**FAQs about the Special Education Grant Opportunities**

**General Questions**

Q: Can an institute of higher learning (IHE) or Education Service Center (ESC) submit a proposal for more than one grant?

**A: Yes. An IHE or ESC may apply to any or all of the 12 grants posted.**

Q: Can a Local Education Agency (LEA) apply for the grants?

**A: No. Only ESCs and IHEs may apply for the grants.**

Q: Will multiple proposals be funded for each grant?

**A: No. There will only be one funded proposal for each grant. However, the proposal may include several IHEs and/or ESCs that are working together.**

**TEA encourages IHEs and ESCs to form partnerships and collaborations. However, it is TEA’s hope that multiple letters of interest will be submitted for each grant. This provides the best opportunity for one of these proposals to meet minimum expectations for funding.**

Q: The cost and time for quality translations is not insignificant. Six of the opportunities specify that materials or resources intended for use with parents must be available in English, Spanish, and Vietnamese (1, 2, 4, 5, 6, 7) and four specify English and Spanish (3, 8, 9, 10). Further, within at least one of those there is reference to English and Spanish in some places and English, Spanish, and Vietnamese in other sections – deliberate or an oversight? Is that intentional? Or were all to be in English and Spanish or English, Spanish, and Vietnamese?

1. **All materials intended for parents or community must be available in English and Spanish.**

Q: Please describe the format and level of specificity required for the budget submission. In the Letter of Interest there is a line “budget proposals and final budget tables must include line-item/deliverable-based pricing” and the Response Form limits the budget submission to one page. Are there limits/requirements beyond these two points of information?

**A: The response form for each grant requires a narrative description of how the proposed budget is intended to sufficiently fund the program activities and does not duplicate efforts. This narrative is limited to one page. Actual proposed budget table may be submitted as an**

**Appendix. Funding must follow IDEA-B fiscal requirements, EDGAR regulations.**

Q: What are the expectations/requirements in regard to accessibility for websites/documents/PPTs/videos/online courses/events?

A: **All materials, including websites and videos, must comply with Section 508 of the Rehabilitation Act Standards.**

Q: Several current networks have a substantial inventory of resources in multiple formats – website, video, documents, and courses. The Supports for Intensive Services Grant Opportunity explicitly calls for the maintenance of previously developed resources and names a few. Are there expectations for posting/updating the assets created by other networks? If so, what is the plan for the turnover of assets? Should budgets include transfer, and where needed infrastructure build, costs?

1. **A system will be developed. The cost of this transfer of information does not need to be included in the grant application budgets.**

Q: What is the role of non-partner ESCs in each of these networks? Are 10 networks anticipated? Will there be Network Implementation Plans with required activities reported in the SECIP? Will there be face-to-face meetings?

**A: All ESCs will be expected to participate as network members. The plans for the network implementation are still in development. The decision to hold face-to-face meetings for the network members will be made by each network lead.**

Q: Will there be a collaboration/negotiation phase when the grants are awarded? The letters emphasize collaboration among networks, but without knowing all applicants it will be difficult to anticipate and plan for all overlapping initiatives.

**A: Yes, there will be a robust negotiation phase for awarded grants.**

Q: In reference to language in the letter of support under 1.6 timeline it mentions “combine all attachments and documents into one PDF.”  How is the agency defining “attachments and documents”?  Is “Attachment A” the only document that can be included, or could an applicant include additional attachments that would not impact/count towards the maximum page limit?

**A: Attachment A would be the main document TEA would be expecting. The other attachments would be a cover sheet and table of contents. You are also allowed to submit an appendix to give supplemental information, if needed.**

Q: In reference to the language in Attachment A 1.1. (and other areas) Evidence-based practices it states “Describe, in detail how your organization’s proposed program demonstrates a foundation…” In order to address how the proposed program will address these areas, there needs to be an opportunity to describe the actual structure of the proposed program and provide context and overview.  Is there an area that allows for a description of the overall conceptualization of the program, or could that be included as an attachment beyond the 10-1/2 page limit if necessary?

**A: You are allowed to submit an appendix to give supplemental information, if needed.**

Q: In the grant documents, you refer to program guidelines. Are these guidelines different from the Request for Letters of Interest and the information found in the rubric? If so, where can they be located since some of the networks have been consolidated?

**A: Program guidelines will be developed after the grant is in place. They will include information about allowable expenditures, statutes, and requirements to follow to execute the project. The Request for Letters of Interest and rubrics should have all the information you need to complete a Letter of Interest.**

**Network Specific Questions**

***Supports for Students Served in Small and Rural Local Education Agencies (LEAs) Grant***

Q: For the "Grow Your Own" Program, does it have to be that that teachers go back to school to get certified in Special Education?

**A: Applicants are encouraged to propose innovative solutions to address staffing shortages, including programs like additional certifications in support of students with disabilities. Applicants are also encouraged to demonstrate willingness and ability to connect with other proposed networks and TEA initiatives to avoid duplication of effort while providing support in areas of need.**

***Intervention Best Practices***

Q: What is the expectation for budget sharing with all ESC’s for Best Practice Grant? Same amount as 2018-2019. That would leave about $500,000 when other networks have $1,000,000. Is it possible to add an amount so the lead has the equivalent as other networks that would not be sending funds to other ESC?

**A: Letters of interest should include a robust plan for accomplishing the grant goals that includes a plan for continuing support of all 20 ESCs with regard to PBIS implementation.**

***Evaluation Capacity Grant Questions***

Q: Will all submitters be notified whether they were awarded or not on September 15?

**A:** **Yes, submitters will be notified either way.**

Q: Aside from the timeline changes did any content in the LOI get revised and/or added?  If yes, please share changes.

**A:  The deadline for submission of a Letter of Interest was extended to September 14th. The only other immediate change will be allowing non-profit organizations to apply for the grant.**

***Students with Sensory Impairments Network***

Q: We are formulating our responses to the Sensory Impairment LOI and would like some clarification on your interpretation of "multiple methods of facilitation" so that we can be sure to provide a robust response.

2.1 Increased Community Access: Describe, in detail, the plan for multiple methods of facilitation to increase community access and lifelong skills, which includes social, recreational, and employment opportunities.

**A: Multiple methods of facilitation can be interpreted as various activities that encourage students with sensory impairments to be involved in increasing community access and lifelong skills. This could include methods such as:**

**• Transition fairs to gain community access**

**• Imagination Texas for DHH students**

**• Collaboration with Transition network on innovative courses and transition**

 **guidelines**

**• TWC opportunities and other transition initiatives**

**The plan should facilitate students getting to fairs and informing others about community events that promotes lifelong skills.**

**The plan should not be limited to the activities mentioned.**