

# Early Childhood Personnel Center (ECPC): Grant Writing Kickoff

**Personnel Preparation of Early Intervention and Special  
Education Personnel Serving Children with Disabilities  
who have High-Intensity Needs  
(84.325K)**



# Today we will:

- Determine if the grant is a good fit
- Review the OSEP grant components
- What's New in this grant
- Review the ECPC products available to support you

# Is this grant a good fit?

Questions to consider:

- Do I have the time to write the grant? – due June 13
- Is my program eligible under the absolute priority?
- Who are my partners for the grant?
- What components are required?
- Who on campus can help me with budget planning?
  
- Do you have the time to implement the grant? *~limited funding for personnel*
  - At least 65 percent of the total award over the project period must be used for scholar support

# Absolute Priority: Focus Area A

- Preparing personnel to serve infants, toddlers, and preschool-age children with disabilities who have **high-intensity needs**
- Competitive Priority: An additional 3 points will be awarded to an applicant who has not had an active discretionary grant in the last five years under the 84.325K program.
- No cost sharing is required.

# Narrative: What's New

- 40-page limit

[325k Program Brochure](#) - Page 6 (provides more detail)

- Sections rearranged – different point structure
  - 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)

# Adequacy of Resources: What's New

- Scholar support can include support for cost of attendance (i.e., tuition and fees; university student health insurance; an allowance for books, materials, and supplies; an allowance for miscellaneous personal expenses; an allowance for dependent care, such as childcare; and/or an allowance for room and board), travel in conjunction with training assignments including conference registration, and stipends to support scholars' completion of the program
- Emphasize how the budget will mitigate financial burden – individualize scholar support

# Resources for Grant Writing

# ECPC Resources on the Website [ecpcta.org](http://ecpcta.org)

Homepage → Audiences → IHE Faculty

ECPC Curriculum Modules – Link to the EI/ECSE Standards



IHE Tools for Program and Course Revision or Development



Course Development and Curriculum Resources: DEC Specialty Set and CEC Standards (\*PRIOR\* to 2020)



Course Development and Curriculum Resources: \*NEW\* EI/ECSE Standards (approved 2020)



E-Learning and CONNECT Resources



Grant Writing Tools



Community College Curriculum and Resources





# ECPC Resources

- [Grant Writing Tools](#)
- [ECPC IHE Faculty Checklist Partnering with Families](#)
- [Crosswalk of the EI/ECSE Standards \(2020\) with DEC RPs \(2014\)](#)
- [Curriculum Modules](#): Designed to facilitate the integration of the EI/ECSE Standards (*under Resources*)
- [E-Learning Modules](#): Lessons, practice guides, and resources to support learning about evidence-based practices (*under Resources*)
- Connect Modules: Designed to build the ability to make evidence-based practice decisions (linked from ECPC and housed on the [DEC website](#))

# ECPC Resources

- [ECPC Curriculum Planning Tool](#): Used to align program/ courses with Standards and Recommended Practices
- [Cross-Disciplinary Competencies](#): Core early childhood competencies across disciplines
- [Case Studies | The Early Childhood Personnel Center \(ecpcta.org\)](#): Illustrate the ECPC Cross Disciplinary Competency Areas and the EI/ECSE Standards
- [Video Library](#): The video library is a compilation of almost 500 videos that may be used in early childhood intervention pre-service courses or in-service training.

# ECPC Resources: Examples

# ECPC Curriculum Modules



[Curriculum Modules](#)

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[Overview](#)

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[Topics](#)

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[Sample Syllabi, Learning Activities, and Practicum Application](#)

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[Case Study and PD Guides](#)

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[Multimedia Illustrations](#)

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[Resources](#)

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## Standard 2: Partnering with Families

The purpose of this module is to introduce the Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators (EI/ECSE) Standard 2. The learning resources provided are designed to be used in both pre-service and in-service to facilitate the integration of the knowledge and skills addressed by this standard.

**Standard 2:** Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

### Components:

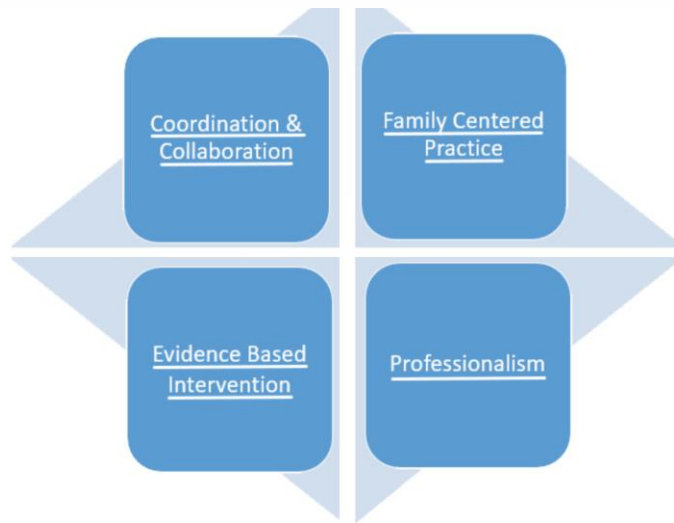
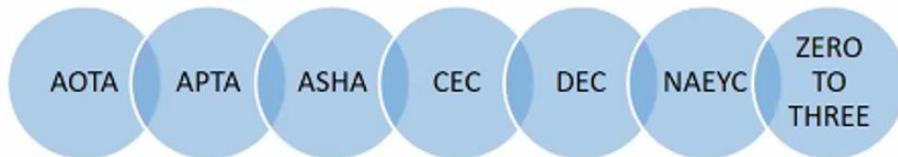
2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.

2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

2.3 Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning,



# ECPC Cross Disciplinary Competency Areas



# ECPC Adult Learning Planning Tool

Who	What	How
Instructor/Trainer/Coach	<b>Introduction:</b> <i>Explain the practice/topic/concept.</i>	
Instructor/Trainer/Coach	<b>Illustration:</b> <i>Show practice/topic/concept.</i>	
Learner	<b>Active and authentic job embedded learning opportunities:</b> <i>Implement the practice/topic/concept in settings in which it will be implemented.</i>	
Instructor/Trainer/Coach	<b>Guidance:</b> <i>Prompt and guide the implementation of the practice/topic/concept.</i> <b>Performance feedback:</b> <i>Provide reinforcement or corrections.</i>	
Learner	<b>Reflection, understanding and self-monitoring:</b> <i>Practice and discuss with others how the practice/topic/ concept works.</i>	
Instructor/Trainer/Coach/ Learner	<b>Duration, Intensity and Follow-up:</b> <i>Plan for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept.</i>	

[Link to Adult Learning Planning Tool](#)

[Link to Adult Learning Planning Tool w/Examples](#)

# Questions and Technical Assistance

What questions do you have about the grant?

Put specific questions in chat or email to [gundler@uchc.edu](mailto:gundler@uchc.edu):

We will develop an FAQ and will work with OSEP to answer your questions and will share it with the entire group

*We would love for you to use the tools on the website – we want OSEP to know that ECPC resources were used in your grant application, so please cite the website [ECPC Home | The Early Childhood Personnel Center \(ecpcta.org\)](http://www.ecpcta.org)*

# OSEP Resources

[325k Program Brochure](#) OSEP Developed Program Brochure

This webinar provides general information to assist applicants with completing applications for 2022 funding opportunities.

[Applying for Office of Special Education Programs Discretionary Grants](#) -

- Overview Webinar - <https://youtu.be/KLSF6eUXdyY>
- [PowerPoint Presentation](#)





[ecpcta.org](http://ecpcta.org)

We can organize a Zoom meeting with Sunyoung Ahn, Competition Manager @ OSEP

Darla Gundler

[gundler@uchc.edu](mailto:gundler@uchc.edu)

Vicki Stayton

[vicki.stayton@wku.edu](mailto:vicki.stayton@wku.edu)



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