Moving Maryland Forward

SFY 2019 IHE and Non-LSS Annual Grants Meeting/Webinar

Tuesday, March 27, 2018

Presented by:

Marcella E. Franczkowski
Assistant State Superintendent

Gary W. Richardson
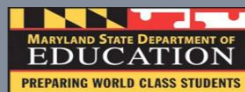Chief, Resource Management and Monitoring Branch

Cheryl V. Edwards
Education Program Specialist, Resource Management and Monitoring Branch

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

DIVISION OF SPECIAL EDUCATION / EARLY INTERVENTION SERVICES

Strategic Plan: Moving Maryland Forward
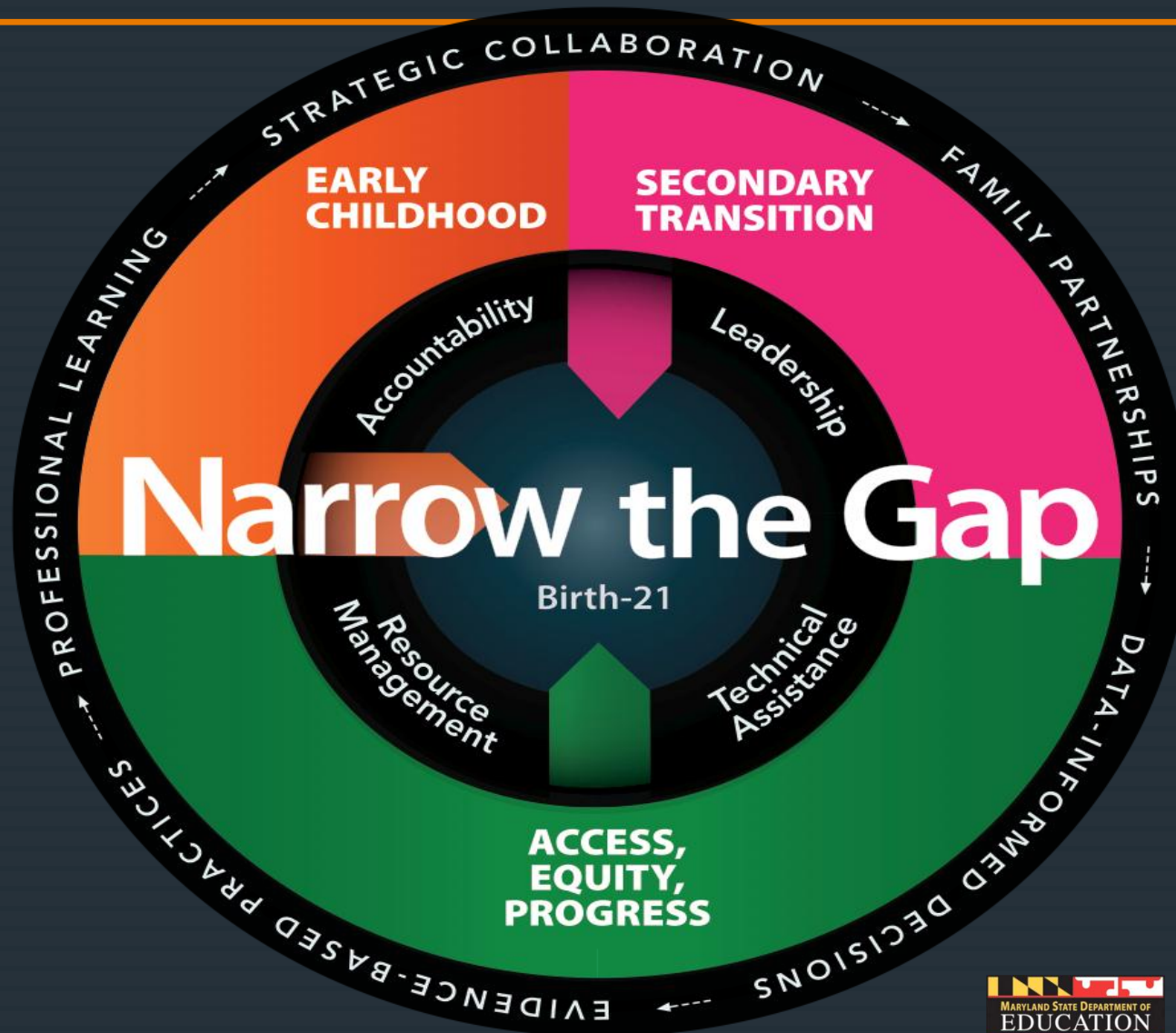
SFY 2019
Grant Activities
(RFP PP. 3-4)

Focus for IHE Grant Activities

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

- ❑ Early Childhood,
- ❑ Developing teacher competencies in Access, Equity, Progress, and
- ❑ Secondary Transition.

Focus of Grant Activities for Non-LSS

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 in:

- ❑ Early Childhood,
- ❑ Access, Equity, Progress, and
- ❑ Secondary Transition.

Potential Areas of Focus for Grant Proposal Development: Early Childhood

Development of professional learning and related resources (e.g., online modules and/or incorporated into provider/teacher preparation programs):

- Design and delivery of individually designed intervention and specially designed instruction, with an emphasis on natural and inclusive learning opportunities

- Reflective coaching, as an evidence-based adult learning model

- Standards aligned IFSP outcomes and IEP goals

- Effective early childhood transition practices (infants/toddlers to preschool, preschool to pre-k, pre-k to kindergarten)

- Authentic/formative assessment protocols and practices

- Data analysis for program improvement and individual child/student progress monitoring

- Engagement of families as active and informed partners

Potential Areas of Focus for Grant Proposal Development: Secondary Transition

Development of professional learning and related resources attributed to:

- ❑ Web-based job coaching/job development model
- ❑ Decision making tools for effective transition plans
- ❑ Data-informed technical assistance monitoring tool for transition plans
- ❑ Web-based tracking tool aligned with evidence based practices and predictors
- ❑ Development and evaluation of work-based learning and employment models
- ❑ Development of online teacher training modules aligned to national secondary transition standards
- ❑ Fidelity measures for work-based learning activities and evidence based predictors
- ❑ Development of online tracking tool aligned with IEP focused on gathering post-school outcome data

Potential Areas of Focus for Grant Proposal Development: Access, Equity, and Progress

Development of web-based, decision-making tools addressing:

- Development, implementation, and evaluation of Specially Designed Instruction

- Implementation and Evaluation of Evidence-based Instructional Practices/Interventions with Fidelity Measures

- The Role of the Family in the IEP Team Process: The informed and engaged parent

- Using Multiple Sources of Data to Develop IEPs

- Addressing contributing factors to the Suspension/Expulsion of SWDs

- Factors contributing to Disproportionality/Significant Disproportionality

- Supporting Behavioral, Emotional, Social, and Mental Health Needs

SFY 2019
Request for Proposal (RFP)

FUND RESTRICTIONS (RFP pp.4-5)

❑ 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 75.563
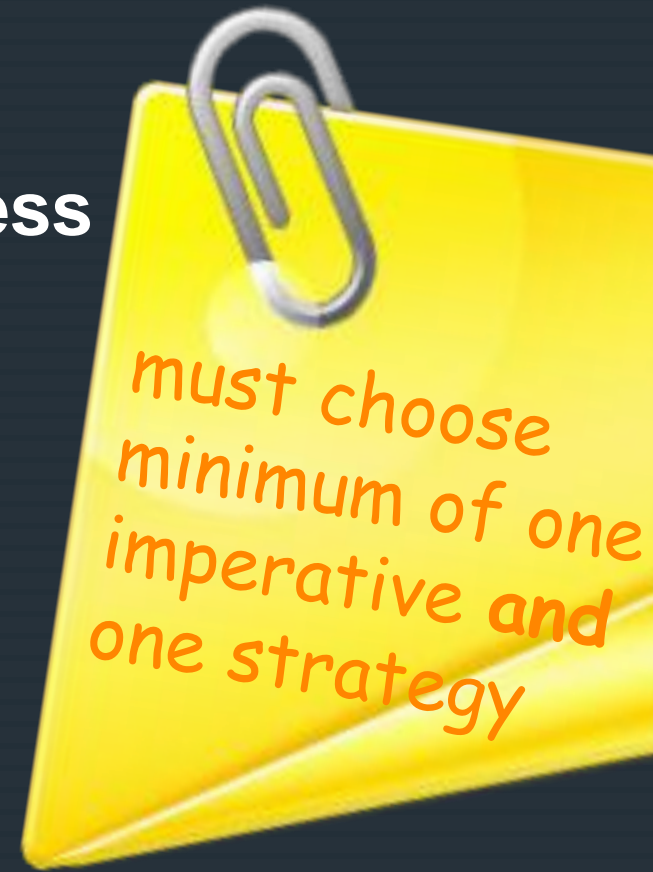❑ Unallowable costs

DSE/EIS Strategic Plan

Action Imperatives
- ☐ **1 Early Childhood**
- ☐ **2 Access, Equity, and Progress**
- ☐ **3 Secondary Transition**

Key Strategies
- ☐ **1 Professional Learning**
- ☐ **2 Strategic Collaboration**
- ☐ **3 Family Partnerships**
- ☐ **4 Data-Informed Decisions**
- ☐ **5 Evidence-Based Practices**

must choose minimum of one imperative **and** one strategy

(3.0) Project Abstract (RFP p.8)

(4.0) Proposal Narrative (RFP pp.9-11)

(4.1) Extent of Need

(4.2) Goals, Objectives, and Milestones

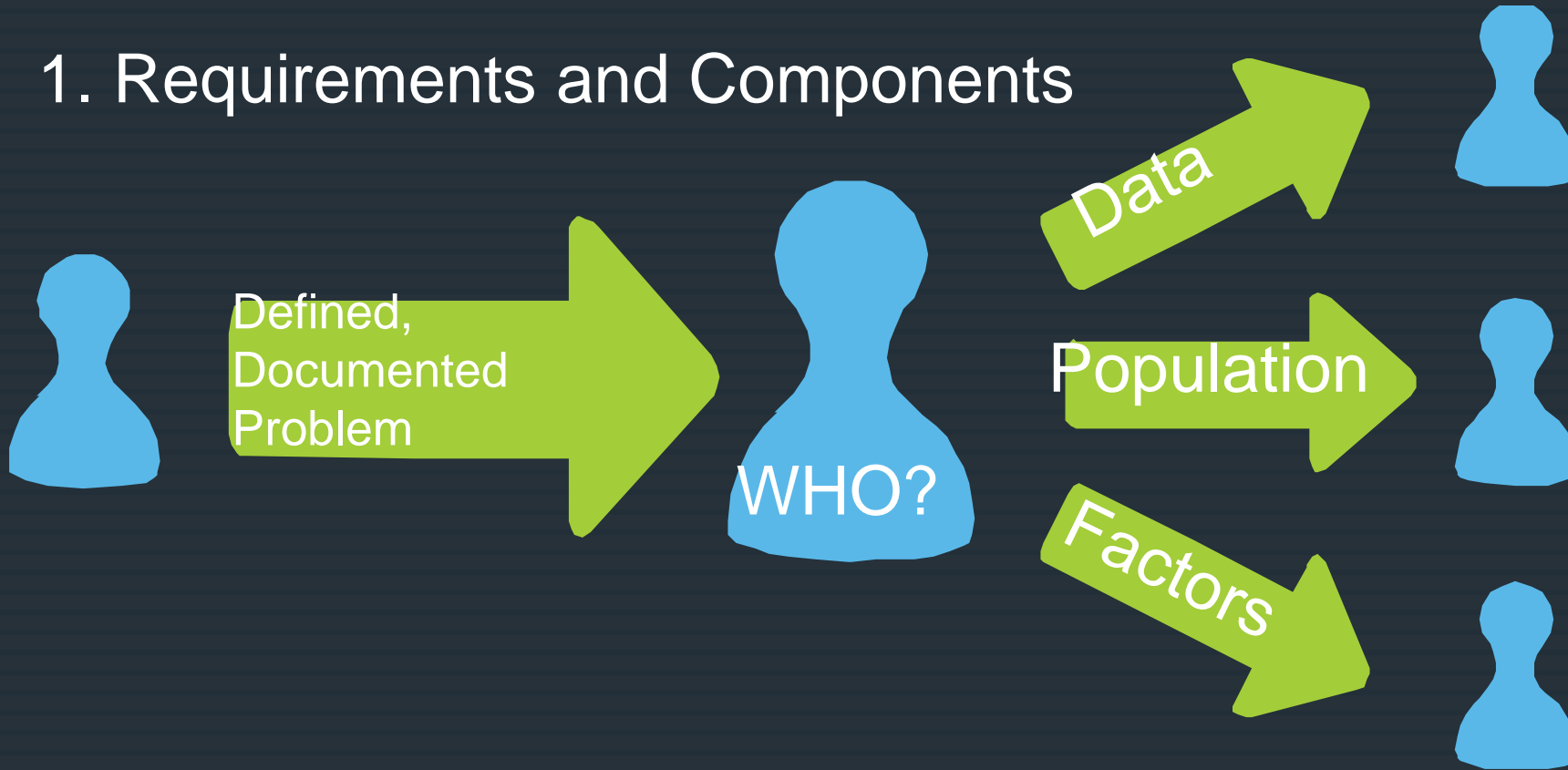(4.3) Implementation Plan

(4.4) Professional Learning Plan

(4.5A) Evaluation and Dissemination Plan

(4.5B) Accessibility Plan

(4.1) Extent of Need (RFP p.9)

1. Requirements and Components

History

Defined, Documented Problem

WHO?

Data

Population

Factors

(4.2) Goals, Objectives, and Milestones

Are the goals **SMART** goals?

- ❑ **S**pecific
- ❑ **M**easureable
- ❑ **A**chievable *in one year*
- ❑ **R**ealistic
- ❑ **T**ime-Bound

Goal Example:

☐ *By the end of the grant period, at least 80% of the students who entered the additional certification will have successfully completed all requirements and obtained their special education certification, an 8% increase over the previous cohort.*
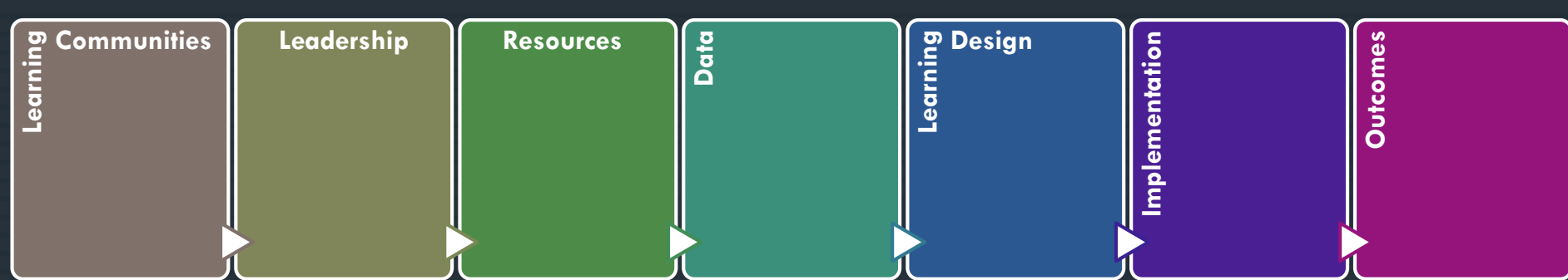
(4.3) Implementation Plan (RFP p.10)

Requirements and Components

- ❑ Strategies

- ❑ Activities

- ❑ Team Responsibilities

- ❑ Resources

- ❑ Timeline

- ❑ Evaluation

(4.4) Professional Learning Plan (RFP p.10)

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:

Learning Communities	Leadership	Resources	Data	Learning Design	Implementation	Outcomes

(4.5A) Evaluation and Dissemination Plan

Evaluation:

- ❑ **Evaluation Questions**
- ❑ **Evaluation Strategy**
- ❑ **Data**
- ❑ **Evaluator**

Dissemination

http://www.section508.gov/content/learn/laws-and-policies

(4.5B) Accessibility Formatting Requirements Checklist

- ❑ Accessibility Formatting Requirements Checklist
  - ❑ PowerPoint Accessibility Criteria
    - ❑ Development of Presentation
    - ❑ Finalizing the Presentation
  - ❑ Video Accessibility Criteria
  - ❑ PDF Accessibility Criteria
- ❑ Process for posting on Maryland Learning Links (MLL)
- ❑ Resources
  - ❑ DSE/EIS Accessibility Livebinder
    - ❑ www.tinyurl.com/accessibilityres

(7.0) Grant Management (RFP pp.16-20)

State Fiscal Year 2019

- ❑ Summary Time
- ❑ Notice of Grant Awards
- ❑ Post Award, Grantee Responsibilities
- ❑ Discretionary Grants Scoring Rubric

SFY 2019

Reminders

- ❑ W9 Form
- ❑ System for Award Management Certificate
- ❑ Due Date for Grant Applications

SFY 2019

\- Technical Assistance

http://www.marylandpublicschools.org/programs/Pages/Special-Education/index.aspx

\- Questions?