



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: Personnel Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who have High-Intensity Needs (ALN 84.325K) program. This guidance does not replace the OSERS-OSEP application packet, found in its entirety on grants.gov.

PURPOSE OF THE PROGRAM

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

(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 who have high-intensity needs

- For projects that prepare early intervention and special education personnel who are prepared to provide services to
 - Infants and toddlers with disabilities ages birth to two
 - Children with disabilities ages three through five
- In States where the age range is other than birth through five, propose a project that complies with the State's certification for early intervention and early childhood special education personnel.
- If certification is combined, then applicants may propose a combined EI and ECSE project under this focus area.

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

Absolute Priority: Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who have High-Intensity Needs

Eligible Applicants:

Eligible applicants are Institutes of Higher Education (IHEs) and private nonprofit organizations.

Competitive Preference Priority: Applications from New Potential Grantees (0 or 3 points)
An additional 3 points will be awarded to an application that meets the competitive preference priority. Indicate in the abstract if addressing the priority.

Eligible Applicants:

- (a) An applicant (e.g., IHEs, private nonprofit organizations) who has not had an active discretionary grant under the program from which it seeks funds, in the last five years before the deadline date for submission of applications under the 84.325K program.
- (b) A grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

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

Formatting Guidance: Writing the Application Narrative

This information is applicable to both Absolute Priorities. 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 (35 points)
- c) Quality of Project Personnel and Quality of the Management Plan (20 points)
- d) Adequacy of Resources (20 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.

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).
- **Scholar** means an individual who (a) is pursuing a bachelor's, certification, master's, or educational specialist degree in early intervention or special education, (b) receives scholarship assistance as authorized under section 662 of IDEA (34 CF\$ 304.3(g)); (c) will be eligible for a license, endorsement, or certification from a State or national credentialing authority following completion of the degree program identified in the application, and (d) will be able to be employed in a position that serves children with disabilities for a minimum of 51 percent of their time or professional practice in natural environments, early childhood programs, classrooms, school settings, and in distance learning environments serving children with disabilities who have high-intensity needs.
- For this priority, **certification** refers to programs of study that lead to State licensure, endorsement, or certification that qualifies graduates to teach or provide services to children with disabilities.
- A **high-need LEA** means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20% of the children are from families with incomes below the poverty line.
- A **high-poverty school** means a school in which at least 50% of students are from low-income families as determined using one of the measures of poverty in the Elementary and Secondary Education Act of 1965, as amended (ESEA).
- **Competencies** is defined as what a person knows and can do – the knowledge, skills, and dispositions necessary to effectively function in a role.

<ul style="list-style-type: none"> ○ High-poverty schools ○ Schools identified for comprehensive support and improvement, ○ Schools implementing a targeted support and improvement plan within the geographic boundaries of a high-need LEA ○ EC and EI 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. <p>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.</p> <p>Applicants proposing projects to develop, expand, or add a new area of emphasis to EI or special education programs must provide information on how these new areas will be sustained once Federal funding ends.</p> <p>Project periods may be up to 60 months and designed so that all scholars can successfully complete the program within 60 months from the start of the project. Use a logic model in the planning phase.</p> <p>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.</p>	<p>education personnel can qualify under this priority. Personnel preparation degree programs that prepare all scholars to be dually certified, including dually certified in special education and a related service, can qualify under this priority.</p> <p>See full application package for how settings are defined.</p>
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<p>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.</p>	<p>Presentations about the use of logic models:</p> <p>IDEAS that Work Logic Models</p> <p>TA&D Project Logic Model and Conceptual Framework</p> <p>HHS Logic Model Tip Sheet</p> <p>IDEAs that Work: Logic Models for Evaluation</p> <p>CIPP Logic Model Outline</p> <p>IES: Logic Models for Program Design</p>
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Grant Narrative: (a) Significance (10 points)	
To address the “Significance”, demonstrate the following in the narrative:	Guidance/Resources
<p>(1) Address the need to prepare personnel who are fully qualified to serve children with disabilities who have high-intensity needs.</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"> • <i>Explore local, state-specific data for information about the EIECSE workforce, personnel shortages, and PD needs.</i> • <i>Explore potential partners, including state agencies who support EIECSE services.</i> • <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> • <i>Provide details about the students of the participating personnel preparation programs.</i> • <i>Include data on past graduates and employment, including challenges facing the statewide workforce.</i>

	<ul style="list-style-type: none"> Consider the licensure, certifications and endorsements of your state and the benefits of the proposed project. <p>What current educational and EIECSE 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>
<p>(2) Increase the number of personnel who demonstrate the competencies needed to:</p> <ul style="list-style-type: none"> (i) Promote high expectations and improve outcomes for children; (ii) Differentiate curriculum and instruction; (iii) Provide intensive evidence-based individualized instruction and interventions in person and through distance learning technologies in a variety of settings; (iv) Provide culturally and linguistically responsive instruction and services; (v) Collaborate with diverse partners, including multilingual individuals with disabilities, using a multidisciplinary team approach to address the individualized developmental, learning, and academic needs of children with disabilities who have high-intensity needs, and support the successful transition from early childhood to elementary, elementary to secondary, or transition to postsecondary education and the workforce; and (vi) Exercise leadership to improve professional practice and services and education for children with disabilities who have high-intensity needs. 	<p>What specific knowledge, skills and competencies do special educators need?</p> <p><u>Resources for applicants:</u> Council for Exceptional Children Personnel Preparation Standards Division for Early Childhood Personnel Preparation Standards Division for Early Childhood Recommended Practices NAEYC Professional Preparation Standards</p> <p>Early Childhood Personnel Center – ECPC Cross-disciplinary Personnel Competencies</p> <p>Settings may include natural environments; public schools, including charter schools; private schools; and other nonpublic education settings, including home education</p> <p>What current partnerships do you have with child-serving agencies across the state?</p> <ul style="list-style-type: none"> This would include any parent training and information center (PTI), universities, teacher organizations, professional organizations, and local education agencies.

	<ul style="list-style-type: none"> • Parent Training and Information Centers and Community Parent Resource Centers funded by OSEP
(3) The applicant has successfully graduated students in their program, including students with disabilities, multilingual students, and students who are from racially, and ethnically diverse backgrounds, including data disaggregated by disability status, race, national origin and primary language(s), and the number of students who have graduated in the last five years.	**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.

Grant Narrative: (b) Quality of Project Services (45 points)	
<p>Demonstrate how the project –</p> <p>(1) Will conduct its planning activities, if the applicant will use any of the allowable first 12 months of the project period for planning;</p>	<p>Guidance/Resources</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?</p> <p>What would your goals, activities, outputs and intended outcomes be?</p>
<p>(2) Will recruit and retain scholars. Describe the following:</p> <p>(i) Criteria used to identify applicants for admission into the program;</p> <p>(ii) Recruitment strategies used to attract applicants, including from groups that are underrepresented in the field, including applicants with disabilities, multilingual applicants, and applicants from racially</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>and ethnically diverse backgrounds to ensure a diverse pool</p> <p>(iii) The approach that will be used to mentor and support all scholars, and specific approaches to supporting groups that are underrepresented in the field for retention and completion of the program within the project period and preparing them for careers.</p>	
<p>(3) Design the project to promote the acquisition of the competencies needed by EI or special education personnel to support improved outcomes for children with disabilities with high-intensity needs.</p> <p>(i) Describe how the proposed components (i.e., coursework, field experiences, work-based experiences) and sequence of the project components will enable scholars to acquire the competencies needed by personnel;</p> <p>(ii) Describe how the proposed project will reflect current evidence-based practices (EBPs) to prepare scholars to provide effective and equitable evidence-based culturally and linguistically responsive instruction, interventions, and services that improve outcomes for children; and</p> <p>(iii) Describe how the proposed project will engage partners including multilingual individuals and individuals from racially and ethnically diverse backgrounds; public or private partnering agencies, schools, or programs; centers or organizations that provide services to children with disabilities and their families; and individuals with disabilities and their families, to inform and support project components.</p>	<p>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.</p> <p>Stakeholders also include families who have children with disabilities and including and working with families should be a priority of your project. Consider these resources: ECPC IHE Faculty Checklist Partnering with Families ECPC Tips for Faculty Prepare the Family Partner “Families Using Your Story to Teach”</p> <p>Partnering with diverse stakeholders: Consider stakeholders across levels of the system: state, regional, local.</p> <p>Partners from IHEs, LEAs, and parent centers are all important.</p> <p>Consider infrastructure that allows for input from these stakeholder groups in an ongoing way. Communities of Practice are invaluable in this endeavor.</p> <ul style="list-style-type: none"> • 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

	<p>allow for regular times to convene for ongoing data review and feedback.</p> <p>Resources for applicants: ECPC Evidence-based Education and Training Practices for Adult Learners with examples</p> <p>IDEAs that Work: Attract, Prepare, Retain: Effective Personnel for All</p> <p>Note: Use the “Find a Center” link at OSEP IDEAs that Work for information about OSEP funded technical assistance centers.</p>
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**Narrative: (c) Quality of the Project Personnel and Management Plan
(20 points)**

(1) The project director and other key project personnel are qualified to prepare scholars;	<p>Guidance/Resources</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) The project director and other key project personnel will manage the components of the project;	<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>
(3) The time commitments of the project director and other key project personnel are adequate to meet the objectives of the proposed project.	<p>What roles will key personnel play in the implementation of the project?</p>

**Narrative: (d) Adequacy of Resources
(20 points)**

	Guidance/Resources
<p>(1) Information about the types of accommodations and resources available to fully support scholars' well-being and a work-life balance (e.g., university and community mental health supports, counseling services, health resources, housing resources, childcare) will be disseminated and how the project will support scholars to access those accommodations and resources in a timely basis, if needed, while the scholar is in the program;</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?</p> <p>Include the timelines and milestones for accomplishing the project tasks.</p> <p>How will the diversity of perspectives be ensured? (Think about those infrastructures you are setting up to ensure this.)</p>
<p>(2) The types of accommodations and resources provided to support scholars' well-being and a work-life balance will be individualized based on scholars' cultural, academic, and social emotional needs with the goal of supporting them to complete the program; and</p>	<p>How will the project support well-being?</p> <p>What campus resources may support this component?</p>
<p>(3) The budget is adequate for meeting the project objectives and mitigating financial burden to scholars in completing the program of study.</p> <p><i>Scholar support does not need to be uniform for all scholars and should be customized for individual scholars based on scholars' financial needs, including consideration of all costs associated with the cost of attendance, even if that means enrolling fewer scholars.</i></p>	<p>Scholar support may include the following: tuition and fees, university health insurance, book allowance, materials and supplies, miscellaneous personal expenses, dependent care allowance (i.e., childcare) and room and board. Travel in conjunction with training assignments including conference registration and stipends to support scholars' completion of the program are also allowed.</p> <p>Projections for scholar support should consider tuition increases and cost of living increases over the project period.</p>

Narrative: (e) Quality of Project Evaluation (25 points)	
<p>Describe how the applicant will—</p> <p>(1) Evaluate how well the goals or objectives or the proposed project have been met. Describe the following:</p> <p style="padding-left: 40px;">(i) The outcomes to be measured for both the project and the scholars, particularly the acquisition of scholars’ competencies; and</p> <p style="padding-left: 40px;">(ii) The evaluation methodologies, data collection methods, and data analyses that will be used.</p>	<p>Guidance/Resources</p> <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>
<p>(2) Collect, analyze, and use data on scholars supported by the project to inform the project on an ongoing basis.</p>	<p>Example: Develop a rubric to align with identified competencies to be measured. Include a 4-point scale with descriptions of what a 1,2,3,and 4 looks like in terms of competence.</p>

Appendices or Narrative: Required Project Assurances	
<p>(1) Include in Appendix A:</p> <p style="padding-left: 40px;">(i) Charts, tables, figures, graphs, screen shots, and visuals that provide information directly related to the application requirements for the narrative.</p> <p style="padding-left: 40px;">(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, an SEA, 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</p>	<p>Guidance/Resources</p> <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.</p> <p>Consider accreditation requirements and include in this information in the syllabi.</p> <p>Resources for applicants: Early Childhood Personnel Center – Audiences tab → IHE Faculty → Course Development and Curriculum Resources: *NEW* → Crosswalk of personnel</p>

<p>of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans in the State</p>	<p>preparation standards, Crosswalk recommended practices; Curriculum planning tool; Sample syllabi</p>
<p>(2) Include in Appendix B:</p> <ul style="list-style-type: none"> (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; (ii) Four exemplar 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; and literacy as appropriate. 	
<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> <ul style="list-style-type: none"> (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. (ii) The project will meet the statutory requirements in section 662 (e) through (h) of IDEA; (iii) The project will be operated in a manner consistent with nondiscrimination requirements contained in Federal civil rights laws; (iv) All the syllabi for the project’s required coursework will be provided if requested by OSEP; (v) At least 65% of the total award over the project period (i.e., up to 5 years) will be used for scholar support; (vi) Scholar support provided by the project (e.g., tuition and fees; university student health insurance; allowances for books, materials, and supplies, 	<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 the Government Performance and Results Act of 1993 (GPRA). See GPRA section of this guidance document for performance measures and outcomes.</p> <p>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</p>

<p>dependent care (e.g., childcare), room and board, personal expenses), is not based on the condition that the scholar work 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;</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.</p>	<p>grantee for continuation funding (see 34 CFR 75.590).</p>
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<p align="center">Performance Measures: Under the <i>Government Performance and Results Act of 1993 (GPRA):</i> Performance measures to yield information on quality of the program</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>(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>Guidance/Resources</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: (1) 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; (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.</p>	<p>Grantees may be asked to participate in assessing and providing information on these aspects of program quality. Discuss these within your application.</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*

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

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

APPLICATION SUBMISSION INFORMATION

Refer to Sections B, D 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.

Link for “How to Apply for Grants:”

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

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).

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