

Special Education Enhancement Fund (SEEF) Competitive Grant Application Webinar



July 11, 2017 and July 12, 2017
Jonathan Elkin



Agenda

- Welcome and Introductions
- Overview of Application
- Application Components
- Q&A
- Next Steps



Overview of Application



Purpose of Funds

Background and Purpose

The DC Special Education Quality Improvement Amendment Act of 2014 is designed to improve academic outcomes, graduation rates, and post-secondary success for DC students with disabilities.

Successful applicants will:

- Demonstrate the need for their project using relevant data;
- Specifically identify the measurable impact of their project; and
- Identify the evidence-based practices that will be utilized to achieve the intended results.



Funding Availability and Eligibility

Funding Availability and Funding Period

A total of **\$1,500,000** is available for awards through this grant award period, which will begin on Oct. 1, 2017 and end on Sept. 30, 2018. The maximum award is \$500,000 per applicant annually per award.

OSSE will provide this year's awardees with additional continuation funding in future years, up to an additional \$500,000 per applicant per year for each of two additional years, subject to availability of continued funding. Awards are limited to one per applicant.

Eligibility

Eligible applicants include:

- LEAs currently serving students in the 2016-17 school year, including early childhood and adult education charter LEAs.
- Third-party nonprofit organizations which demonstrate a partnership with one or more LEAs and submit a signed Partnership Agreement demonstrating each partner's role.



Permissible Use of Funds

All costs must:

- ✓ Support projects that address **needs identified within the needs assessment** conducted;
- ✓ Support projects that are linked to **evidence-based research** and have been shown to increase academic achievement; and
- ✓ Support projects that apply **promising practices to increase academic achievement**.

Project Priorities – The most competitive applicants will meet both priorities:

1. Demonstrate the project's ability to support the creation of a **continuum of public placements** and build capacity to serve students in the **least restrictive environment**, in accordance with the Federal Individuals with Disabilities Education Act (IDEA) and Title 34 of the Code of Federal Regulations (CFR) Section 300.114.
2. Demonstrate the project's ability to **improve graduation, secondary transition, and post-secondary outcomes** for students with disabilities.



Cost Requirements

Funds are available strictly on a reimbursement basis and may only be used for allowable grant project expenditures during the grant period.

Non-Allowable Expenses

- ✗ Costs that do not align with the strategies outlined in the application.
- ✗ Costs that do not meet the purpose of this grant.
- ✗ Unallowable costs per government guidelines.



Schedule and Key Dates

Friday, June 16, 2017	Notice of Funding Availability (NOFA) published in DC Register
Monday July 3	Request for Applications (RFA) release and application available in EGMS
Tuesday, July 11 Wednesday, July 12	Required webinars (Each applicant must attend one – separate from SEEF Formula)
July 12, 5 p.m.	<u>Intent to Apply</u> due: Jonathan.Elkin@dc.gov
<u>Tuesday, Aug. 15,</u> <u>3 p.m.</u>	<u>Application submission deadline in EGMS</u> **Start early! This deadline remains in effect unless a systemic EGMS technical challenge is identified that affects all users.
August - September	Review and scoring by independent grant readers
September	Awards announced



Award Administration

- OSSE will conduct a preliminary review to ensure all applicants meet basic requirements.
- OSSE will forward each satisfactory application to a panel of multiple independent, qualified professional reviewers.
- Reviewers will review, provide scores on the rubric, and submit comments.
- OSSE will select awardees based on reviewers' scores.
- Each awarded applicant will receive a grant award notification (GAN) in EGMS.
- All awards will be reviewed for compliance with programmatic and fiscal requirements, could be subject to corrective action.
- See the RFA for more details on Confidentiality, Terms and Conditions, Conflict of Interest, and Assurances.



Application Components



Application Sections

- Overview Pages and Scoring Rubric (*informational; nothing to complete*)
- Contact Information
- Brief Project Description
- Needs Assessment and Narrative
- Priority Points
- Detailed Planning Expenditures
- Supporting Documentation (*optional*)
- Assurances
- Submit (*application is not complete until it is submitted through this tab*)
- Application Print (*hard copies or PDF of applications may be printed through this tab*)
- Application History (*the history of who has accessed and modified the application may be viewed through this tab*)

We will review these sections later in the webinar.



Overview Pages and Scoring Rubric

OVERVIEW PAGES	CONTACT INFORMATION	INFORMATION	NEEDS ASSESSMENT AND NARRATIVE	PRIORITY POINTS	DETAILED PLANNING EXPENDITURES	SUPPORTING DOCUMENTATION	ASSURANCES	SUBMIT	APPLICATION PRINT	APPLICATION HISTORY
GENERAL INFORMATION	SCHEDULE	SCORING RUBRIC								
RUBRIC - NEEDS ASSESSMENT AND NARRATIVE	RUBRIC - BUDGET	RUBRIC - PRIORITY POINTS	RUBRIC - SCORING SUMMARY							

Rubric Section	Point Value
Needs Assessment	20
Project Description	10
Theory of Action	10
Logic Model	10
Overall Needs Assessment and Narrative	20
Budget	20
Priority Points (Applicants should meet both)	10
Total Points Possible	100



Rubric Details

Reviewers will score each section using the following definitions:

Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
No response or information/ information doesn't answer prompt question	Attempts to answer prompt	Mostly answers prompt	Fully answers prompt	Answers prompt in depth; reviewer has no questions
Information, if provided, is unclear or hard to understand	Missing a lot of requested information/ unclear	Missing some of requested information/ mostly clear	All requested information provided/ clear	All requested information provided/ clear, highly focused, coherently integrated answers
Inappropriate answer	Appropriate answer with limited details	Appropriate answer with details; answer is not well expressed	Appropriate answer with details; answer is well expressed	Appropriate, well-articulated answer that is extremely detailed and shows a clear and relevant path to success
Strongly disagree	Disagree	Slightly agree	Agree	Strongly agree



Rubric Details

Needs Assessment (20):	Score Not Assignable	Limited / Weak	Fair	Good	Strong/ Exceptional
1. The applicant gave a clear description of the data used to assess need.	0	2.5	5	7.5	10
2. There is a clear link between the data used and the need described.	0	2.5	5	7.5	10
Project Description (10):	Score Not Assignable	Limited / Weak	Fair	Good	Strong/ Exceptional
1. There is a clear link between need(s) and the project.	0	1.25	2.5	3.75	5
2. The project is clearly described and core activities are likely to produce intended outcomes.	0	1.25	2.5	3.75	5



Rubric Details

Theory of Action (10):	Score Not Assignable	Limited / Weak	Fair	Good	Strong/ Exceptional
1. The if-then-because statement clearly shows how and why the project will be successful.	0	1.25	2.5	3.75	5
2. The success of the project is based on credible and recent (within the last five years) research and/or demonstrated success.	0	1.25	2.5	3.75	5
Logic Model (10):	Score Not Assignable	Limited / Weak	Fair	Good	Strong/ Exceptional
1. All elements of the logic models (Inputs, Activities, Outcomes, Outputs, and Measurements/ Tools) are well-defined.	0	1.5	3	4.5	6
2. The outcomes and outputs are feasible within a two-year timeline.	0	0.5	1	1.5	2
3. The logic models demonstrate a clear overview of the described project.	0	0.5	1	1.5	2



Rubric Details

Overall Needs Assessment and Narrative (20)	Score Not Assignable	Limited / Weak	Fair	Good	Strong/ Exceptional
1. The overall project is well thought-out.	0	1.25	2.5	3.75	5
2. The project is likely to be successful in rapidly raising student achievement.	0	2.5	5	7.5	10
3. The project is designed to ensure that gains are sustainable after the grant ends.	0	1.25	2.5	3.75	5



Rubric Details

Budget (20):	Score Not Assignable	Limited / Weak	Fair	Good	Strong/ Exceptional
1. Costs seem allowable (necessary to the project, allocable, and reasonable).	0	2	4	6	8
2. Budget line items and summary of costs align with the described project.	0	2	4	6	8
3. Proposed budget can reasonably be expended within the grant period.	0	1	2	3	4



Contact Information

- Head of school
- Grants contact
- Fiscal contact
- Application contact (if different from grants contact)

OVERVIEW PAGES	CONTACT INFORMATION	INFORMATION	NEEDS ASSESSMENT AND NARRATIVE	PRIORITY POINTS	DETAILED PLANNING EXPENDITURES	SUPPORTING DOCUMENTATION	ASSURANCES	SUBMIT	APPLICATION PRINT	APPLICATION HISTORY
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Contact Information

* Denotes required field

Application Approval / Disapproval Copy Email Addresses

☐ Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. Only the Head of School or Authorized Representative will receive notification in this list. Any other users who should receive notification should be listed.

ADD ADDITIONAL EMAIL ADDRESS

*** Note: Save frequently in EGMS, because the site times out with inactivity



Brief Project Description

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Information

1. Brief Project Description:
(0 of 2000 maximum characters used)

*** Note: Save frequently in EGMS, because the site times out with inactivity



Needs Assessment and Narrative

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Needs Assessment

1. **Indicate the data sources used to perform the needs assessment** (quantitative and qualitative data).
2. **Substantiate the need for the proposed project.** Link the need for the project to data checked above. Clearly describe your needs and how the specific project will add to providing high-quality education to students in high-need areas. Provide any data that will justify the need for the project.



Needs Assessment and Narrative

Project Description and Theory of Action

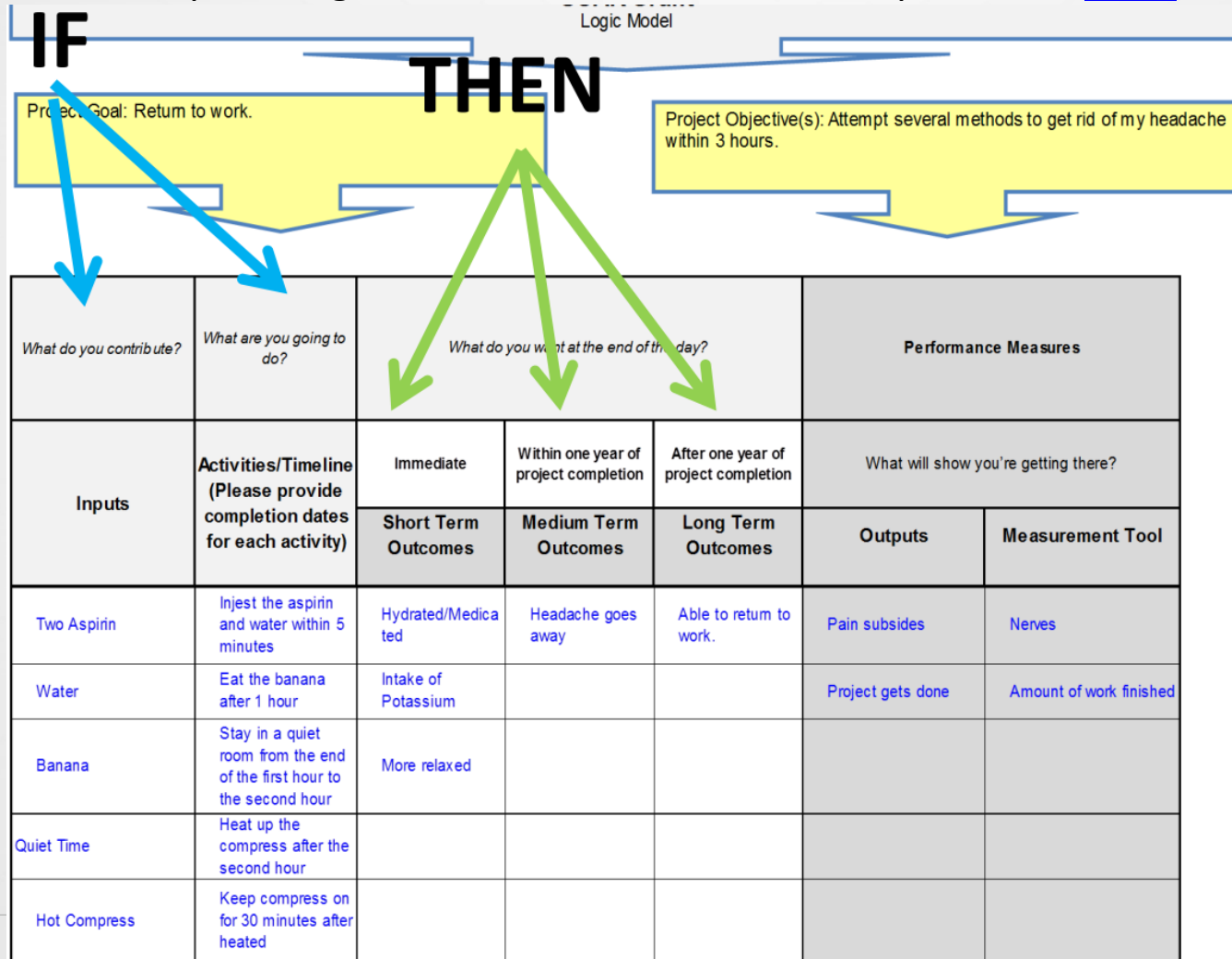
1. Briefly describe the proposed project and activities. Activities must **be research-based** and enhance quality programming. There should be a **clear link to the needs assessment**.
2. **Theory of Action:** Describe how and why your project will work and provide the strategic thinking behind the change you seek to produce by using an **if, then/because statement**. The theory of action must **include research and evidence of success**.



Needs Assessment and Narrative

Logic Model - Complete and upload at least one logic model

- Goals must be Strategic, Measurable, Attainable, Realistic, and Timely (SMART)
- For detailed tips on logic models and education examples, visit: [OSSE](#) and [Regional Ed Lab](#)





Priority Points

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Select one or both priorities and include the narrative description.

Competitive applicants will complete both priorities.

Priority 1: Describe how and why your project will support the creation of a **continuum of public placements** and build capacity to serve students in the **least restrictive environment**, in accordance with the Federal Individuals with Disabilities Education Act (IDEA) CFR Section 300.114.

Priority 2: Describe how the project will improve **graduation, secondary transition, and post-secondary outcomes** for students with disabilities.



Detailed Planning Expenditures

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BUDGET OVERVIEW	SUMMARY OF PLANNED EXPENDITURES	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	OTHER OBJECTS	BUDGET SUMMARY			

Summarize the planned uses of funds for all activities.

All costs must:

- Support projects that address needs identified within the needs assessment
- Support projects that are linked to evidence-based research and have been shown to increase academic achievement; and
- Support projects that apply promising practices to increase academic achievement.

Based on a review of available data, OSSE is prioritizing applications which:

- Demonstrate the project's ability to support the creation of a continuum of public placements and build capacity to serve students in the least restrictive environment, in accordance with the Federal Individuals with Disabilities Education Act (IDEA) and Title 34 of the Code of Federal Regulations (CFR) Section 300.114.
- Demonstrate the project's ability to improve graduation, secondary transition, and post-secondary outcomes for students with disabilities.



Detailed Planning Expenditures

Within each Budget Category sub-tab, enter the type of expenditure in each program category (if applicable). Click the description for details.

OVERVIEW PAGESCONTACT INFORMATIONFUNDING DISTRIBUTIONALLOCATIONSNEEDS ASSESSMENT AND NARRATIVEDETAILED PLANNING EXPENDITURES (selected)SUPPORTING DOCUMENTATIONASSURANCESSUBMITAPPLICATION PRINTAPPLICATION HISTORY

BUDGET OVERVIEWSUMMARY OF PLANNED EXPENDITURES (selected)SALARIES AND BENEFITS (disabled)SUPPLIES AND MATERIALSPROFESSIONAL SERVICESEQUIPMENTOTHER OBJECTSBUDGET SUMMARY

Budget Detail By SiteInstructions

Itemize and explain each expenditure amount that appears on the Budget Summary.
[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100	300	400	500	600	700	800	Indirect Cost
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Notes:

The District Level Budget page is identified by "0000"

Site: 0000

Note that your Third Party/ LEA must budget at the overall Third Party/ LEA level, but you may decide how to allocate funds to separate school sites.



Detailed Planning Expenditures

Budget guidance document with Definitions and Examples:

OSSE Definitions - Updated 8/21/2014

Budget Definitions

1 of 2

Definitions and Examples for Each Program Category and Budget Category							
IMPORTANT NOTE: The examples in this table are provided only as a generic guide of the general scope of potential expenditures and have no relation to determinations of allowability for any particular federal grant program. Indeed, some entire categories may represent unallowable activities for some grant programs. Subgrantees should pay close attention to the definitions provided in column B in order to determine the appropriate categorization of expenditures.							
DIRECT COSTS		Budget Categories (sub-tabs in EGMS)					
		Salaries and Benefits (100)	Contracted Professional Services (300)	Equipment (500)	Supplies and Materials (600)	Fixed Property Costs (700)	Other (800)
	INSTRUCTION (10) The direct instructional interaction between teachers and students. This instruction may be provided to students in a school classroom, in an alternate location (i.e.: home or hospital), or in other learning situations, including those involving co-curricular activities. The activities of teacher aides or classroom assistants of any type (i.e.: clerks, graders, teaching machines) who assist in the instructional process are also in this category.	Teachers, Tutors, Coaches, Substitute Teachers, Teacher's Aides, Reading Specialists, Classroom Paraprofessionals (all positions are on staff)	Contracted Teachers / Instructors or Substitute Teachers (those that are not an official employee)	Machinery, Furniture, Fixtures, Technology-related Hardware more than \$5,000 per unit (according to OSSE's equipment policy)	General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees - Site License	Rental of Instruction Equipment	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Approved Conference/Training Fees, Travel Costs, Non-Payroll Taxes, Miscellaneous
	(program categories within each sub-tab) SUPPORT SERVICES (20) The technical and logistical support to facilitate and enhance instruction. These are services within programs that aid in fulfilling that program's instructional objectives or community service goals, rather than being full-service entities. Such services include activities or stipends associated with providing professional development to the instructional staff, assessing and improving the well-being of students, and supplementing the teaching process.	Site Coordinators, Instructional Staff Trainers, Librarians, Counselors, Audiovisual Services, Curriculum Consultants, Program Evaluators, Psychologists, Social Workers, Nurses, Attendance Personnel, Record Clerks, Chief Academic Officer, Dean of Students (all positions are on staff)	Contracted Consultants, Contracted Evaluators, Counselors, Therapists, Doctors or Instructional Staff Trainers. Fees for Professional Development, In-service Training, or Registration	Machinery, Furniture, Fixtures, Technology-related Hardware more than \$5,000 per unit (according to OSSE's equipment policy)	General Supplies, Books, Library Books, Periodicals, Testing Materials	Rental of Support Services Equipment	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Approved Conference/Training Fees, Travel Costs, Non-Payroll Taxes, Miscellaneous
		Program Directors,					



Detailed Planning Expenditures

Here's an example within the Salaries and Benefits budget category sub-tab:

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BUDGET OVERVIEWSUMMARY OF PLANNED EXPENDITURES**SALARIES AND BENEFITS**SUPPLIES AND MATERIALSPROFESSIONAL SERVICESEQUIPMENTOTHER OBJECTSBUDGET SUMMARY

Budget Detail By Site[Instructions](#)

Itemize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100	300	400	500	600	700	800	Indirect Cost
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Notes: The District Level Budget page is identified by "0000"

Site:

Total Allocation Available for Budgeting

Note that Allocation will be \$0 until you are awarded funding.

To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Name of Individual	Position Title	Program Category	FTE	Expenditure Description and Itemization	SP-ED_Enhancement_Fund Funds	Delete Row
J Doe	Instructional Staff Tr	20-Support Services	0.2	Special Education Instructional Staff Trainer	10000	<input type="checkbox"/>
					0.00	<input type="checkbox"/>

***Don't forget to save frequently.



Detailed Planning Expenditures

After entering a budget in each Budget Category sub-tab relevant to your project plan, you can view the budget summary (read-only).

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BUDGET OVERVIEW	SUMMARY OF PLANNED EXPENDITURES	SALARIES AND BENEFITS	SUPPLIES AND MATERIALS	PROFESSIONAL SERVICES	EQUIPMENT	OTHER OBJECTS	BUDGET SUMMARY			

Budget Summary (Read Only)

Remove blank rows from display: ☒ Yes ☐ No

Code	Activity Description	100 - Salaries and Benefits	300 - Professional Services	400 - Property Services	500 - Equipment	600 - Supplies and Materials	700 - Fixed Property Costs	800 - Other Objects	TOTAL
20	Support Services	10,000.00							10,000.00 100.00 %
Subtotal		10,000.00 100.00 %							10,000.00 100.00 %
Total Budget									10,000.00



Supporting Documentation

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- This section is optional for the initial application.
- You may use this for additional attachments.
- If OSSE requests additional documentation, you would use this section.
- Give a brief overview of each file you upload.
- ***Once you upload, it can't be deleted. (You can explain if there's an upload error.)



Assurances

- You must check the Program Specific Assurances checkbox.

OVERVIEW PAGES	CONTACT INFORMATION	INFORMATION	NEEDS ASSESSMENT AND NARRATIVE	PRIORITY POINTS	DETAILED PLANNING EXPENDITURES	SUPPORTING DOCUMENTATION	ASSURANCES	SUBMIT	APPLICATION PRINT	APPLICATION HISTORY
PROGRAM SPECIFIC ASSURANCES		ASSURANCES AGREEMENT SUMMARY								

Program Specific Assurances

☐ **By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.**

As the duly authorized representative of the applicant I certify that:

1. We are able to maintain adequate files and records and can and will meet all grant reporting requirements;
2. Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and we give the sponsoring agency through any authorized representative, the right to audit and inspect all records, books.



Assurances

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Assurances

The authorized representative of the applicant certifies that he or she has read, understood and will comply with all of the provisions of the following assurances.

NOTE: These checkboxes will be automatically filled in as each of the separate certifications/assurances are read and agreed to.

☐ Central Data Collection Common Assurances - Common Assurances are agreed to in the Central Data Collection. These Special Education Enhancement Fund specific assurances may not be agreed to unless the common assurances have previously been agreed to.

☒ Program Specific Assurances

The assurances were fully agreed to on this date:

- Before submitting the program-specific assurances for this grant, all applicants must have completed the Central Data Assurances for all OSSE grants for the fiscal year.
- Note that Central Data Assurances are found as a separate application within the EGMS homepage.

Select Fiscal Year:

[Click to view Funding Summary](#)

Created

Assurances and Central Data

	Application Name	Revision	Status	Date	Actions			
▶	Central Data	Amendment 1	Final Approved	5/31/2017	OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION
▶	Phase I Assurances - ESEA ConApp	Original Application	Final Approved	5/23/2017	OPEN	AMEND	REVIEW SUMMARY	DELETE APPLICATION

Formula Grant

	Application Name	Revision	Status	Date	Actions			
▶	SP ED Enhancement Fund	Original Application	Not Submitted		OPEN	AMEND	PAYMENTS	REVIEW SUMMARY DELETE APPLICATION



Submit

- You must hit Consistency Check to see if all parts are complete. Missing elements are in red.
- Then, lock the application and submit.

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Submit

Consistency Check completed. After correcting the errors noted below, the consistency check must be performed again.

- Special Education Enhancement Fund
 - Contact Information - Head of School Contact Last Name is a required field.
 - Contact Information - Head of School Contact Address 1 is a required field.
 - Contact Information - Head of School Contact City is a required field.
 - Contact Information - Head of School Contact State is a required field.
 - Contact Information - Head of School Contact Zip is a required field.
 - Contact Information - Head of School Contact Phone is a required field.
 - Contact Information - Head of School Contact Email is a required field.
 - Contact Information - Grants Contact Last Name is a required field.
 - Contact Information - Grants Contact First Name is a required field.
 - Contact Information - Grants Contact Phone is a required field.
 - Contact Information - Grants Contact Email is a required field.
 - Contact Information - Fiscal Contact Last Name is a required field.
 - Contact Information - Fiscal Contact First Name is a required field.
 - Contact Information - Fiscal Contact Position is a required field.
 - Contact Information - Fiscal Contact Email is a required field.
 - Contact Information - Fiscal Contact Phone is a required field.
 - Information - Brief Project Description
 - Needs Assessment and Narrative - A Quantitative Data Source must be selected.
 - Needs Assessment and Narrative - A Qualitative Data Source must be selected.
 - Needs Assessment and Narrative - Comprehensive Needs Assessment is a required field.
 - Needs Assessment and Narrative - Project Description is a required field.
 - Needs Assessment and Narrative - Theory of Action is a required field.
 - Needs Assessment and Narrative - Applicant must upload at least ONE logic model using your performance measures.
 - Summary of Planned Expenditures - Summary of planned uses of funds for all activities is a required field.
 - Assurances Agreement Summary - All assurances must be completed prior to agreeing.

Assurances must be reviewed and approved before you can submit your application.

CONSISTENCY CHECK

LOCK APPLICATION

UNLOCK APPLICATION



EGMS Considerations

- **When in doubt, contact the EGMS help center.** (Note: a record of contact with EGMS will not excuse missing the application submission deadline.)
- **Save early and often** – EGMS times out and kicks users out of the system after 60 minutes of inactivity.
- **Narrative responses may not exceed the stated word count.** If you cut and paste from a Word document, double-check that final sentences/paragraphs are not cut off.
- **EGMS does not handle special characters well.** Contact the EGMS help center if you think you are encountering this problem.



Next Steps

Complete the Intent to Apply form and email it to Jonathan.Elkin@dc.gov by **Wednesday, July 12 at 5 p.m.**

Submit the application electronically via the Enterprise Grants Management System (EGMS) by **Tuesday, Aug. 15 at 3 p.m.**

**OSSE will not accept applications submitted after 3 p.m.
Be sure to start your application early.

If you have technical questions about the application, contact:

EGMS Help

osse.callcenter@dc.gov

(202) 719-6500





Contact Information

FIND US

ADDRESS:

810 First St. NE

Washington, DC 20002

Contact for Special Education Enhancement Fund

Jonathan Elkin

Jonathan.Elkin@dc.gov


(202) 481-3875

GET SOCIAL

 facebook.com/ossedc

 twitter.com/ossedc

 youtube.com/DCEducation

 <https://osse.dc.gov/page/special-education-enhancement-fund-seef-competitive-grant>