



SFY 2020 Institutions of Higher Education/Non Local School Systems Annual Strategic Webinar

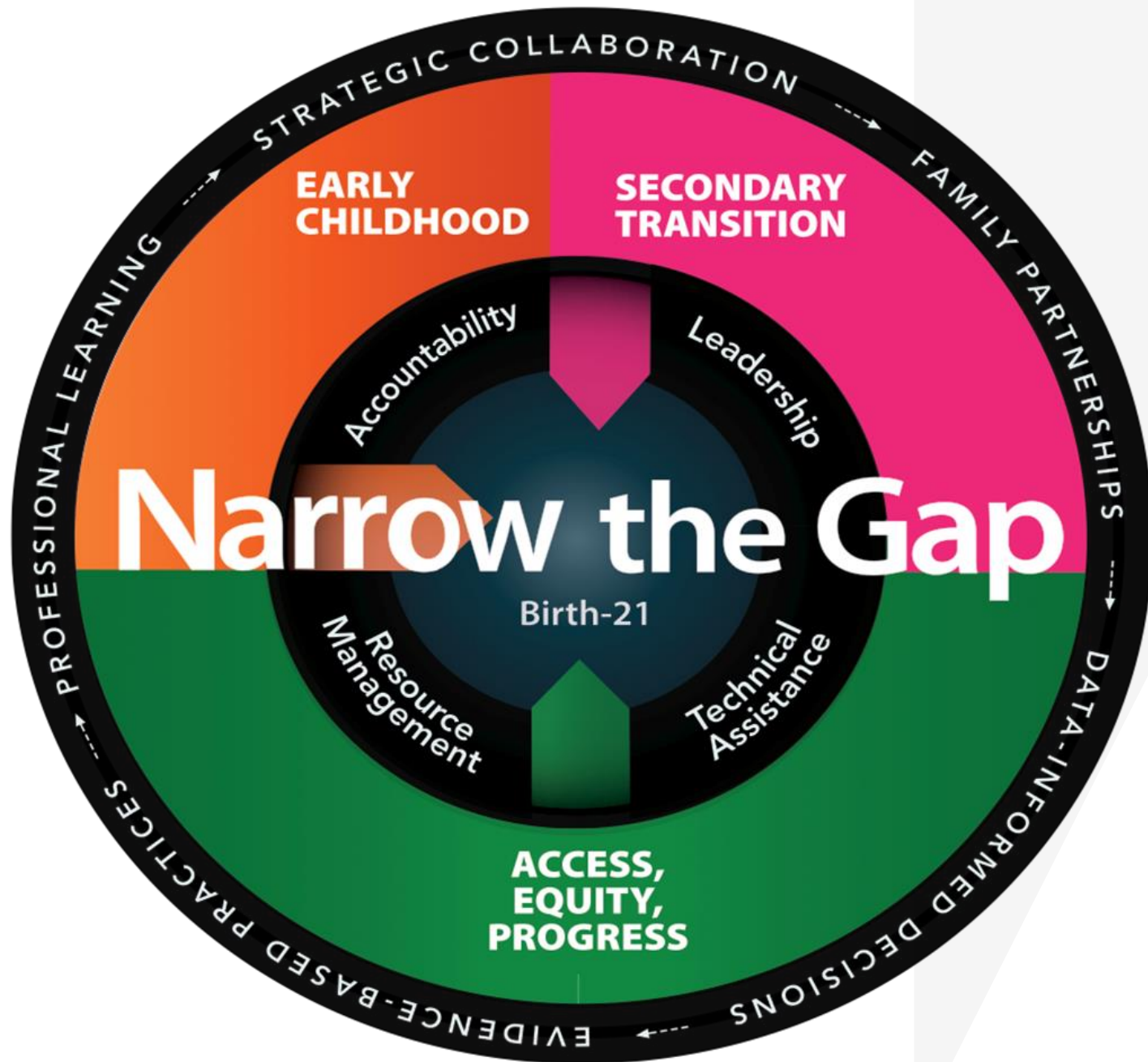
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Presented by:

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The Division of Early Intervention/Special Education Services

Strategic Plan: Moving Maryland Forward

A photograph of four students sitting around a table in a library, engaged in a study session. A young man in a grey t-shirt is smiling and looking towards a young woman with glasses who is holding a document. Another young woman is looking at a laptop on the table, and a young man is looking towards the woman with glasses. The background is filled with bookshelves. The image has a semi-transparent blue overlay on the left side.

SFY 2020 Grant Activities

RFP pages 5-6

Focus for SFY 2020 Grant Activities



IHE activities are related to pre-service and/or in-service training, and sustaining and retaining special education teacher placements.



Non-LSS activities are related to capacity building to improve the delivery of services and results for infants, toddlers, children and youth with disabilities and their families.

Focus Areas:

Early Childhood

- Modules to explore attitudes and beliefs of inclusive practices with next steps for goal-setting, action planning, and progress monitoring.
- Classes/coursework supporting the full implementation of DEC Recommended Practices in all early childhood settings.
- Certificate or credential program for teachers/service providers specific to social foundations for life-long learning in birth-5 year olds.
- Inclusive opportunities for 3-5 year olds with disabilities that support full meaningful participation across school and community activities.

Secondary Transition

- Secondary Transition Modules on Effective Transition Plans and alignment to IEP Goals and Objectives
- Certificate or credentials for teachers specifically on secondary transition
- Certificate or credentials for instructional assistants and/or teachers on job development/job coaching
- Inclusive post-secondary programs for students with disabilities

Access, Equity, and Progress

- Instructional materials, training, and supports for inclusive professional development focused on the teaching and assessing specially designed instruction with fidelity.
- Evidence-based practices and interventions to support inclusive practices for students with disabilities.
- Coaching and mentoring centered around serving students with disabilities through specially designed instruction.



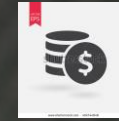
SFY 2020 Request for Proposal (RFP)



FUND RESTRICTIONS (RFP pp.6-7)



- Must not supplant
- Hourly rate for mentoring/coaching cannot exceed \$40 per hour or \$500 per day
- Tuition reimbursement must be pre-approved
- Contracts must be sound



- Vendor/contract selection
- Fixed costs
- Indirect costs cannot exceed 8% - 34 CFR 76.564(c)(2)
- Unallowable costs

DEI/SES Strategic Plan



- Early Childhood
 - Secondary Transition
 - Access, Equity, and Progress
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- Professional Learning
- Strategic Collaboration
- Family Partnerships
- Data-Informed Decisions
- Evidence-Based Practices

(3.0) Proposal Abstract (RFP p.10)

- Indicate how the activities will narrow the school readiness and achievement gaps between children and youth with disabilities and their nondisabled peers and ensure that youth with disabilities are college, career, and community ready when they complete their schooling.
- Relate to one or more of the three action imperatives: early childhood, access/progress, and secondary transition.
- Relate to at least one of the suggested five key strategies; strategic collaboration, family partnership, evidence-based practices, professional learning, and data-informed decisions.

(4.0) Proposal Narrative (RFP pp.10-14)

(4.1) Extent of Need

(4.2) Goals, Objectives, and Milestones

(4.3) Implementation Plan

(4.4) Professional Learning Plan

(4.5A) Evaluation and Dissemination Plan

(4.5B) Accessibility Plan

(4.1) Extent of Need (RFP p.10)

- A clearly defined problem is illustrated by a needs assessment which includes both qualitative and quantitative data.
- Clearly state the main problem including who is affected, when and where the problem exists.
- Describe the data collected to confirm the existence of the problem including the sources and methodology.
- Describe relevant demographics and other statistics about the targeted population.
- Include factors contributing to the problem, current or past efforts to address the problem, and why those efforts failed or are inadequate to address the total need.
- Document the applicant's history or expertise in dealing with the problem.

(4.2) Goals, Objectives, and Milestones (RFP pp.10-11)

Goal Example:

By the end of the grant period, 80% of parent participants will have successfully completed all sessions in the training program and have finalized a family transition plan that will guide them as their children progress through the transition process.

Objective Example:

At the end of each training session (4), 80% of training recipients will report increased knowledge of transition practices as measured on a pre/post training survey. (rating of 3 or 4 on a 4- point scale).

Milestone Example:

By the beginning of Session 2, 80% of the training participants will have created a vision with their transition aged youth and their family.



(4.3) Implementation Plan (RFP p.11)

Requirements and Components

- Strategies
- Activities
- Team Responsibilities
- Resources
- Timeline
- Evaluation

Extent of Need

Goal(s)

Objective(s)

Milestone(s)

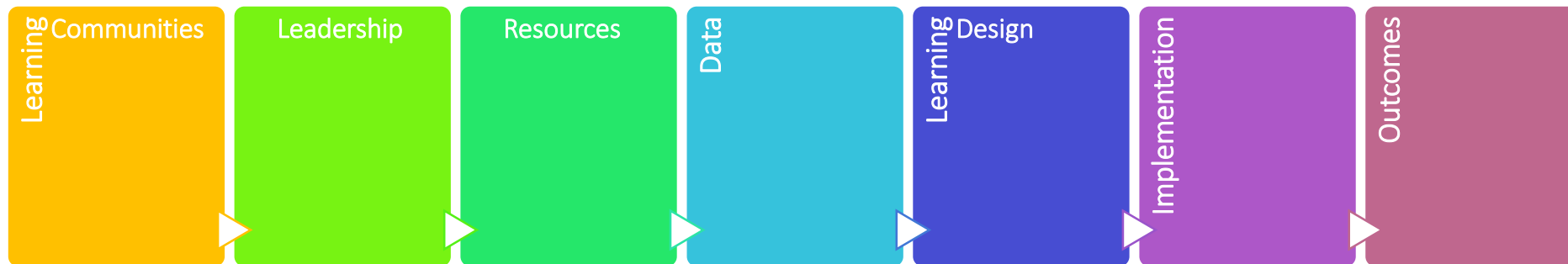
Strategy/Activity	Participants (include number)	Person (s) Responsible (include role)	Resources	Timeline	Evaluation

(4.4) Professional Learning Plan (RFP pp.11-12)



If the activities include professional learning, the proposal must include a Professional Learning Plan that aligns with one or more of the Learning Forward Standards

<http://learningforward.org/standards/standards-list>





(4.5A) Evaluation and Dissemination Plan (RFP pp.13-14)

Evaluation:

- Evaluation Questions
- Evaluation Strategy
- Data
- Evaluator

Dissemination

(5.0) Budget (RFP pp.17)



(7.0) Grant Management (RFP pp.18-23)

State Fiscal Year 2020

- Notice of Grant Awards
- Invoicing
- Reporting
- Naming Convention
- Amending a grant



SFY 2020 Reminders

- W9 Form
- Calendar – Due dates
- Acknowledgement of support/disclaimer
- Access to current forms

A group of people are seated around a wooden table in a meeting. In the foreground, a person is writing in a yellow notebook with a pen. The background shows other participants, some with their hands clasped. The scene is dimly lit, and a semi-transparent red overlay is on the right side.

THANK YOU
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