Fund for the Improvement of Postsecondary Education

Open Textbooks Pilot Program Technical Assistance Webinar

September 2020

Program Contact: Dr. Stacey Slijepcevic, stacey.slijepcevic@ed.gov

Agenda

- General Information
- Open Textbooks Pilot Program
  - Purpose
  - Award Information
  - Eligibility Information
  - Priorities
  - Selection Criteria
  - Performance Measures
- Budget Tips
- Application Review and Selection Process
- Application and Submission Information
- Program Contacts

The Federal Register is the official application submission guide. This webinar only provides technical assistance.

2

General Information

▸ Notice Inviting Applications (NIA) is in the Federal Register

▸ Download application package in Grants.gov (84.116T)

▸ Frequently Asked Questions (FAQ) posted on the Open Textbooks Pilot Web site

General Information

Dates to Remember

▸ September 15, 2020, application period opens

▸ November 16, 2020 by 11:59:59 p.m. Eastern Time, application period closes

▸ November 17, 2020 – December 31, 2020 review of proposals

▸ December 31, 2020 awards announced

▸ January 1, 2021 grant period begins

Open Textbooks Pilot Program

Purpose

Support projects at eligible institutions of higher education (IHEs) that create new open textbooks and expand the use of open textbooks in courses that are part of a degree-granting program, particularly those with high enrollments.

Open Textbooks Pilot Program

Award Information

- Estimated Available Funds - $6,029,425

- Estimated Range of Awards: $500,000 - $2,000,000.
  (Budgets may <u>not</u> exceed range cap but may be below the estimated range)

- Estimated Number of Awards: 3-12

- Project Period: Up to 36 months

- Grant Performance Period: January 1 - December 30

Open Textbooks Pilot Program

<u>Eligibility Information</u>

Eligible applicants are IHEs as defined in section 101 of the Higher Education Act (HEA) (20 U.S.C. 1001), or State higher education agencies that:

a) Lead the activities of a consortium that is comprised of at least:

    i.   Three IHEs as defined in section 101 of the HEA;

    ii.   An educational technology or electronic curriculum design expert (which may include such experts that are employed by one or more of the consortium institutions); and

    iii.   An advisory group of at least three employers, workforce organizations, or sector partners; and

b) Have demonstrated experience in the development and implementation of open educational resources.

The Federal Register is the official application submission guide. This webinar only provides technical assistance.

7

Open Textbooks Pilot Program

Requirements

Accessibility: All digital content developed under this grant program must incorporate the principles of universal design to ensure that they are accessible to individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines 2.0, Level AA.

Technical Standards for Interoperability: All digital assets developed under this grant program must be produced to maximize interoperability, exchange, and reuse and must conform to industry-recognized open standards and specifications. **Applicants must identify the industry standard they will use.** All digital assets created in whole or in part under this grant program must be licensed for free, attributed public use and distribution as required under 2 CFR 3474.20.

Applicants should identify the industry standard they will use for "Technical Standards for Interoperability" in the narrative section "Quality of the Project Design" within the Project Narrative Attachment Form.

Open Textbooks Pilot Program

Priorities

Three Absolute Priorities

1. Absolute Priority 1 -- Improving Collaboration and Dissemination.
2. Absolute Priority 2 -- Addressing Gaps in the Open Textbook Marketplace and Bringing Solutions to Scale.
3. Absolute Priority 3 -- Promoting Student Success.

One Competitive Preference Priority (optional)
1. Competitive Preference Priority -- Using Technology-Based Strategies for Personalized Learning and Continuous Improvement.

One Invitational Priority (optional)
1. Invitational Priority -- An application from a Minority-Serving Institution (MSI) or community college that leads the activities of the consortium and serves as the fiscal agent; or an application from a consortium in which an MSI or community college is a member of the consortium but not the lead applicant..

Absolute Priorities

<u>Absolute Priority 1</u> -- Improving Collaboration and Dissemination.

An eligible applicant must propose to lead and carry out projects that involve a consortia of institutions, instructors, and subject matter experts, including no less than three IHEs, along with relevant employers, workforce stakeholders, and/or trade or professional associations.

.

Applicants must explain how the members of the consortium will work together to develop and implement open textbooks that:

a) reduce the cost of college for large numbers of students through a variety of cost saving measures; and

b) contain instructional content and ancillary instructional materials that align student learning objectives with the skills or knowledge required by large numbers of students (at a given institution or nationally), or in the case of a career and technical postsecondary program, meet industry standards in in-demand industry sectors or in-demand occupations.

Questions to Consider - Absolute Priority 1

▸ What's the basis of selection for the consortium member?

▸ What expertise and/or resources does the consortium member provide?

▸ What's their responsibility?

▸ How will the consortium work together to develop/implement content aligned with the objectives of the grant?

▸ In what way does the Advisory group augment the knowledge and skills of the other members of the consortium?

Absolute Priorities

Absolute Priority 2 -- Addressing Gaps in the Open Textbook Marketplace and Bringing Solutions to Scale.

An applicant must identify the gaps in the open textbook marketplace in courses that are part of a degree-granting program that it seeks to address and propose how to close such gaps. An applicant must propose a comprehensive plan to:

a) identify and assess existing open educational resources in the proposed subject area before creating new ones, such as by identifying any existing open textbooks that could potentially be used as models for the design of the project or ancillary learning resources that would support the development of courses that use open textbooks;

b) focus on the creation and expansion of education and training materials that can be scaled, within and beyond the participating consortium members, to reach a broad range of students participating in high-enrollment courses or preparing for in-demand industry sectors or in-demand occupations;

c) create and disseminate protocols to review any open textbooks created or adapted through the project for accuracy, rigor, and accessibility for students with disabilities;

Absolute Priorities

Absolute Priority 2 -- Addressing Gaps in the Open Textbook Marketplace and Bringing Solutions to Scale.

d) disseminate information about the results of the project to other IHEs, including promoting the adoption of any open textbooks created or adapted through the project, or adopting open standard protocols and processes that support the interoperability for any digital assets created;

e) include professional development to build capacity of faculty, instructors, and other staff to adapt and use open textbooks; and

f) describe the courses for which open textbooks and ancillary materials are being developed.

Questions to Consider - Absolute Priority 2

▶ What open textbook materials are already out there? What gaps exist? And how do the materials you propose to develop fit into this picture?

▶ What activities will you undertake to support system-level OER initiatives? This can include training, professional development, technology, learning design and faculty support.

▶ What's the review process and criteria that establish standards for the open textbooks?

▶ How will you share, collaborate, and disseminate open textbooks materials?

Absolute Priorities

Absolute Priority 3 -- Promoting Student Success

An applicant must propose to build upon existing open textbook materials and/or develop new open textbooks for high-enrollment courses or high-enrollment programs in order to achieve the highest level of savings for students.

The applicant must include plans for:

a) promoting and tracking the use of open textbooks in postsecondary courses across participating members of the consortium, including an estimate of the projected direct cost savings for students which will be reported during the annual performance review;

b) monitoring the impact of open textbooks on instruction, learning outcomes, course outcomes, and educational costs;

c) investigating and disseminating evidence-based practices associated with using open textbooks that improve student outcomes; and

d) updating the open textbooks beyond the funded period.

Questions to Consider - Absolute Priority 3

▸ How do the selected courses, program or degree pathway promote student success and degree completion?

▸ How will you promote awareness and adoption of the open textbooks? How do you track the use of the materials?

▸ How will you assess the impact of open textbooks on instruction, learning outcomes, course outcomes, and educational costs?

▸ Is there a sustainable workflow to maintain and disseminate the open textbooks when funding ceases?

Competitive Preference Priority (CPP)

Competitive Preference Priority -- **Using Technology-Based Strategies for Personalized Learning and Continuous Improvement**

(Optional, up to 5 additional points)

An applicant must propose a project that focuses on improving instruction and student learning outcomes by integrating technology-based strategies, such as personalized learning, and providing support to faculty, instructors, and other staff who are delivering courses using these techniques. The project must enable students to tailor and monitor their own learning and/or allow instructors to monitor the individual performance of each student in the classes or courses for which the applicant proposes to develop open textbooks. In addition, online and technology-enabled content and courses developed under this project must incorporate the principles of universal design in order to ensure that they are readily accessible by all students. The openly licensed resources that are developed should support traditional, text-based materials, including through such tools as adaptive learning modules, digital simulations, and tools to assist student engagement.

Questions to Consider - CPP

▸ How will the open textbooks promote active learning?

▸ How does the technology pair with the content to help improve instruction and student learning outcomes?

Questions related to the open licensing requirement should be submitted to stacey.slijepcevic@ed.gov with a copy to tech@ed.gov.

Invitational Priority

Invitational Priority -- An application from a Minority-Serving Institution (MSI) or community college that leads the activities of the consortium and serves as the fiscal agent; or an application from a consortium in which an MSI or community college is a member of the consortium but not the lead applicant.

(Optional)

Note: Please reference the NIA for the definition of a MSI and community college. The list of institutions currently designated as eligible under title III and title V is available at: www2.ed.gov/about/offices/list/ope/idues/eligibility.html#el-inst

Selection Criteria

▸ The selection criteria are the criteria against which the peer reviewers evaluate and score each application.

▸ The Department **selects grantees based on peer reviewer scores**, so clearly addressing the selection criteria is critical.

▸ Respond to the selection criteria and each factor in the appropriate section.

▸ The project narrative should be organized in seven labeled sections that correspond to and follow the order of the seven selection criteria.

  a. Significance
  b. Quality of the Project Design
  c. Quality of the Project Services
  d. Quality of the Project Personnel
  e. Adequacy of Resources
  f. Quality of the Management Plan
  g. Quality of the Project Evaluation

▸ The maximum total score that any applicant may receive on the seven selection criteria is 100 points.

Selection Criteria

Seven (7) evaluation areas:

	Total Possible Score
a. Significance	20
b. Quality of the Project Design	16
c. Quality of the Project Services	15
d. Quality of the Project Personnel	9
e. Adequacy of Resources	20
f. Quality of the Management Plan	10
g. Quality of the Project Evaluation	10
Total Max. Score Possible	**100**
Total Max. Score for CPP	**5**
TOTAL POSSIBLE SCORE	**105**

Significance
(up to 20 points)

In determining the significance of the proposed project, the Secretary considers the following factors:

1) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

2) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

Questions to Consider - Significance

▸ How does the proposed project expand or strengthen the institution's capacity and ability to address the needs of the target population?

▸ How does the project support new or substantially improved strategies to address widely shared challenges to instruction and student learning?

▸ Does the project or proposed strategies have potential to be replicated in a variety of settings?

▸ If the project is successful, what improvements or systemic changes are expected?

Quality of the Project Design
(up to 16 points)

In determining the quality of the design of the proposed project, the Secretary considers the following factors:

1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

4) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

Questions to Consider – Project Design

▸ Is there evidence that supports your approach to the design of the project?

▸ How do the objectives relate to the project goals and what are the anticipated outcomes? Are they measurable?

▸ Have you identified the target population? Their challenges? Needs?

▸ What are the capacity building initiatives and how will they be parlayed into sustainable, reproducible initiatives elsewhere?

▸ How will the project continue after the grant period?

Quality of the Project Services
(up to 15 points)

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. In addition, the Secretary considers the following factors:

1) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards

2) 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.

3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Questions to Consider – Project Services

▸ Are the proposed services appropriate for the targeted outcome/impact?

▸ To what extent are the expertise and resources of the consortium leveraged to maximize effectiveness of the services?

▸ Are the training and professional development services sufficient to achieve the objectives and goals of the project?

Quality of Project Personnel
(up to 9 points)

In determining the quality of the personnel who will carry out the proposed project, 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. In addition, the Secretary considers the following factors:

1) The qualifications, including relevant training and experience, of the project director or principal investigator.

2) The qualifications, including relevant training and experience, of key project personnel.

Questions to Consider – Project Personnel

▸ Is the experience and training of the Project Director and key personnel directly related to the activity objectives?

Adequacy of Resources
(up to 20 points)

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Questions to Consider - Resources

▸ How are the resources related to the successful implementation of the project?

▸ Describe if these resources are available at your institution (or in partner institutions); or if you plan to acquire them.

▸ Letters of commitment and support should be submitted to demonstrate level of commitment to the project.

▸ Are the requested funds reasonable in relation to the complexity and scale of the project?

Quality of the Management Plan
(up to 10 points)

In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

1) 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.

2) 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.

Questions to Consider – Management Plan

- What is the plan to ensure proper and efficient management of the project, including methods of coordination across organizational units, partners, stakeholders, etc.? Who is responsible for what?

- How will you ensure that the project is on schedule and within budget to meet the identified goals and objectives of the project?

- Have sufficient staff and time been committed to ensure that the identified goals and objectives are met?

Quality of the Project Evaluation
(up to 10 points)

In determining the quality of the evaluation, the Secretary considers the following factors:

1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Questions to Consider – Project Evaluation

▸ Describe the methods for data collection and evaluation?

▸ How will you assess student learning outcomes and impact on instruction?

▸ Are the proposed activities/strategies appropriate to yielding the intended data?

▸ How will the evaluation be used to inform continuous improvement?

Budget Tips

▸ Budgets should reflect the scale and scope of the project.

▸ Budgets may not exceed the estimated range of $500,000-$2,000,000 but they may be below the estimated range.

▸ Complete the ED standard form 524 and prepare a detailed budget narrative that includes the costs and justification of costs.

▸ No cost share or matching requirements.

▸ Scholarships and student financial assistance are not an allowable cost.

▸ The indirect cost rate is **8 percent**.

▸ Budgets will be evaluated by peer reviewers for relevance and appropriateness. Program staff will also review budgets to ensure that proposed costs are justifiable, reasonable and allowable.

The Federal Register is the official application submission guide. This webinar only provides technical assistance.

36

Performance Measures

▸ Within every program in the Department, we identify measures that when aggregated help inform us and the public of progress and performance toward reaching the purpose of the program.

▸ The applicant should also propose performance measures that produce data about the desired outcomes.

Open Textbook Pilot Program

Performance Measures

    a.   The number of students who enrolled in courses that use open textbooks and/or ancillary materials developed through the grant;

    b.   The number of students who completed courses that used open textbooks and/or ancillary materials developed through the grant;

    c.   The failure rate or withdrawal rate in courses that use open textbooks and/or ancillary materials compared with equivalent courses that used commercial textbooks;

    d.   The number of faculty/instructors that use open textbooks and/or ancillary materials developed through the grant;

    e.   The number of institutions within the consortium, and the number of institutions outside of the consortium, that adopted the use of open textbooks and/or ancillary materials developed through the grant;

Open Textbook Pilot Program

Performance Measures

f. The number of courses among consortium members that adopted the use of open textbooks and/or ancillary materials developed through the grant, compared to those that continued to use commercial textbooks;

g. The number of faculty/instructors or institutions that use tools for revising and remixing open educational resources content to facilitate adoption of open textbooks and/or ancillary materials developed through the grant;

h. The average grade of students who completed a course that used open textbooks and/or ancillary materials developed through the grant compared with the equivalent average grade of students that used commercial textbooks;

i. The average cost savings per student; and

j. The total cost savings for students who used open textbooks and/or ancillary materials developed through the grant compared to students in the same course of study who used traditional textbooks.

Review and Selection Process

▶ Applications are screened to ensure that they meet all the requirements of the program.

▶ Peer reviewers have expertise in areas pertinent to the grant program.

▶ All reviewers are screened for conflicts of interest to ensure a fair and competitive review process.

▶ Reviewers will read and score applications for each selection criterion, the competitive preference priority, and invitational priority, if applicable.

▶ A rank order of all applications is developed based on the peer review score.

Application and Submission Information

➢ **Register early**: Grants.gov registration involves many steps including registration on SAM (www.sam.gov).

➢ **Write clearly**: Peer reviewers have only your writing to evaluate.

➢ **Submit Early**: We strongly recommend that you do not wait until the last day to submit your application.

READ THE NIA. UNDERSTAND THE REQUIREMENTS. PLAN AHEAD.

The Federal Register is the official application submission guide. This webinar only provides technical assistance.

Application Checklist

Part I
- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424

Part II
- Budget Summary (ED Form 524)
  - Sections A & B
  - Section C "Budget Narrative Attachment Form"

Part III
- ED Abstract Form
  - Overview of how project meets Priorities
- Project Narrative Form
  - Optional "Table of Contents"
  - Responses to selection criteria
- Other Attachments Form
  - Curriculum Vitae (CV)
  - Letters of commitment and support from all members of the consortium
  - Bibliography

Part IV
- Assurances/Certifications
  - GEPA Section 427
  - Disclosure of Lobbying Activities (SF-LLL)
  - Grants.gov Lobbying Form (ED-80-0013)

Applying Through Grants.gov
Visit Grants.gov for submission procedures and tips for applicants

▸ Electronic submission required through grants.gov unless you have a waiver. The application uploading process is time consuming. Please submit your application early.

▸ Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application.

▸ Workspace, Adobe Forms and PDF Files Required

▸ For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html

▸ If you have problems submitting to Grants.gov, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: mailto:support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

The Federal Register is the official application submission guide. This webinar only provides technical assistance.

Resources

- [NIA](#)

- [Open Textbooks Pilot Website](#)

- Open Licensing Requirement for Competitive Grant Programs
  - 2 C.F.R. §3474.20
  - [Final Regulations](#)

- [Technical Assistance for ED Grantees](#)

- Grants.gov

- www.sam.gov

Contact Information

Dr. Stacey Slijepcevic
Competition Manager
stacey.slijepcevic@ed.gov
202-453-6150

Beatriz Ceja
Division Director
beatriz.ceja@ed.gov
202-453-6239

Dr. Robin Dabney
robin.dabney@ed.gov
202-453-7908

Kurrinn Abrams
kurrinn.abrams2@ed.gov
202-453-7906

Questions

Join us for a Q&A Session

Refer to the Open Textbooks Pilot program website for instructions to join.

You may submit questions in advance to
stacey.slijepcevic@ed.gov