



GRANT INFORMATION GUIDE

Maryland Elevates Grant: Secondary Transition for Youth with Disabilities

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
October 21, 2022
No later than 5:00 pm EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Strategic Plan: Moving Maryland Forward

The Division of Early Intervention and Special Education Services is committed to *Narrow the Gap* between children and youth with disabilities and their non-disabled peers with the implementation of key measures of success and key strategies for implementation, through the use of innovative tools and resources.

Maryland Elevates Grant: Secondary Transition for Youth with Disabilities



Secondary Transition

Effective student-centered transition approaches for youth with disabilities, ages 14 through 21, set the stage for a seamless transition to a life of economic independence and meaningful participation in the community.

Table of Contents

Program Description.....	5
Name of Grant Program	5
Purpose	5
Authorization	5
Dissemination	5
Deadline	5
Grant Period.....	5
Funding Amount Available	6
Estimated Number of Grants.....	6
Average Grant Amount.....	6
Submission Instructions	6
State Responsibilities	6
Program Contact	6
Eligibility.....	6
Use of Funds	7
Getting Started	8
High-Leverage Strategies	8
College and Career Readiness Opportunities	9
Secondary Transition Planning	12
Application.....	14
Application Cover Page.....	14
Project Abstract.....	14
Statement of Need	14
Evidence of Impact	14
Goals, Outcomes and Strategies	14

Benchmarks..... 15

Project Narrative 15

Implementation Team 16

Evaluation and Report Plan..... 16

Accessibility Plan..... 16

General Education Provisions Act (GEPA), Section 427 17

Budget and Budget Narrative..... 17

Appendix..... 17

The Review Process..... 18

 Review Committee 18

 Award Notification..... 20

Reporting Requirements 20

Non-Discrimination Statement..... 21

Customer Service Support Sessions 21

Questions..... 21

Grant Application Timeline..... 22

Appendix 22

Program Description

Transition services are intended to help youth with disabilities make a successful transition from public education to employment, post-secondary education, and life in their community. In Maryland, secondary transition programs and services begin at age 14. Based on October 1, 2021 Snapshot Data Count, Maryland had 96,543 students K-21 receiving special education and related services through an Individualized Education Program (IEP). Of these students, 34,773 are students ages 14-21 who have individually designed transition plans as part of their IEP.

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) provides leadership, accountability, technical assistance, and resource management to local education agencies (LEAs), public agencies (PA), and stakeholders through a seamless, comprehensive, coordinated system of services to children and students with disabilities, birth through 21, and their families. See the [DEI/SES Strategic Plan - Moving Maryland Forward](#), updated June 2021.

To narrow the gap in achievement, graduation, and post-school success between learners with disabilities and their peers without disabilities, two high-leverage strategies are included to guide the grants to be awarded:

College and Career Readiness Opportunities	Secondary Transition Planning
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Each key high-leverage strategy is further defined with specific requirements. Applicants must choose at least one of the strategies and provide a description of how planned activities align with the strategy, what products and/or services will be delivered, and the expected impact of the work.

NAME OF GRANT PROGRAM

Maryland Elevates Grant: Secondary Transition for Youth with Disabilities

PURPOSE

To help youth with disabilities make a successful transition from public education to employment, post-secondary education, and life in their community.

AUTHORIZATION

[Public Law 108-446, Part B of Individuals with Disabilities Education Act \(IDEA\)](#)

DISSEMINATION

This Grant Information Guide (GIG) was released on September 19, 2022.

DEADLINE

Proposals are due no later than 5:00 p.m. on October 21, 2022.

GRANT PERIOD

September 1, 2022 - September 30, 2023

FUNDING AMOUNT AVAILABLE

\$750,000

ESTIMATED NUMBER OF GRANTS

5-10

AVERAGE GRANT AMOUNT

\$3,500 - \$250,000

SUBMISSION INSTRUCTIONS

The Maryland Elevates Grant: Secondary Transition for Youth with Disabilities electronic application can be downloaded on the [Maryland Elevates webpage](#). Download and complete the application, attach any required appendices, obtain signatures, and email in pdf format to DEI-SES-grant.submissions@Maryland.gov.

STATE RESPONSIBILITIES

The MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance as requested.

PROGRAM CONTACT

Alicia Palmer, Section Chief, Resource Management and Monitoring Branch
Division of Early Intervention and Special Education Services
(410) 767-0946
Alicia.Palmer@Maryland.gov

Eligibility

This funding opportunity is designed for non-profit organizations, community-based partners, and Institutions of Higher Education (IHEs). Priority will be given to exceptional applications that address more than one high-leverage strategy.

Notes:

Recipients of federal funds are required to register and maintain active status on the federal government's System for Award Management ([SAM](#)) website. Active status will ensure that the applicant has been assigned a Unique Entity Identifier (UEI).

A Request for Taxpayer Identification Number and Certification ([W-9 Form](#)) is completed for first time applicants and/or grantees requiring a change of address or contact information.

It is required that applicants attend a general information session.

Use of Funds

Funds may be used for:

- Tuition and fees
- Salaries, wages, and stipends
- Supplies and materials
- Technology and equipment
- Partnerships, project management, consulting, technical assistance

Funds may not be used for:

- Construction of temporary or permanent structures
- Food or meals
- Renting or maintaining building space
- Supplementing salaries and/or stipends during the regular workday

Getting Started

Learn

- ❖ Read this document in its entirety as it provides a comprehensive overview of the grant's purpose, opportunities, process, and timeline. Continue to monitor the [Maryland Elevates webpage](#) for more information and updates.
- ❖ Explore the links to additional resources and readings identified as “Inspiration from the Field” for each of the grant strategies
- ❖ Learn more by attending live information sessions which will be recorded and posted online for asynchronous viewing.

Consider

- ❖ Assess the secondary transition needs to be addressed by reviewing the high-leverage strategies and Focus Areas identified in this grant.
- ❖ Identify how you could support one or more of the Focus Areas.
- ❖ Plan to use grant funds to inspire and initiate activities and programs that will move secondary transition forward in Maryland.

Collaborate

- ❖ Identify your primary point of contact and key collaborators.
- ❖ Build-in opportunities to gather input from key stakeholders.
- ❖ Utilize your Secondary Transition Liaisons to pressure test grant ideas, gain new insights, and refine grant plans.

Apply

- ❖ Attend the General Information Session. (Required)
- ❖ Submit the online grant application. (Required)

NAVIGATING COMPETITIVE AND NON-COMPETITIVE OPPORTUNITIES

Maryland Elevates is comprised of two types of grant program opportunities across the high-leverage strategies within: competitive grants and non-competitive grants. Each grant program in Elevates has an icon, indicating whether the grant program is competitive or non-competitive.



Competitive Grants – These are grants for which any eligible applicant may apply and be considered for award



Non-Competitive Grants – These are grant programs that reflect expanded investment in existing MSDE programs. Consequently, program awards are only available to the identified organization.

High-Leverage Strategies

College and Career Readiness Opportunities

Overview: Youth with disabilities are less likely than their general education peers to graduate from high school, attend and complete colleges or post-secondary education programs, and become employed, according to historical data and the results of the [National Longitudinal Transition Study-2](#). According to the [National Collaborative on Workforce and Disability for Youth](#), the guideposts for the successful transition from school to adulthood are:

- Access to high-quality standards-based education;
- Information about career options and exposure to the world of work, including internships;
- Opportunities to develop social, civic, and leadership skills;
- Strong connections to caring adults;
- Access to safe places to interact with their peers; and
- Support services and specific accommodations to allow them to become independent adults.

For youth with disabilities, access to a high-quality education with the necessary supports and high expectations helps ensure that they are prepared for postsecondary and career opportunities. Quality transition planning involves a collaborative effort among special and general education teachers, related service providers, family members, and the learner with a disability to target post-secondary goals and strategize about how best to support the youth in achieving their desired outcomes.



Requirements: Institutions of Higher Education (IHE) applicants will partner with at least one Local Education Agency (LEA) to develop a model for systemic change to build the capacity of general and special education teachers through professional learning, job-embedded coaching, and innovative solutions for effective secondary transition services that lead to college and career readiness. **Applicants will develop at least one of the key activities listed below (priority is given to applications that address more than one):**

- Develop coursework to implement highly effective transition activities. Participants must include teacher candidates enrolled in an educator preparation program as well as current special education teachers. Key program elements must include:
 - Instruction, practicum experiences, and on-the-job coaching.
 - Content focusing on the development of transition programs and services differentiated by age bands (14 years through 15 years old, 16 years through 17 years old, 18 years – 21 years old) and alignment of postsecondary goals with academic and functional goals on a learner's Individualized Education Program (IEP).
 - Coursework that is evidence-based and demonstrates positive results in post-school outcomes leading to employment, post-secondary education, and community participation.
- Create a plan to identify and expand Maryland's CTE programs of study, work-based learning (e.g., practicums, clinical experiences, industry mentors) and Department of Labor (DOL) registered apprenticeships to include increased participation of learners with disabilities age 16 or older. Planning must address the specific challenges related to learners with disabilities completing at least 450 hours

of work-based training under the supervision of an eligible employer and at least one year of related instruction. Successful applicants will:

- Develop an implementation plan for increasing both CTE access and enrollment as well as participation in apprenticeship opportunities that addresses equity concerns related to participation.
 - Using models described by the [U.S. Department of Education in their report on Opportunities for Connecting Secondary Career and Technical Education \(CTE\) Students and Apprenticeship Programs](#), identify key partners (i.e., community colleges, technical colleges/schools, trade unions, industry leaders) to expand apprenticeship opportunities and addressing youth needs for accommodations, modifications, specially designed instruction, or other supports;
 - Recruit youth with disabilities, with an intentional focus on marginalized youth.
 - Coordinate a systemic approach to matching job seekers to employers and statewide training and education events through a research and evidence-based transition to work program for individuals with intellectual and developmental disabilities.
 - Provide hands on job training through integrated work site rotations, career exploration, innovative adaptations and mentoring from experienced staff.
 - Provide competitive integrated employment for student interns to utilize newly learned skills.
 - Coordinate work groups to address endorsements for learners who are exiting education with a Maryland Certificate of Program Completion (COMAR 13A.03.02.09).
 - Design and pilot customized asynchronous modules for statewide dissemination through the MSDE Learning Management System (CANVAS) for teachers in Career and Technical Education (CTE) programs regarding the delivery of specially designed instruction and accommodations that support access for youth with disabilities in CTE programs with meaningful outcomes.
 - Sustain a statewide steering committee of national advisors, state and local secondary transition stakeholders and service providers (representation from each LEA/Public Agency (PA)) to research current national, state, and local evidence-based strategies that impact post-secondary student outcomes and to address problems of practice for staff and their students with disabilities. Deliverables include accessible resources, training modules, and/or toolkits to be used statewide by teachers, service providers, and families to improve secondary transition outcomes. This grant activity is limited to \$3,500.
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Inspiration from the Field

› [Advancing Employment for Secondary Learners with Disabilities through CTE Policy and Practice](#)

Advance CTE

› [Inclusive Apprenticeship: A Summary of What We know about Apprentices with Disabilities](#)

Urban Institute

› [Navigating College: My Personal Experience](#)

PACER

Additional Readings

- [Engaging Representatives of Learners with Special Population Status \(Advance CTE\)](#)
- [Strategies for Serving Special Population Students in CTE \(Pennsylvania Department of Education\)](#)
- [Work-Based Learning Experiences for High School Special Education Students \(Saint John's University\)](#)
- [New Skills for Youth Innovation Sites 2020 Snapshot \(Advance CTE\)](#)

Secondary Transition Planning

Overview: With a person-centered planning approach, the transition services designed for a youth with a disability are defined by individual interests and needs, with a focus on the unique strengths and capacities of the learner, while recognizing disability-specific concerns. Educators intentionally involve the youth and their family as primary contributors to the transition planning process, with consideration to the family's cultural and ethnic heritage.



Requirements: Applicants will partner with an LEA to design and implement a person-centered planning program to increase the number of adolescents with disabilities who have high-quality, effective transition plans that promote student voice in reaching positive post-school outcomes. Successful programs will provide opportunities for youth leadership, self-advocacy, and self-determination planning that empower the individual youth to be a key player in making decisions about their future. **Key activities must include one or more of the following:**

- Partner with two or more LEAs to create an exemplary, replicable model for youth with disabilities in middle school and high school to develop self-advocacy and leadership skills to achieve post-school employment, post-secondary education, and/or community independence. The model must include youth leadership skill development and coaching (i.e., Youth Personal Development Program) with quarterly follow-up with individual participants to assess outcomes for self-care, independent living, decision-making, social skills, and autonomy.
 - Design a training program for general and special education teachers to incorporate culturally responsive research-based practices and strategies to remove barriers and increase family participation and engagement in the secondary transition planning process.
 - This training program could be modeled after Making Action Plans ([MAPs](#), [Person Centered Planning in Action \(PATH\)](#)), or another person-centered futures planning process.
 - This program would include explicit training for families to actively engage in the secondary transition planning process.
 - Design a course of study (CEUs) for general and special education teachers in partnership with selected representatives from LEAs, PAs, and non-public special education schools to develop self-determination and leadership skills, including a model to build the capacity of youth with disabilities to lead their own Individualized Education Program (IEP) transition planning meetings.
 - Implement a statewide evidence-based training program for LEAs, PAs, and non-public special education schools in the use of person-centered approaches to secondary transition planning for all youth with disabilities and their families.
 - Design and implement an evidence-based (How-To) process to support the development of a network of paid internship opportunities that leads to meaningful post-secondary, career, and community experiences. Student participants must the use of the [Maryland Transition Digital Portfolio](#).
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Inspiration from the Field

› [Self-Advocacy: Find the Captain in You](#)

PACER Center

› [Student-Centered Transition Planning](#)

IRIS Center

› [Stories from the Classroom: Ensuring Successful Participation in School Community Events](#)

The Progress Center

Additional Readings

- [A Pathway to Integrated Employment \(Office of Special Education and Rehabilitative Services\)](#)
 - [Culturally Responsive Transition Planning \(VCU Center on Transition Innovation\)](#)
 - [5 Tips for Centering the Student in Transition Planning \(Organization for Autism Research\)](#)
 - [Using the Self-Advocacy Strategy to Teach Student Involvement in the IEP \(NSTTAC\)](#)
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Application

Applicants must complete the Maryland Elevates Grant: Secondary Transition electronic application.

APPLICATION COVER PAGE

Applications must include the Cover Page. The cover page should not contain any graphics or additional information and must be signed by the Head of Agency. The Cover Page must include a screenshot of the [SAM.GOV](https://sam.gov) UEI verification.

PROJECT ABSTRACT

The Project Abstract summarizes the overall project and includes a description of impact as it relates to one or more of the high-leverage strategies. The Project Abstract should also contain the number of children and/or youth with identified disabilities to be served, the anticipated number of participants for capacity building activities or professional learning with coaching, and/or the course content to be developed. If this proposal is to support a continuing project, provide an excerpt of the successes of the previous year and state plans for expanding the project or for implementing a complementary project. Limit to a one-page summary.

STATEMENT OF NEED

Provide a description of the proposed activities and how they will address the problem, root cause factor(s) and result in improved outcomes for children and youth with disabilities, and their families and/or their service providers. Any proposed strategies must be evidence-based practices (EBP) and include specific references to research supporting plan implementation.

EVIDENCE OF IMPACT

Describe how the proposed activities will address the problem and root cause factor(s), and result in improved outcomes for families of youth with disabilities (age 14 through 21), educators, and service providers. Proposed strategies must be evidence-based practices (EBP) and include specific references to research supporting plan implementation. Applicants must also describe their history and capacity to complete the proposed work. Include a description of the LEA's experience and history in terms of effective practices leading to the desired outcomes. Discuss how past performance has informed the proposed activities, and the future impact your proposed key activities are likely to have on the target population.

GOALS, OUTCOMES AND STRATEGIES

Goals and objectives must be stated in measurable/quantifiable changes in student outcomes and/or professional practices with projected timelines for completion. Evidence-based strategies (EBSs) identify the specific actions that will be implemented to achieve the goals and objectives by addressing root causes. Number each goal statement. EBPs should include citations or references documenting evidence or research in support of implementation.

Goal #1:
Measurable Outcome:

Evidence-based Strategy:

BENCHMARKS

The application for funding must provide benchmarks to measure quantifiable changes related to child, student, family outcomes and/or professional practices. Benchmarks represent a clear progression of outcomes and/or outputs aligned with plan implementation. Progress benchmarks include qualitative and quantitative data. Applicants will be required to complete the following chart in the electronic application:

Benchmark / Outcome: How will it be known that progress is made?	Data: What data will be used to measure progress?	Frequency: How often will benchmark data be collected?	Evaluator: Who is responsible for conducting the evaluation?

PROJECT NARRATIVE

Applicants must provide a description of the proposed activities and how they will address the problem and result in improved outcomes for children and youth with disabilities, and their families and/or their service providers. Any proposed strategies must be evidence-based practices (EBP) and include specific references to research supporting plan implementation. Additionally, the Project Narrative must provide information that demonstrates the applicant’s history and capacity to complete the proposed work.

Project Timeline

A Project Timeline tells the reader when key activities will take place during the grant period. Applicants should consider all of the key tasks or activities that need to be carried out to implement the program successfully, whether each task can realistically begin and end in the proposed time frame, and how long each task will take to complete. It should contain three sections: management, implementation, and evaluation. See sample below:

Key Activities	Individual Responsible	Time Frame
Management Activity		
Implementation Activity		

Key Activities	Individual Responsible	Time Frame
Evaluation Activity		

IMPLEMENTATION TEAM

Applicants are required to provide a list of the key staff or personnel responsible for the successful implementation and monitoring of the grant requirements. Attach a one-page resume for key personnel. Applicants are required to complete the following management plan chart as part of the proposal.

Name	Title	Roles & Responsibilities

EVALUATION AND REPORT PLAN

Evaluation is an important part of determining the success of the program. Applicants are required to describe in detail what success will look like and the criteria that will be used to determine and measure success. Furthermore, grantees are required to submit annual evaluation reports and interim progress reports that are consistent with the project's goal and outcome(s).

Evaluation Measure	Goal

Applicants must describe how they will communicate the expanded services as well as how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Descriptions of the types of reports and other by-products developed during the course of the project may be made available.

ACCESSIBILITY PLAN

The grant applicant shall ensure that programs and projects offering paper, web or technology-based instructional products or programs funded in part or total through this grant operate in compliance with [Section 508 of the Federal Rehabilitation Act of 1973](#). The narrative must include documentation of the accessibility criteria embedded within the proposed products.

GENERAL EDUCATION PROVISIONS ACT (GEPA), SECTION 427

Section 427 of the U. S. Department of Education's General Education Provisions Act ([GEPA](#)) requires any applicant receiving federal funds to include in its application a statement that includes the steps the applicant proposes to take to ensure equitable access to and participation in its federally assisted program for learners, teachers, and other program beneficiaries with special needs. The GEPA allows applicants' discretion in developing the required statement. The statute highlights six (6) types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

BUDGET AND BUDGET NARRATIVE

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying, and refreshments. There is no page limit for the budget, so be as detailed as possible. See a sample budget below:

1. Salaries & wages (list separately for each position)

Line item	Calculation	Requested	In-Kind	Total
Stipends for 3 experts for curriculum development of modules	\$2,500 * 3	\$7,500	\$0	\$7,500
1/3 Salaries and wages for 1 project manager providing oversight, data collection and coaching supports to participants	\$25,000 (1/3 of \$75,000 FTE project manager salary)	\$25,000	\$50,000	\$75,000
Total for salaries & wages:		\$32,500	\$50,000	\$82,500

APPENDIX

The following appendices must be included. Include other appendices as deemed necessary.

- A signed Recipient Assurances page (see [Maryland Elevates Grant Program](#))
- A signed Non-LEA/IHE Certification page (see [Maryland Elevates Grant Program](#))
- A signed certifications page regarding Lobbying, Debarment, Suspension, other responsibility matters, and Drug-free Workplace (see [Maryland Elevates Grant Program](#))
- A [signed C-1-25 MSDE budget form](#)
- One-page resumes of key personnel
- A copy of the [W-9 Form](#) (Applicable for first time grant applicants and/or grantees requiring a change of address/contact)

The Review Process

The review of proposals will be a four-part process:

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed.
2. A review committee established by the MSDE, will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.
3. Applicants may be scheduled for an oral program presentation as determined by the review committee.
4. Final approval for awards will be determined by the review committee.

Note:

The MSDE reserves the right to take into consideration geographic distribution when making awards.

REVIEW COMMITTEE

The committee will be composed of programmatic and fiscal representatives from the MSDE, DEI/SES. Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric below. Applications must receive a cut score of 70 to be considered for funding.

Need and Impact (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
The applicant demonstrates a compelling and urgent need supported by evidence from the field and data within Maryland. Historically underserved groups are included in the needs assessment. The applicant has a demonstrated a history of experience and sustained positive outcomes.	The applicant demonstrates a need for the proposed activities and provides some data but may not be directly related to the need. Either research or local data may be provided but may not address historically underserved groups. The applicant has experience and reports positive outcomes.	The stated need is not clearly defined, and data is not clearly related to the need. The applicant has not committed to including historically underserved groups. The evidence of impact is weak.

Goals, Outcomes and Strategies (20 total points)

Exemplary 13-20 points	Meets Standard 7-12 points	Does Not Meet Standard 0-6 points
Program goals are clearly stated, ambitious and attainable. There is a direct and robust alignment to the purpose and intent of the strategy. Clear milestones are provided that measure progress towards meeting the goal(s). All goals and objectives are measurable, with clear alignment with the root cause factor(s) or need identified.	Program goals are clear and measurable. Program goals align with the purpose and intent of the strategy. Milestones are provided that measure progress towards meeting the goal(s).	Program goals are stated, but they are not measurable. There is a not a clear alignment to the strategy selected. Milestones do not measure progress towards the goal(s).

Project Narrative (20 total points)

Exemplary 13-20 points	Meets Standard 7-12 points	Does Not Meet Standard 0-6 points
All proposed activities clearly support at least one high leverage strategy. Activities reflect an evidence-based approach as demonstrated in research in the fields of specially designed instruction; an integrated, tiered system of interventions; and/or inclusive education. The applicant shows a commitment to sustaining the work beyond the grant period, and how it will result in transforming Secondary Transition.	Activities align with one high-leverage strategy and reflect evidence-based practices in the fields of specially designed instruction; an integrated, tiered system of interventions; and/or inclusive education. There is a commitment to sustain the activities beyond the grant period. The applicant connects the work to the MSDE priority for Secondary Transition.	Activities do not align with the identified strategy or research that demonstrates the activity will result in the intended goal. There is not a commitment to sustain the activities beyond the grant period. The applicant may reference the Secondary Transition priority but does not connect it to the activities.

Benchmarks / Measuring Success (20 total points)

Exemplary 13-20 points	Meets Standard 7-12 points	Does Not Meet Standard 0-6 points
The benchmarks clearly identify, measurable, realistic, short-term outcomes aligned with the objectives. The benchmarks directly relate to the project and represent a clear progression for plan implementation over time.	There are benchmarks to measure progress on project activities and achievement of outcomes. These benchmarks directly relate to the project and demonstrate a progression for plan implementation over time.	There are benchmarks to measure progress, but not a clear relationship between the project activities and the outcomes. Benchmarks are process driven rather than indications of completion of activities or outcomes achieved.

Implementation Team (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
There is a clear and robust management plan to ensure successful completion of the project. Highly qualified key personnel have been identified and have experience in conducting the activities and achieving the proposed outcomes. Roles and responsibilities of all key personnel are directly aligned to the proposed activities. Evaluation of the project activities and goals is an important part of the management plan presented. Resumes are provided.	There is a management plan to ensure execution and completion of the project. Qualified key personnel have been identified to provide oversight. Roles and responsibilities of key personnel are directly aligned to the activities and strategy. Program evaluation is an integral part of the management plan. One-page resumes are provided for all key personnel.	There is a limited management plan. Key personnel have been identified to provide oversight. Roles and responsibilities of key personnel are not aligned to the activities and/or strategy. Program evaluation is only loosely addressed in the management plan. One-page resumes may or may not be provided but personnel skill and experience does not match the requirements for implementing the proposed work.

Evaluation and Dissemination (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
There is a clear plan for how the applicant will measure the success of the program. There are clear evaluation measures that align to the program requirements and goals.	There is a plan for how the applicant will measure the success of the program. There are evaluation measures that loosely align to the program requirements and goals.	There is not a clear plan for how the applicant will measure the success of the program. Limited evaluation measures that do not align with program requirements and goals.

Budget (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
The budget directly reflects program activities and includes sufficient resources for successful execution within the proposed timeline. Justification has been provided for all expenses. There is a clear explanation of costs and demonstrates cost-effectiveness. All line items contain the calculations.	The budget reflects most program activities. Justification has been provided for most expenses. There is a clear explanation of costs and demonstrates cost-effectiveness. Most line items contain the calculations used to derive the expected cost. There may be a few mathematical errors.	The budget reflects some grant activities and/or includes erroneous costs. Some line items are missing the calculations used to derive the expected cost. Some line items may not be justified for implementation of the proposal.

AWARD NOTIFICATION

Notification of approval will be sent by email within 30 days of the deadline to submit proposals.

Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

Reporting Requirements

Progress monitoring and reporting is an essential component of grant management. Required reports include a comprehensive summary of expenditures to-date and programmatic outcomes related to the implementation of goals, objectives, and related evidence-based practices. All reports are inclusive of qualitative and quantitative measures of success with outcomes aligned to projected timelines.

Date	Reporting Requirements
Jan 31, 2023	Interim Cumulative Variance and Programmatic Progress Report is due
Aug 15, 2023	Deadline for the submission of any requests for grant amendment
Sep 30, 2023	Grant period ends
Nov 30, 2023	The following reports are due: <ul style="list-style-type: none"> • Final Cumulative Variance and Programmatic Progress Report; • Final Financial Report (inclusive of all liquidations as of 9/30/2023); and • Final Invoice

Notes:

Submit a PDF copy of the fully executed grant reports and invoices to DEI-SES-grant.submissions@Maryland.gov.

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms](#) on the [MSDE grants webpage](#).

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations
Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595 410-767-0123 - voice
410-767-0431 - fax
410-333-6442 -TTY/TDD

Customer Service Support Sessions

The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will review what applicants need to get started, the program requirements, as well as a walk-through of the application. To register for the initial session and see other available dates and resources, visit the [Maryland Elevates Grants](#) website.

- September 16, 2022, from 9:00 a.m. – 10:00 a.m.

Questions

If you have questions about the application or the process, please contact the Program Monitor:

Alicia Palmer, Section Chief, Resource Management and Monitoring Branch
Division of Early Intervention and Special Education Services
(410) 767-0946
Alicia.Palmer@Maryland.gov

A list of frequently asked questions (FAQ) and answers will be posted to the [Maryland Elevates Grants webpage](#) following customer service support sessions.

Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the [Maryland Elevates Grants webpage](#).

Date	Program Milestone
September 19, 2022	The Grant Information Guide and the application for participating are released
September 16, 2022 from 9 a.m. - 10 a.m.	The MSDE will hold a virtual customer service support session for interested applicants (Session 1)
See Maryland Elevates Grants webpage for additional dates and times.	The MSDE will hold a virtual customer service support session for interested applicants (Session 2)
October 21, 2022 at 5 p.m.	The grant application period closes
November 1- 21, 2022	The MSDE Review Committee will convene and evaluate complete proposal
November 21, 2022	The MSDE will notify applicants of the award status
October 1, 2022 – September 30, 2023	The grant program period

Appendix

APPLICATION FOR PARTICIPATION