of the system: state, regional, local.**Partners from IHEs, LEAs, and parent centers are all important.**Consider infrastructure that allows for input from these stakeholder groups in an ongoing way. Communities of Practice are invaluable in this endeavor.** *Consider how to create feedback loops to ensure ongoing input from these stakeholders to strengthen the potential for attaining your desired outcome.*

*This might include the development of communities of practice that would allow for regular times to convene for ongoing data* *review and feedback.*<http://www.ideapartnership.org/creating-community/getting-started.html>*Consider the use of resources and the conceptual framework for implementation science. Use of a successful implementation structure including implementation stages, implementation drivers, implementation teams, and improvement cycles can ensure fidelity of implementation.**A valuable link for implementation science tools is the* [*National Implementation Research Network and the Active Implementation Hub*](https://nirn.fpg.unc.edu/ai-hub) |
| (6) Will use technology, as appropriate, to promote scholar learning and professionalpractice, enhance the efficiency of the project, collaborate with partners, and facilitate ongoing mentoring and support for scholars; | *Consider virtual meetings, online blogs, online mentoring forums, etc. that could be used throughout the personnel preparation program and afterwards to sustain the collaboration and networking of the cohorts.* |
| (7) Will ensure that scholars understand how to use technology to support children’s in-person and distance learning and children’s use of educational and assistive technology;  |  |
| (8) Will align with and use resources, as appropriate, available through technical assistance centers, which may include centers funded by the Department; | *Note: Use the “Find a Center” link at* [*https://osepideasthatwork.org*](https://osepideasthatwork.org/) *for information about OSEP funded**technical assistance centers.* |

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| **Narrative: (c) Quality of Project Evaluation (25 points)** |
| Demonstrate how— (1) The applicant will use comprehensive and appropriate methodologies to evaluate how well the goals or objectives of the proposed project have been met, including the project processes and intended outcomes. (2) The applicant will collect, analyze, and use data related to specific and measurable goals, objectives, and outcomes of the project. To meet this requirement, the applicant must describe how—  | **Guidance/Resources** |
| *How will you measure success of the project?**What data will you collect to ensure that your project objectives have been met?**What data will speak to the success of your project objectives?* |
| (i) Scholar competencies and other project processes and outcomes will be measured for formative evaluation purposes, including proposed instruments, data collection methods, and possible analyses; (ii) It will collect and analyze data on the quality of services provided by scholars who complete the graduate degree programs involved in this interdisciplinary project and are employed in the field for which they were trained, including data on the learning and developmental outcomes (e.g., academic, social, emotional, behavioral), and on growth toward these outcomes, of the children with disabilities who have high-intensity needs; | *Possible development of a rubric to align with identified competencies to be measured.**Example: Ideas included in Virginia Aspiring Special Education Leaders Academy rubric:****Focus:*** *Leading Self**Academy participants will engage in professional learning activities designed to assist them in beginning to:* * *Understand own leadership strengths & areas for growth; articulate own style of leadership*
* *Understand and employ effective decision-making skills*
* *Understand the importance of reframing or using multiple perspectives to think about the same situation in more than one way*

*Include a 4-point scale with descriptions of what a 1,2,3,and 4 looks like in terms of competence.*  |
| (3) The methods of evaluation will produce quantitative and qualitative data for objective performance measures that are related to the outcomes of the proposed project; and (4) The methods of evaluation will provide performance feedback and allow for periodic assessment of progress towards meeting the project outcomes. To address this requirement, the applicant must describe how:(i) Results of the evaluation will be used as a basis for improving the proposed project to prepare special education, early intervention, or related services personnel to provide (a) focused instruction, and (b) intensive individualized intervention(s) in an interdisciplinary team based approach to improve outcomes of children with disabilities who have high-intensity needs; (ii) The grantee will report the evaluation results to OSEP in its annual and final performance reports; |  |

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| **Narrative: (d) Quality of the Project Personnel, the Quality of the Management Plan, and the Adequacy of Resources (20 points)** |
| (1) The quality of the project personnel, the quality of the management plan, and the adequacy of the resources for the proposed project.(2) 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. In addition:(3) Consider the following factors:(i) The qualifications, including relevant training and experience, of key project personnel; (ii) 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; (iii) 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; (iv) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization; and (v) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. | **Guidance/Resources** |
| *What qualifications should key project personnel have?* *What training and experience should they have to play a key role in this project?**Why are their qualifications specifically important to the success of the project? Include staff vitae**What roles will key personnel play in the implementation of the project?**How will the proposed management plan ensure that the intended outcomes will be achieved on time and within budget?**This should include:**Clearly defined responsibilities for key project personnel, consultants, and key partners, as applicable;**What resources in terms of facilities, equipment, supplies, etc. will your organization provide to support this program? Include any project partners here as well.**How are your proposed costs reasonable in relation to the anticipated results and benefits?**Timelines and milestones for accomplishing the project tasks;**How the proposed management plan will ensure that the project’s products are of high quality, relevant, and useful to participants;**How will the diversity of perspectives be ensured? (think about those infrastructures you are setting up to ensure this)* |

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| **Narrative: Project Assurances** |
| Demonstrate in the Narrative under Project Assurances or in the applicable appendices that the following requirements are met: (1) Provide scholar support for participants from two or more graduate degree programs partnering in the proposed interdisciplinary personnel preparation project. Consistent with 34 CFR 304.30, each scholar must (a) receive support for no less than one academic year, and (b) be eligible to fulfill service obligation requirements following degree program completion. Funding across degree programs may be applied differently;(2) Include in Appendix B of the application—(i) Table(s) that summarize the required program of study for each degree program and that clearly delineate the shared coursework, group assignments, and extensive and coordinated field or clinical experiences required of all project scholars to support interdisciplinary practice;(ii) Course syllabi for all coursework in the major of each degree program and all shared courses, group assignments, and extensive coordinated field or clinical experiences required of project scholars; (iii) Learning outcomes for proposed coursework;(3) Ensure that a comprehensive set of completed syllabi, including syllabi created or revised as part of a project planning year, are submitted to OSEP by the end of Year 1;(4) Ensure that efforts to recruit a diverse range of scholars including diversity of race, ethnicity, or national origin, are consistent with applicable law. (5) Ensure that the project will meet all requirements in 34 CFR 304.23, particularly those related to (a) informing all scholarship recipients of their service obligation commitment; and (b) disbursing scholar support. Failure by a grantee to properly meet these requirements would be a violation of the grant award that could result in sanctions, including the grantee being liable for returning any misused funds to the Department;(6) Ensure that prior approval from the OSEP project officer will be obtained before admitting additional scholars beyond the number of scholars proposed in the application and before transferring a scholar to another OSEP-funded grant;(7) Ensure that the project will meet the statutory requirements in section 662(e) through (h) of IDEA;(8) **Ensure that at least 65 percent of the total budget over the project period (i.e., up to 5 years) will be used for scholar support**;(9) Ensure that the institution of higher education (IHE) will not require scholars enrolled in the program to work (e.g., as graduate assistants) as a condition of receiving support (e.g., tuition, stipends) from the proposed project, unless the work is specifically related to the acquisition of scholars’ competencies or the requirements for completion of their personnel preparation program;(10) Ensure that the budget includes attendance of the project director at a three-day project directors’ meeting in Washington, DC, or virtually, during each year of the project;(11) Ensure that the project director, key personnel, and, as appropriate, scholars will actively participate in the cross-project collaboration, advanced trainings, and cross-site learning opportunities (e.g., webinars, briefings) organized by OSEP. This network will be used to build capacity of participants, increase the impact of funding, and promote innovative and interdisciplinary service delivery models across projects;(12) Ensure that if the project maintains a website, relevant information and documents are in a format that meets government or industry-recognized standards for accessibility; (13) Ensure that annual data will be submitted on each scholar who receives grant support (OMB Control Number 1820-0686). Data collection includes the submission of a signed, completed Pre-Scholarship Agreement and Exit Certification for each scholar funded under an OSEP grant (see paragraph (5) of this section). | **Guidance/Resources** |
| *How will you measure success of the project?**What data will you collect to ensure that your project objectives have been met?**What data will speak to the success of your project objectives?**Create a Program of Study template to use for Scholars.**Include alignment of CEC, DEC, NAEYC personnel preparation standards and DEC Recommended Practices within all syllabi.**Consider accreditation requirements and include in this information in the syllabi.**Resources for applicants:*[*Early Childhood Personnel Center*](http://ecpcta.org/) *– Alignment of personnel preparation standards and recommended practices. Curriculum planning tool**Per the Supreme Court’s decision in Adarand Constructors, Inc. v. Pena, 515 U.S. 200 (1995), the Department does not allow the selection of individuals on the basis of race, ethnicity, or national origin. For this reason, grantees must ensure that any discussion of the recruitment of scholars based on race, ethnicity, or national origin distinguishes between increasing the pool of applicants and actually selecting scholars.**Grantees may engage in focuses outreach and recruitment to increase the diversity of the applicant pool prior to the selection of scholars.**Applicants proposing to use Year 1 for program development may budget for less than 65 percent of the total requested budget over the 5 years for scholar support; such applicants must ensure that 65 percent of the total award minus funds allocated for program development will be used for scholar support.**This prohibition on work as a condition of receiving support does not apply to the service obligation requirements in section 662(h) of IDEA.**The primary purposes of the data collection are to track the service obligation fulfillment of scholars who receive funds from OSEP grants and to collect data for program performance measure reporting under the Government Performance and Results Act of 1993 (GPRA).* ***See GPRA section of this guidance document for performance measures and outcomes.****Applicants are encouraged to visit the Personnel Development Program Data Collection System (DCS) website at https://pdp.ed.gov/osep for further information about this data collection requirement. Typically, data collection begins in January of each year, and grantees are notified by email about the data collection period for their grant,**although grantees may submit data as needed, year-round. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590).* |

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| **Performance Measures:****Under the *Government Performance and Results Act of 1993 (GPRA: P*erformance measures to yield information on quality of the program** |
| (1) The percentage of preparation programs that incorporate scientifically or evidence-based practices into their curricula;(2) The percentage of scholars completing the preparation program who are knowledgeable and skilled in evidence-based practices for children with disabilities;(3) The percentage of scholars who exit preparation programs prior to completion due to poor academic performance;(4) The percentage of scholars completing preparation programs who are working in thearea(s) in which they were prepared upon program completion; and(5) The Federal cost per scholar who completed the preparation program.(6) The percentage of scholars who completed the preparation program and are employed inhigh-need districts; and(7) The percentage of scholars who completed the preparation program and who are ratedeffective by their employers.In addition, the Department will gather information on the following outcome measures: (1) The number and percentage of scholars proposed by the grantee in their application that were actually enrolled and making satisfactory academic progress in thecurrent academic year; (2) the number and percentage of enrolled scholars who are on track to complete the training program by the end of the project’s original grant period; and (3) the percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years. | **Guidance/Resources** |
| *Grantees may be asked to participate in assessing and providing information on these aspects of program quality. Discuss these within your application.*  |

**Develop a Person Loading Chart**

A person loading chart is a tabular representation of major evaluation activities by number of days spent by each key person involved in each activity, as shown in the following example.

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**APPLICATION SUBMISSION INFORMATION**

**Refer to Section D of the Application Instructions pdf**

Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register.

Link for “How to Apply for Grants:”

<https://www.grants.gov/web/grants/applicants/apply-for-grants.html>

When submitting, remember the recommended page limit (see specifics above). No more than **50 pages** for the application narrative!

The recommended page limit does not apply to

* + Part I, the cover sheet;
	+ Part II, the budget section, including the narrative budget justification;
	+ Part IV, the assurances and certifications; or the abstract (follow the guidance provided in the application package for completing the abstract),
	+ the table of contents, the list of priority requirements, the resumes, the reference list, the letters of support, or the appendices.

In addition, in order to submit your application via : <https://www.grants.gov/web/grants>, you must: (1) register as an applicant using your DUNS number and (2) be designated by your organization as an Authorized Organization Representative (AOR).

The contents of this guidance document were developed under a cooperative agreement #H325B17008 from the Office of Special Education Programs, US Department of Education. However, those contents do not necessarily represent the policy of the US Department of Education, Project Officers, Tracie Dickson, PhD.