



## Early Childhood Intervention Personnel Center for Equity

### Personnel Preparation Grant Planning Guide

Assistance Listing Number: 325M

#### HOW TO USE THIS GUIDE:

The Early Childhood Intervention Personnel Center for Equity (ECIPC-Equity) in collaboration with the Early Childhood Personnel Center (ECPC) has developed this Personnel Preparation Grant Planning Guide 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 Program: **Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel at Historically Black Colleges and Universities Tribally Controlled Colleges and Universities, and Other Minority Serving Institutions (ALN 84.325M)**. This guidance does not replace the OSERS-OSEP application packet, found in its entirety on grants.gov. <https://www.grants.gov/web/grants/view-opportunity.html?oppId=347936>

**Applications Due July 14, 2023**

#### PURPOSE OF THE PROGRAM

(1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants, toddlers, and youth with disabilities

(2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research, to be successful in serving those children.

## GUIDANCE: FOCUS AREA A

**Focus Area A:** Preparing personnel to serve infants, toddlers, and preschool-age children with disabilities

- This focus area is for projects that prepare early intervention and special education, and related services personnel including scholars from racially and ethnically diverse backgrounds and scholars who are multilingual, to provide services to infants, toddlers and preschool children with disabilities. In States where certification in early intervention is combined with certification in early childhood special education, applicants may propose a combined early intervention and early childhood special education personnel preparation project under this focus area. In States where the certification age range is other than birth through five, applicants must propose a preparation project that complies with the State's certification requirements for early intervention and early childhood special education personnel.

**This competition includes one absolute priority and one competitive preference priority.**

**Absolute Priority:** Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and other Minority Serving Institutions

**Eligible Applicants:** HBCUs, TCCUs, MSIs, and private nonprofit organizations.

**Competitive Preference Priority:** Under this priority, an applicant must demonstrate that the applicant (e.g., the IHE) has not had an active discretionary grant under the program from which it seeks funds, in the last five years.

**Eligible Applicants:** HBCUs, TCCUs, MSIs, and private nonprofit organizations.

Note: If you are a nonprofit organization, under 34 CFR 75.51, you may demonstrate your nonprofit status by providing: (1) proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code; (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual; (3) a certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or (4) any item described above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate

**Note: Cost sharing or matching is not required for this competition.**

## Formatting Guidance: Writing the Application Narrative

Within this absolute priority, the Secretary intends to support projects under the following two focus areas. Applicants must identify the specific focus area (i.e., A or B) under which they are applying as part of the competition.

The information within this document is applicable to Focus Area A only. The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application.

- a) Significance (10 points)
- b) Quality of Project Services (45 points)
- c) Quality of Project Personnel and Quality of the Management Plan (20 points)
- d) Adequacy of Resources (10 points)
- e) Quality of Project Evaluation (15 points)

In addition, for formatting purposes, consider the following:

- Limit the application narrative to no more than **40 pages**
- Limit the whole application to no more than 100 pages
- 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 the application narrative, including all text in charts, tables, figures, graphs, and screen shots.**



3. Purchasing needed resources (e.g., additional teaching supplies, technology-based resources, or other specialized equipment to enhance instruction); or
4. Establishing relationships with early intervention and early childhood programs or schools, to serve as sites for field or clinical experiences needed to support the project.

Additional Federal funds may be requested for scholar support and other grant activities occurring in year one of the project, provided the total request for year one does not exceed \$250,000 for the 12-month period.

Applicants proposing projects to develop, expand, or add a new area of emphasis to EI or special education, or related services programs must provide, in their applications, information on how these new areas will be sustained once Federal funding ends.

Project periods under this priority may be up to 60 months. Projects should be designed to ensure that all proposed scholars successfully complete the program within 60 months from the start of the project. The Secretary may reduce continuation awards for any project in which scholar recruitment is not on track or scholars are not on track to complete the program by the end of that period.

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](#)

[TA&D Project Logic Model and Conceptual Framework](#)

[HHS Logic Model Tip Sheet](#)

[IDEAs that Work: Logic Models for Evaluation](#)

[CIPP Logic Model Outline](#)

[IES: Logic Models for Program Design](#)

**Grant Narrative: (a) Significance (10 points)**

<p><b>To address the “Significance”, demonstrate the following in the narrative:</b></p> <p>(1) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated; and</p> <p>(2) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.</p>	<p align="center"><b>Guidance/Resources</b></p> <p><i>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)?</i></p> <ul style="list-style-type: none"> <li>• <i>Explore local, state-specific data for information about the EI/ECSE workforce, personnel shortages, and PD needs.</i></li> <li>• <i>Explore potential partners, including state agencies who support EIECSE services.</i></li> <li>• <i>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.</i></li> <li>• <i>Provide details about the students of the participating personnel preparation programs.</i></li> <li>• <i>Include data on past graduates and employment, including challenges facing the statewide workforce.</i></li> <li>• <i>Consider the licensure, certifications and endorsements of your state and the benefits of the proposed project.</i></li> </ul> <p>What current educational and EI/ECSE initiatives are already in place at the state level? Connect this work to these existing initiatives, if possible. Be specific about how the personnel preparation of special educators will support and enhance the overall strategic plan for EI/ECSE 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.</p>
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<b>Grant Narrative: (b) Quality of Project Services (45 points)</b>	
<p>Demonstrate how the project –</p> <p>(1) The Secretary considers the quality of the services to be provided by the proposed project</p>	<p><b>Guidance/Resources</b></p> <p>Develop a logic model as part of the project planning. The logic model should provide a good process for identifying appropriate goals, objectives and intended outcomes for the project. Describe the logic model in the narrative and attach in Appendix A.</p> <p>Consider some of the barriers to effective practice implementation that may have been identified by practitioners.</p> <p>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?</p>
<p>(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers 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.</p>	<p>Engage in focused outreach and recruitment to increase the number of applicants from groups that are traditionally underrepresented in the field.</p> <p>Selection criteria must ensure equal access and treatment of all applicants seeking admission.</p>
<p>(3) In addition, the Secretary considers the following factors:</p> <ul style="list-style-type: none"> <li>(i) The qualifications, including relevant training and experience, of key project personnel.</li> <li>(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; and</li> <li>(iii) 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</li> <li>(iv) 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.</li> </ul>	<p>What current partnerships do you have with child-serving agencies across the state?</p> <ul style="list-style-type: none"> <li>• This would include any parent training and information center (PTI), universities, teacher organizations, professional organizations, and local education agencies.</li> <li>• <a href="#">Parent Training and Information Centers and Community Parent Resource Centers</a> funded by OSEP</li> </ul>

<b>Narrative: (c) Quality of the Project Personnel and Management Plan (20 points)</b>	
(1) The Secretary considers the quality of the project personnel and the quality of the management plan.	<p><b>Guidance/Resources</b></p> <p>What qualifications should key project personnel have?</p> <p>What training and experience should they have to play a key role in this project?</p>
(2) In determining the quality of project personnel, the Secretary considers 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	<p>Why are their qualifications specifically important to the success of the project? Include staff vitae.</p> <p>How will the proposed management plan ensure that the intended outcomes will be achieved on time and within budget?</p> <p>How will the proposed management plan ensure that the project's products are of high quality, relevant, and useful to participants?</p>
<p>(3) In addition, the Secretary considers the following factors:</p> <ul style="list-style-type: none"> <li>(i) The qualifications, including relevant training and experience, of key project personnel.</li> <li>(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; and</li> <li>(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.</li> </ul>	<p>What roles will key personnel play in the implementation of the project?</p>

<b>Narrative: (d) Adequacy of Resources (10 points)</b>	
<p>(1) The Secretary considers the adequacy of resources of the proposed project.</p> <p>(2) In determining the adequacy of resources of the proposed project, the Secretary considers the following factors:</p> <ul style="list-style-type: none"> <li>(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization; and</li> <li>(ii) The extent to which the costs are reasonable in relation to the objectives,</li> </ul>	<p><b>Guidance/Resources</b></p> <p>What resources in terms of facilities, equipment, and supplies will your organization provide to support this program? Include any project partners here as well.</p> <p>How are your proposed costs reasonable in relation to the anticipated results and benefits? Include the timelines and milestones for accomplishing the project tasks.</p>



design, and potential significance of the proposed project.	How will the diversity of perspectives be ensured? (Think about those infrastructures you are setting up to ensure this.)
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<b>Narrative: (e) Quality of Project Evaluation (15 points)</b>	
<p>(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.</p> <p>(2) In determining the quality of the evaluation, the Secretary considers the following factors</p> <p>(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; and</p> <p>(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.</p>	<b>Guidance/Resources</b>
	<p>How will you measure success of the project?</p> <p>What data will you collect to ensure that your project objectives have been met?</p> <p>What data will speak to the success of your project objectives?</p>

<b>Appendices or Narrative: Required Project Assurances</b>	
<p>(1) Include in Appendix A:</p> <p>(i) Charts, tables, figures, graphs, screen shots, and visuals that provide information directly related to the application requirements for the narrative.</p> <p>(ii) A letter of support from a public or private partnering agency, school, or program, that states it will provide scholars with a field or clinical experience in a high-need LEA, a high- poverty school, a school implementing a comprehensive support and improvement plan, a school implementing a targeted support and improvement plan for children with disabilities, a State educational agency, an early childhood and early intervention program located within the geographical boundaries of a high-need LEA, or an early childhood and early intervention program 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</p>	<b>Guidance/Resources</b>
	<p>Appendix A should not be used for supplementary information.</p> <p>Materials can be single-spaced when placed in Appendix A.</p> <p>Create a Program of Study template to use for Scholars.</p> <p>Include alignment of CEC, DEC, NAEYC personnel preparation standards and DEC Recommended Practices within all syllabi. Resource: <a href="#">ECPC Curriculum Planning Tool - EI/ECSE Standards</a>.XLSX</p> <p>Consider accreditation requirements and include in this information in the syllabi. Resources for applicants: <a href="#">Early Childhood Personnel Center</a> –Audiences tab → IHE Faculty → Course Development and Curriculum Resources: *NEW* EI/ECSE Standards → Crosswalk of personnel preparation</p>

	standards, Crosswalk recommended practices; Curriculum planning tool; Sample syllabi
<p>(2) Include in Appendix B:</p> <p>(i) A table that lists the required coursework and includes the course title, brief description, learning goals, and relevant State or national professional organization personnel standards for each course.</p> <p>(ii) Four exemplars of course syllabi required by the degree program that reflect EBPs across the areas of assessment; social, emotional, and behavior development and learning; inclusive practices; instructional strategies; literacy as appropriate and consider the unique needs of children of color with disabilities and children who are multilingual.</p>	
<p>(3) Include in the application budget attendance by the project director at a three-day project directors' meeting in Washington, DC, during each year of the project</p>	
<p>(4) Provide an assurance that –</p> <p>(i) The project will meet the requirements in 34 CFR 304.23, particularly those related to (1) informing all scholarship recipients of their service obligation commitment; and (2) disbursing scholarships. Failure by a grantee to properly meet these requirements is a violation of the grant award that may result in the grantee being liable for returning any misused funds to the Department.</p> <p>(ii) The project will meet the statutory requirements in section 662 (e) through (h) of IDEA.</p> <p>(iii) The project will be operated in a manner consistent with nondiscrimination requirements contained in Federal civil rights laws.</p> <p>(iv) An assurance that all the syllabi for the project's required coursework will be provided at the request of OSEP.</p>	<p>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 34 CFR 75.110. 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 (f)(4)(i) of this priority). Applicants are encouraged to visit the Personnel Development Program Data Collection System (DCS) website at <a href="https://pdp.ed.gov/osep">https://pdp.ed.gov/osep</a> for further information about this data collection requirement.</p>

<p>(v) At least 65% of the total award over the project period (i.e., up to 5 years) will be used for scholar support.</p> <p>(vi) Scholar support provided by the project (e.g., tuition and fees; university student health insurance; allowances for books, materials, and supplies, dependent care, such as childcare, an allowance for room and board) is not conditioned on scholars working for the grantee (e.g., personnel at the IHE).</p> <p>(vii) The project director, key personnel, and scholars will actively participate in learning opportunities (e.g., webinars, briefings) supported by OSEP; This is intended to promote opportunities for participants to understand reporting requirements, share resources, and generate new ideas by discussing topics of common interest to participants across projects including Department priorities and needs in the field.</p> <p>(viii) The project website, if applicable, will be of high quality, with an easy-to-navigate design that meets government or industry-recognized standards for accessibility.</p> <p>(ix) Scholar accomplishments (e.g., public service, awards, publications, conference presentations) will be reported in annual and final performance reports; and</p> <p>(x) Annual data will be submitted on each scholar who receives grant support. (OMB Control Number 1820-0686).</p>	
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<p align="center"><b>Performance Measures:</b>  <b>Under the <i>Government Performance and Results Act of 1993 (GPRA):</i></b>  <b>Performance measures to yield information on quality of the program</b></p>	
<p>(1) The percentage of preparation programs that incorporate scientifically or evidence-based practices into their curricula.</p> <p>(2) The percentage of scholars completing the preparation program who are knowledgeable and skilled in evidence-based practices that improve outcomes for children with disabilities.</p>	<p><b>Guidance/Resources</b></p>

<p>(3) The percentage of scholars who exit preparation programs prior to completion due to poor academic performance.</p> <p>(4) The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion; and</p> <p>(5) The Federal cost per scholar who completed the preparation program.</p> <p>(6) The percentage of scholars who completed the preparation program and are employed in high-need districts; and</p> <p>(7) The percentage of scholars who completed the preparation program and who are rated effective by their employers.</p> <p>In addition, the Department will gather information on the following outcome measures: the number and percentage of scholars proposed by the grantee in their application that were actually enrolled and making satisfactory academic progress in the current academic year; 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 the percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years.</p>	<p>Grantees may be asked to participate in assessing and providing information on these aspects of program quality.</p>
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### 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.

**TABLE: PERSON LOADING CHART—TIME IN DAY(S) BY PERSON\***

<b>Activity</b>	<b>Time in Day(s) by Person: Person A</b>	<b>Time in Day(s) by Person: Person B</b>	<b>Time in Day(s) by Person: Person C</b>	<b>Time in Day(s) by Person: Person D</b>
<b>Library Research</b>	0	0	0	0
<b>Hire Staff</b>	0	0	0	0
<b>Prepare Materials</b>	0	0	0	0
<b>Train Raters</b>	0	2	0	0
<b>Data Collection</b>	0	0	0	0
<b>Data Analysis</b>	0	0	0	0
<b>Dissemination (manuscripts, etc.)</b>	0	0	0	0

\*Note: All figures represent FTE for the grant year.

## APPLICATION SUBMISSION INFORMATION

**Refer to Sections B and E 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 on December 7, 2022 (87FR 75045) and are available at: [applicants-to-department-of-education-discretionary-grant-programs](#), which contain requirements and information on how to submit an application.

Applications for grants under this competition **must** be submitted electronically using the Grants.gov Apply site ([www.Grants.gov](http://www.Grants.gov)). Please read carefully the **Grants.gov Submission Procedures and Tips for Applicants** document included on page F-2, which includes helpful tips about submitting electronically using the Grants.gov Apply site. Grants.gov registration involves many steps including registration on SAM ([www.sam.gov](http://www.sam.gov)) which may take approximately one week to complete but could take as many as several weeks to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov. **You cannot submit an application through Grants.gov until Grants.gov has received your SAM registration information. We strongly encourage you to familiarize yourself with SAM and Grants.gov and strongly recommend that you register *and* submit early.**

**Applicants are required to upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word.**

However, it is **recommended** that applicants upload files as read-only flattened PDFs. Information on computer and operating system compatibility with Adobe and links to download the latest version of Adobe are available on Grants.gov. Please note that you must follow the Application Procedures as described in the Federal Register notice announcing this grant competition. Information (including dates and times) about how to submit your application electronically can also be found in section E of this application package, Application Transmittal Instructions and Requirements for Intergovernmental Review. Additional instructions for sending applications electronically are provided on page G-4, Application Forms and Instructions for Grants.gov Applications.