



DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES

MARYLAND ELEVATES GRANTS PROGRAM

MARYLAND STATE DEPARTMENT OF EDUCATION | September 16, 2022

Presented By | Marcella Franczkowski, Assistant State Superintendent & Alicia Palmer, Chief for Grants Management





Request for Proposals – Information Session

IDEA Competitive Grant Solicitation

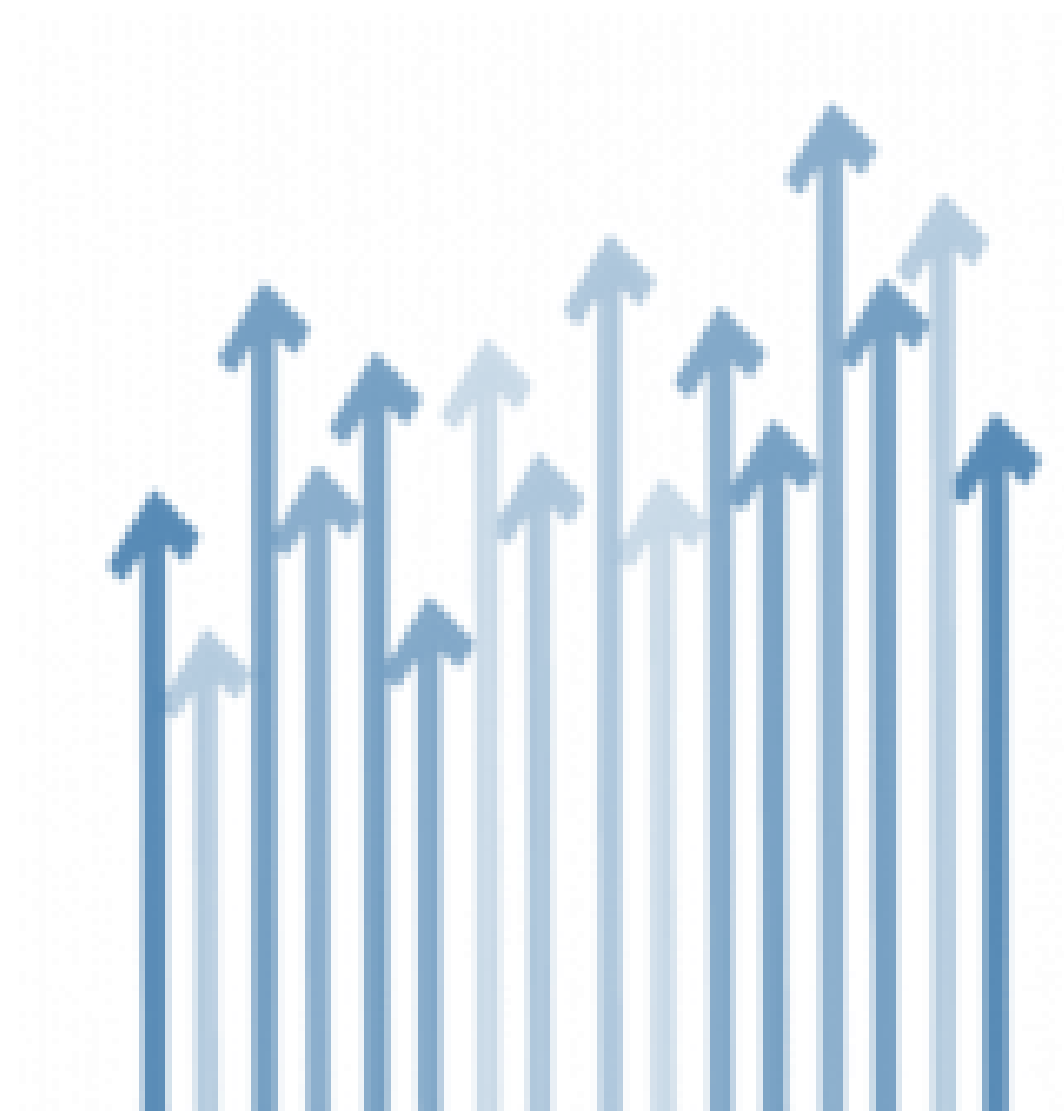
*Non-Profit Organizations, Community-Based Partners, &
Institutions of Higher Education*

A Universal Process for Grants Administration and Resource Development

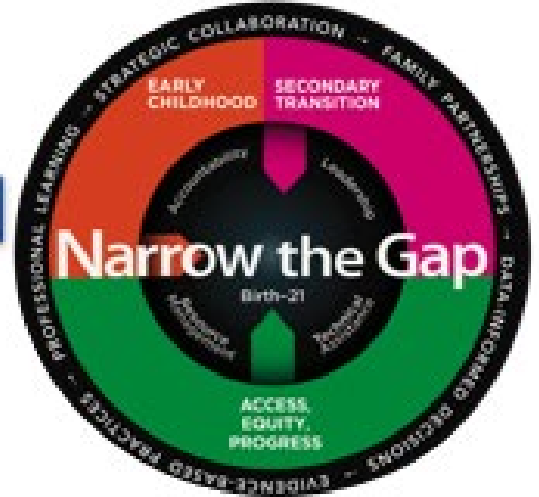


- Development of all grants released by Maryland State Department of Education
- Uniformity across Divisions, documents, communications
- Responsive, inclusive, and impact driven
- Alignment with Maryland's Strategic Planning *#GenerationBlueprint*
- Review process that is defined by rigorous standards

Maryland Elevates Grants Program SFY 2023



Elevating Success for Children and Youth with Disabilities and their Families



Maryland Elevates Grants Program

A Competitive and Targeted Process

INNOVATION – CREATIVITY – IMPACT



- ↑ Demonstrate a clear alignment to focus areas and priority needs
- ↑ Produce tangible solutions and outcomes
- ↑ Implement processes grounded in evidence-based practices that address underserved populations and use data-informed decision making
- ↑ Provide out of the box solutions for growing staff capacity, instructional leaders, and professional expertise
- ↑ Budget in direct alignment with the proposed goals and scope of work with the promise of sustainability

Elevating Outcomes with High-Leverage Strategies and Focused Priorities

 <p>GRANT INFORMATION GUIDE</p> <p>Maryland Elevates Grant: Early Childhood for Children with Developmental Delays and Disabilities</p> <hr/> <p>Maryland State Department of Education 200 West Baltimore Street Baltimore, Maryland 21201</p> <p>Deadline October 7, 2022 No later than 5:00 pm EST</p>	 <p>GRANT INFORMATION GUIDE</p> <p>Maryland Elevates Grant: Secondary Transition for Youth with Disabilities</p> <hr/> <p>Maryland State Department of Education 200 West Baltimore Street Baltimore, Maryland 21201</p> <p>Deadline October 7, 2022 No later than 5:00 pm EST</p>	 <p>GRANT INFORMATION GUIDE</p> <p>Maryland Elevates Grant: Access, Equity, Progress in Special Education</p> <hr/> <p>Maryland State Department of Education 200 West Baltimore Street Baltimore, Maryland 21201</p> <p>Deadline October 7, 2022 No later than 5:00 pm EST</p>	 <p>GRANT INFORMATION GUIDE</p> <p>Maryland Elevates Grant: Families as Informed Partners in Special Education</p> <hr/> <p>Maryland State Department of Education 200 West Baltimore Street Baltimore, Maryland 21201</p> <p>Deadline October 7, 2022 No later than 5:00 p.m. EST</p>	 <p>GRANT INFORMATION GUIDE</p> <p>Maryland Elevates Grant: Innovative Supports for Youth with Sensory Impairments</p> <hr/> <p>Maryland State Department of Education 200 West Baltimore Street Baltimore, Maryland 21201</p> <p>Deadline October 7, 2022 No later than 5:00 p.m. EST</p>
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- Inclusion
- Pre-Literacy, Numeracy and Language Development
- Social-Emotional

- College and Career Readiness
- Secondary Transition Planning with Options for All Learners with Disabilities
- CTE and Apprenticeships

- Inclusion / Equitable Opportunities
- Educator Competencies
- Positive Behavioral Intervention and Supports
- Grow Your Own – Registered Apprenticeships & Micro-Credentials

- Parent Capacity and Targeted Supports
- Collaborative Decision-Making and Dispute Resolution

- Technical Assistance Center
- Educators Competencies
- Certification Pathways for Teachers of the Visually Impaired

Funding and Eligibility

Open to any *interested* Non-Profit Organization, Community-Based Partner, or Institution of Higher-Education (IHE)

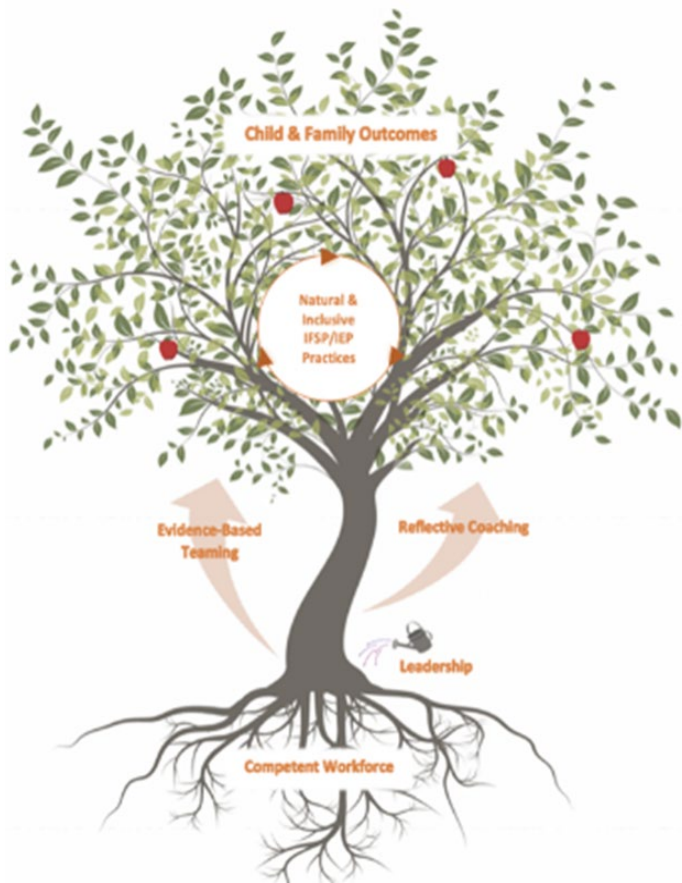
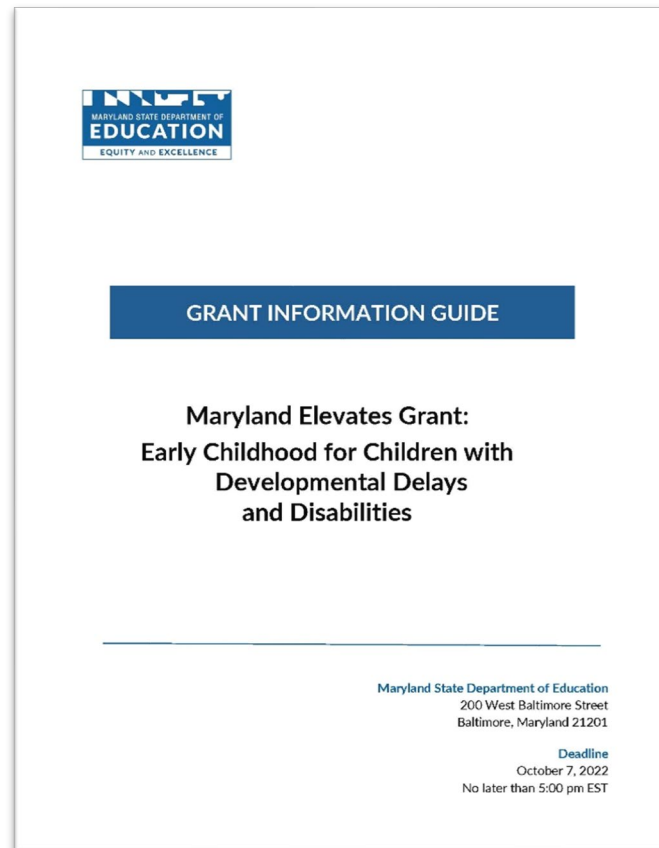


Competitive Grants – Open to any eligible applicant



Non-Competitive Grants – Expanded investment in existing MSDE funded programs

Early Childhood for Children with Developmental Delays and Disabilities

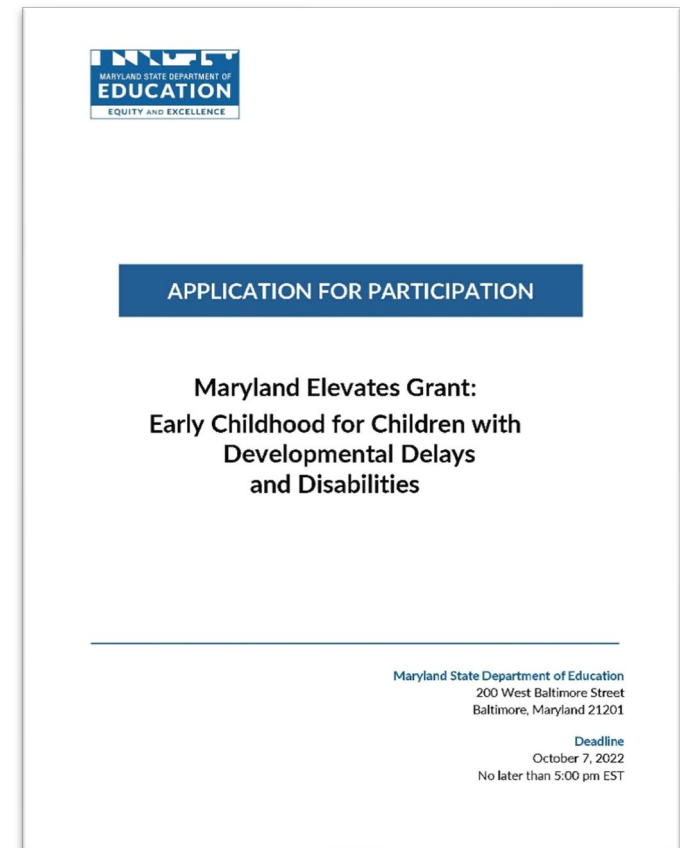
MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

GRANT INFORMATION GUIDE

**Maryland Elevates Grant:
Early Childhood for Children with
Developmental Delays
and Disabilities**

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

Deadline
October 7, 2022
No later than 5:00 pm EST



MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

APPLICATION FOR PARTICIPATION

**Maryland Elevates Grant:
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High-Leverage Strategies for Children with Developmental Delays and Disabilities

**Inclusive Early
Childhood
Education**

**Kindergarten
Readiness
Interventions**

**Social Emotional
Learning**

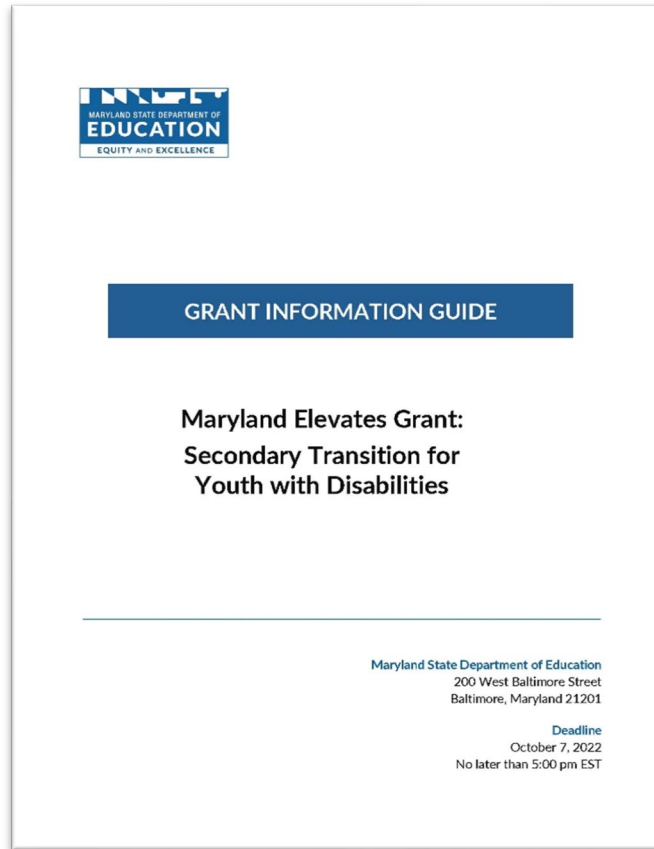


INNOVATION – CREATIVITY – IMPACT

Maryland Elevates – Children with Developmental Delays and Disabilities

- ↑ Support inclusive learning opportunities in natural and/or early childhood environments
 - ↑ Mentoring, Coaching & Collaborative Planning Assistance to Community-based Providers
 - ↑ Build opportunities for interprofessional collaboration and service delivery in the natural environment to grow school readiness skills: pre-literacy, numeracy and language development
 - ↑ Pipeline for growing the instructional workforce
- ↑ Create replicable and scalable service delivery models to narrow achievement and opportunity gaps for children and families who have been underserved due to race/ethnicity, culture, language differences, geography, or disability in preparation for success in school
- ↑ Heighten providers' knowledge and skills related to the implementation of equitable Social-Emotional Learning (SEL) continuums

Secondary Transition for Youth with Disabilities

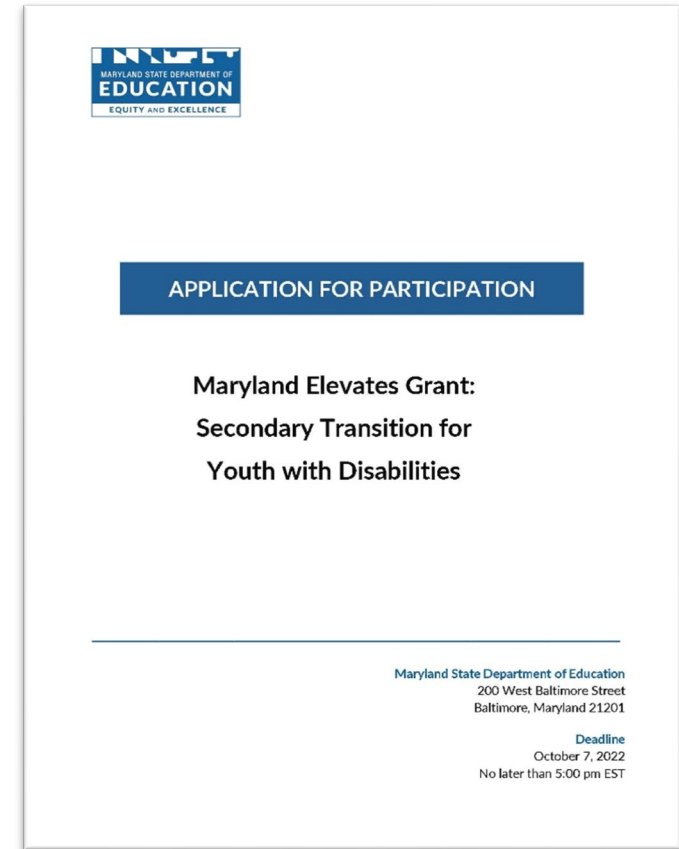
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High-Leverage Strategies for Secondary Transition

**College and Career
Readiness Opportunities**

**Secondary Transition
Planning**

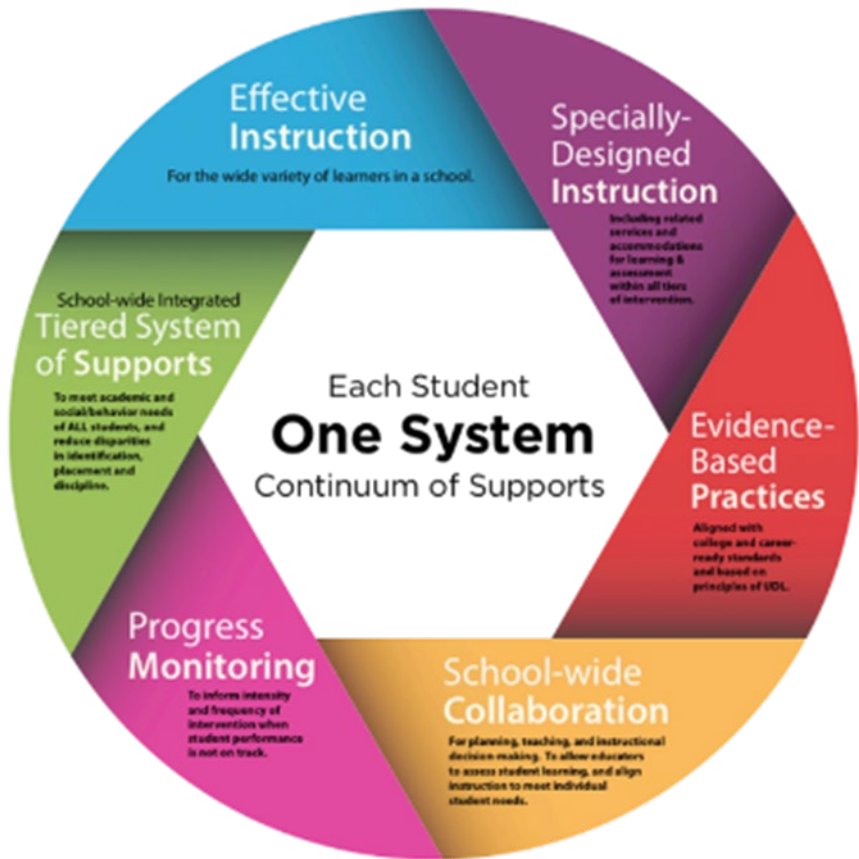
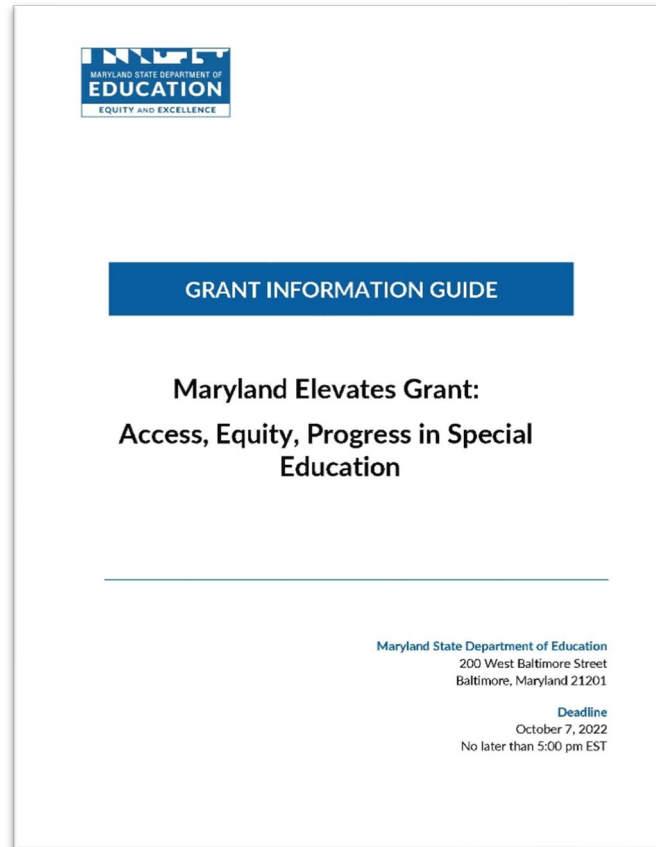


INNOVATION – CREATIVITY – IMPACT

Maryland Elevates Secondary Transition for Youth with Disabilities

- ↑ Design a statewide pre-service and/or in-service program of study to increase teacher knowledge and skills related to implementation of highly effective transition activities and culturally responsive evidence-based practices
- ↑ Coordinate a systemic approach to matching job-seekers to employers and statewide training through a research and evidence-based transition to work for students with intellectual and developmental disabilities
- ↑ Create a plan to expand Maryland’s CTE programs of study, work-based learning and DOL registered apprenticeships to include learners with disabilities age 16 or older
- ↑ Establish partnerships with LEAs to intensify a replicable model for youth with disabilities in middle schools and high schools to develop self-advocacy and leadership skills to achieve post-school employment, post-secondary education, and /or community independence

Access, Equity, Progress

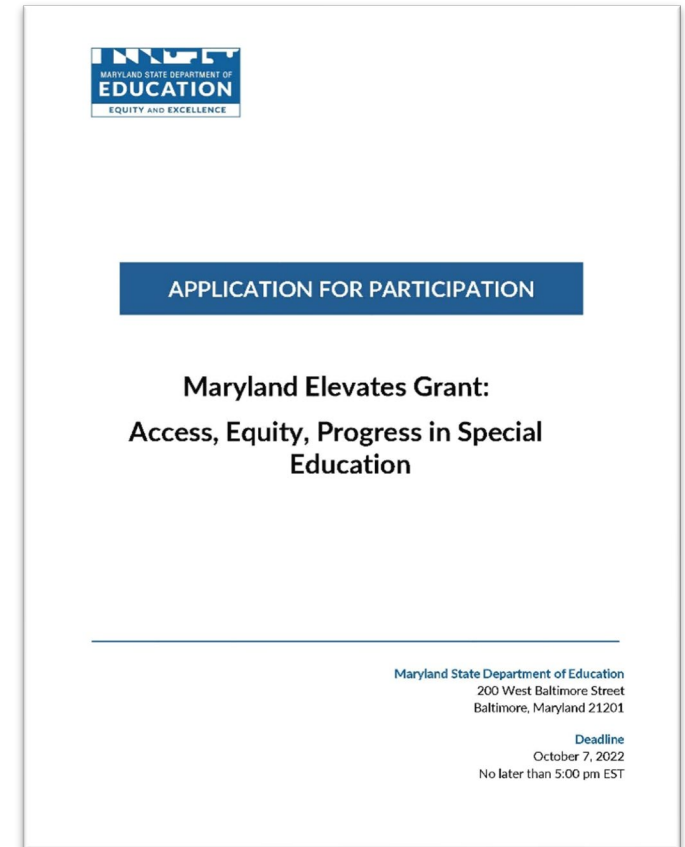
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High-Leverage Strategies for Access, Equity, Progress

**Inclusive
Instruction**

**Building Educator
Competencies**

**Positive
Behavioral
Intervention and
Supports**

**Grow-Your-Own
(GYO) Programs**

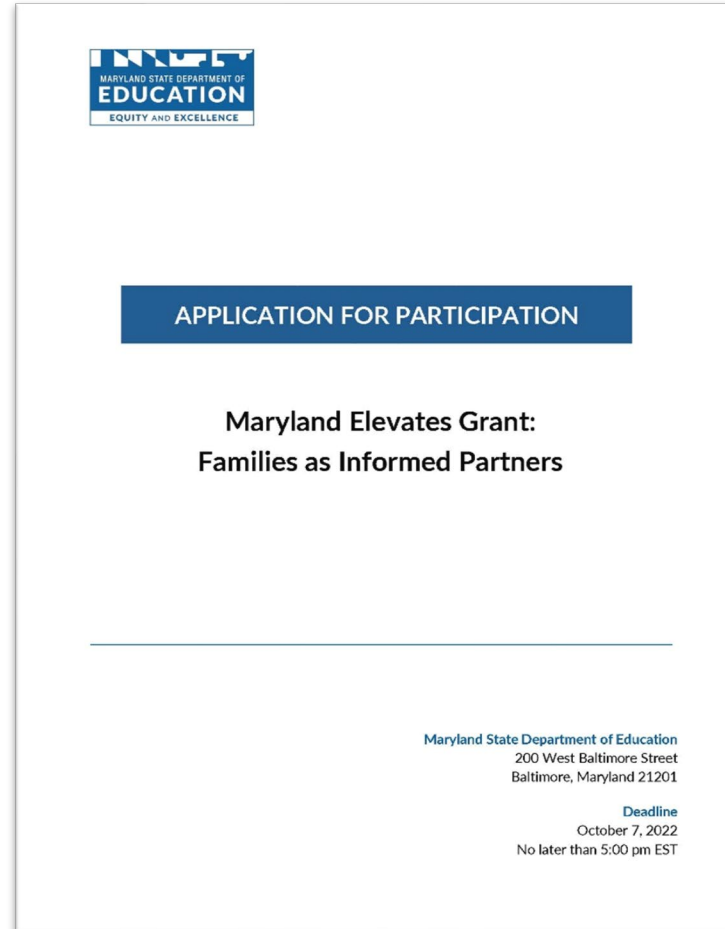
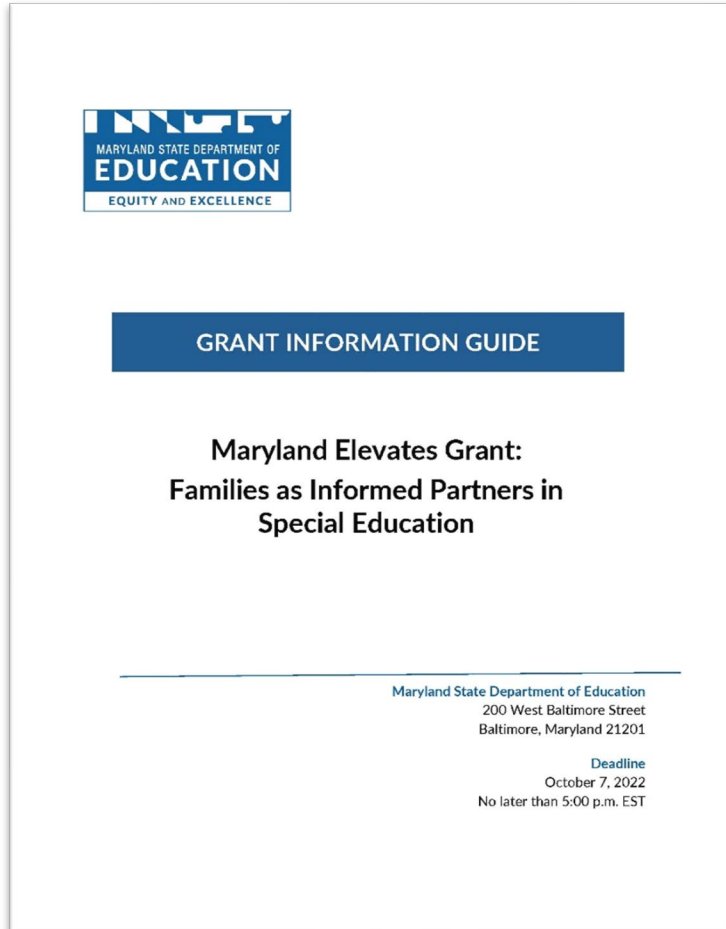


INNOVATION – CREATIVITY – IMPACT

Maryland Elevates – Access, Equity, Progress

- ↑ Partner with an identified Local Education Agency (LEA) (via MOU) to advance and sustain safe, equitable learning environments to meet the Social and Emotional Learning (SEL) needs of adolescents with disabilities experiencing challenging behaviors in the middle and high school settings
- ↑ Develop a statewide pipeline of special educators, paraeducators & related service providers having the extensive knowledge & skills necessary to improve outcomes for students with disabilities across a continuum of service delivery models
- ↑ Partner with an LEA to create a plan for a Department of Labor (DOL) registered apprenticeship program which supports a cohort of staff members to become highly qualified special education teachers
- ↑ Create a plan to build leadership capacity via IEP Chairs micro-credentialing and/or a Special Education Leadership Academy

Families as Informed Partners in Special Education



High-Leverage Strategies for Families as Informed Partners in Special Education

Parent Training and Information
Center

Customized IEP Mediation and
Dispute Resolution

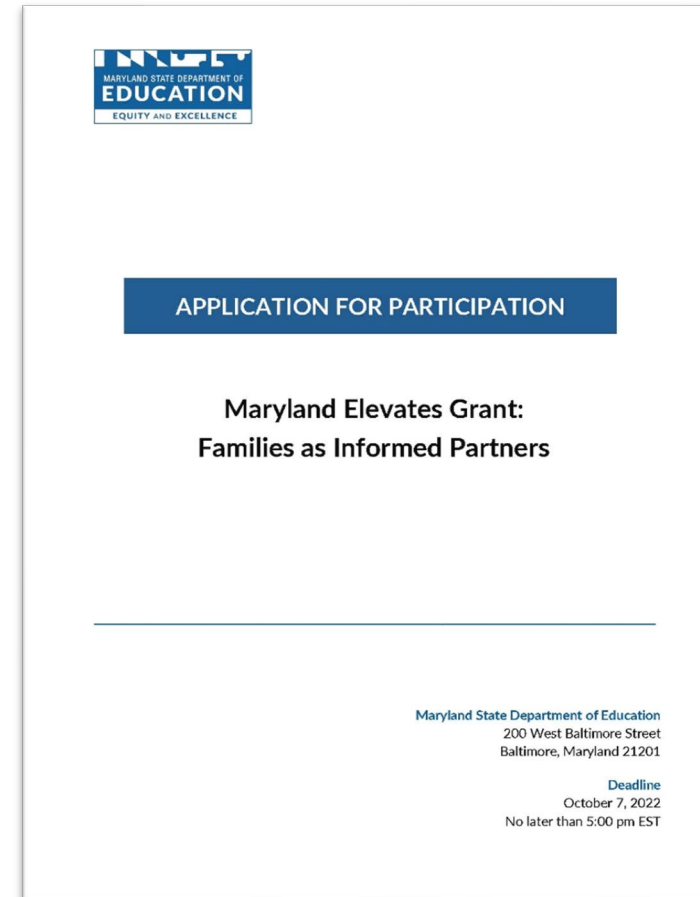
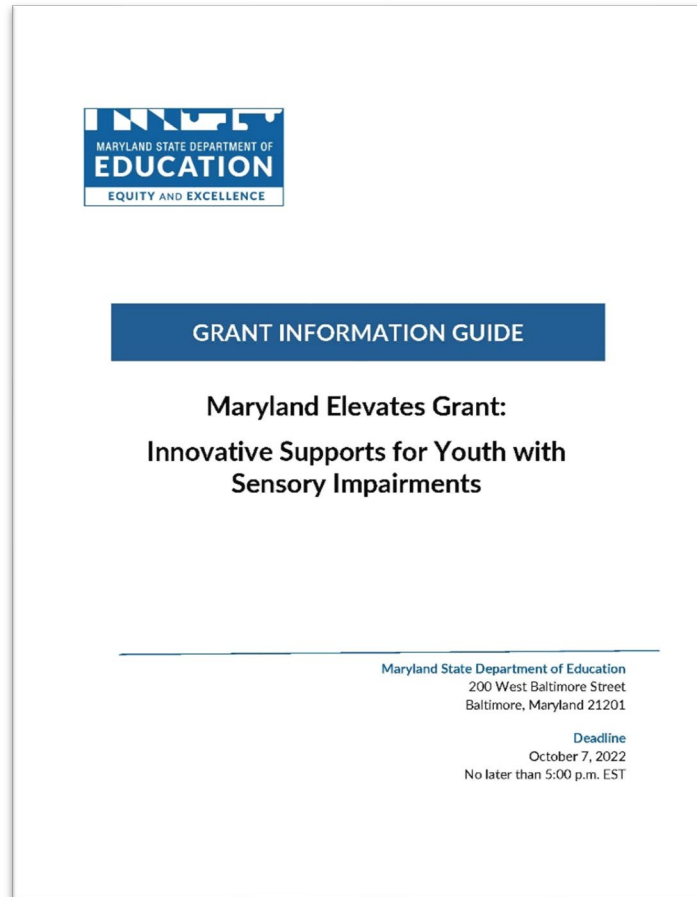


INNOVATION – CREATIVITY – IMPACT

Maryland Elevates – Families as Informed Partners in Special Education

- ↑ Establish and/or expand partnerships with national, state, and/or local entities inclusive of diverse community stakeholders to provide evidence-based learning opportunities with customized coaching to support parents as collaborative partners in early intervention and special education
- ↑ Provide evidence-based family resources and toolkits to specifically address underserved families of children with disabilities to include accessibility, alternate participation options, language barriers, communication needs, adaptable infographics, and data presented in plain text
- ↑ Expand community outreach, interactive training opportunities, and customized facilitated IEP Meetings serving families and LEA partner focused on consensus building, conflict management communication skills and solution finding for improved outcomes provided at no-cost to users
- ↑ Provide direct facilitation of dispute resolution and support to the OAH inclusive of training to legal staff related to hearing decisions and special education law [COMAR 09.03.12.10](#)

Innovative Supports for Youth with Sensory Impairments



High-Leverage Strategies for Youth with Sensory Impairments

Technical Assistance
Center



Building Educator
Competencies



Teachers of the Visually
Impaired Certification
Program



INNOVATION – CREATIVITY – IMPACT

Maryland Elevates – Innovative Supports for Youth with Sensory Impairments

- ↑ Expand existing the federally awarded Deaf Blind Technical Assistance Center and the Maryland Technical Assistance Center for Blind/Low-vision to develop improved resources, supports, educational materials, modules and outcome for children and youth with sensory impairments
- ↑ Create a community of learning to support a cohort of special educators pursuing Maryland certification as a Teacher of the Visually Impaired with tuition assurances supporting post graduation service in the state of Maryland
- ↑ Partner with DEI/SES and LEAs to provide specialized professional learning opportunities and customized resources supporting deaf and hard of hearing students using individualized communication modes for the implementation of SDI in the least restrictive environment
- ↑ Create family friendly home routines and school readiness materials for young children with sensory loss to be shared across the state with early intervention specialists and service providers

Grant Submission Process

- ✓ Determine the focus area and priority needs to be addressed
- ✓ Develop the Grant Application(s) per guidance in the applicable GIG
- ✓ Include all required Appendices including the C-1-25 and Budget Detail as an attachment to the Application
- ✓ Submit a *signed PDF* copy of the Application for each imperative/priority plan developed
- ✓ Submit no later than 5:00 PM EST on **October 21, 2022**, to DEI-SES-grant.submission@Maryland.gov

Grant Cover Page

SFY 2023 IDEA Competitive State Priority Grants – ELEVATE Access, Equity, Progress | May 25 – June 30, 2022

Application Cover Page

Name of Non - Local Education Agency /Institute of Higher Education:
Click or tap here to enter text.

Date of Submission: Click or tap to enter a date.

Complete mailing address (as it appears in the SAM record):
Click or tap here to enter text.

Title of Grant / Imperative Addressed: Click or tap here to enter text.

Grant Amount Requested: Click or tap here to enter text.

Project Director/Principal Investigator & Title: Click or tap here to enter text.

Email: Click or tap here to enter text. **Phone:** Click or tap here to enter text.

Grants Office Contact & Title: Click or tap here to enter text.

Email: Click or tap here to enter text. **Phone:** Click or tap here to enter text.

Financial Office Contact & Title: Click or tap here to enter text.

Email: Click or tap here to enter text. **Phone:** Click or tap here to enter text.

Certification by Authorizing Official [Executive Director, Chief of Operations, or Vice President]:


Name: Click or tap here to enter text. **Title:** Click or tap here to enter text.

Signature: _____ **Date:** Click or tap to enter a date.

Federal Employer ID number:

UEI number: Click or tap here to enter text. **Expiration Date:** Click or tap to enter a date.

Insert a screenshot of the active SAM record status below:


[enter screenshot here]

University Of .

Unique Entity ID V. 8

CAGE Code 5. 37

● Active Registration

Physical Address
10.
Baltimore, MD 21250
USA

Entity

Expiration Date
Jul 14, 2022

Purpose of Registration
All Awards

Maryland State Department of Education | 3

21150-0001 9-DIGIT ZIPCODE

Signature of Authorizing Official

Budget Narrative

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

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

The three experts will work collectively to develop curriculum modules and related professional learning resources to provide training to build the capacity of general education and special education personnel in the implementation of specially designed instruction for SWD in the general education classroom. Target increase student proficiency in ELA and Mathematics. Hourly rate of \$75 per hour.

The project manager is responsible for oversight of grant implementation, data collection and analysis of outcomes, monitoring and reporting outcomes, plan revision, if needed and coaching supports to participants. The salary projection is based on 1/3 FTE commitment to project implementation.

Indirect Costs and Federal Funding

- 76.561: Approval of indirect costs for subgrantees by the cognizant agency (Dept of Ed)
- §76.563: Restricted indirect cost rate – programs covered applies to grantees with a statutory requirement of use of Federal funds to supplement not supplant
- §76.564: Restricted indirect cost rate – formula
 - §76.564(c)(1): An indirect cost rate computed with formula: $\text{Restricted indirect cost rate} = (\text{General management costs} + \text{Fixed costs}) \div (\text{Other expenditures})$
 - §76.564(c)(2): An indirect cost rate of eight percent (8%) unless the Secretary determines that the subgrantee or grantee would have a lower rate under [paragraph \(a\)](#) of this section: $\text{Restricted indirect cost rate} = (\text{General management costs} + \text{Fixed costs}) \div (\text{Other expenditures})$

Budget Documents – EXCEL

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ATTACHMENT 20A

ORIGINAL BUDGET GRANT NAME	BUDGET AMENDMENT #	DATE OF REQUEST
GRANT RECIPIENT NAME		
MSDE GRANT#	RECIPIENT GRANT #	
REVENUE SOURCE	RECIPIENT AGENCY NAME	
FUND SOURCE	GRANT PERIOD	

CATEGORY/PROGRAM	BUDGET OBJECT							BUDGET BY CAT/PROG
	01-SALARIES & WAGES	02-CONTRACT SERVICES	03-SUPPLIES & MATERIALS	04-OTHER CHARGES	05-EQUIPMENT	06-TRANSFERS		
201 Administration								
Prog 21 General Support								0.00
Prog 22 Business Support								0.00
Prog 23 Centralized Support								0.00
202 Mid-Level Administration								
Prog 15 Office of the Principal								0.00
Prog 16 Inst. Admin. & Supv.								0.00
203-206 Instruction Categories								
Prog 01 Regular Prog.								0.00
Prog 02 Special Prog.								0.00
Prog 03 Career & Tech Prog.								0.00
Prog 04 Gifted & Talented Prog.								0.00
Prog 07 Non Public Transfers								0.00
Prog 08 School Library Media								0.00
Prog 09 Instruction Staff Dev.								0.00
Prog 10 Guidance Services								0.00
Prog 11 Psychological Services								0.00
Prog 12 Adult Education								0.00
208 Special Education								
Prog 04 Public Sch Instr. Prog.								0.00
Prog 06 Educ. Prog. In-State Institution								0.00
Prog 07 Non Public Programs								0.00
Prog 09 Instructional Staff Dev.								0.00
Prog 15 Office of the Principal								0.00
Prog 16 Inst. Admin. & Superv.								0.00
207 Student Personnel Serv.								0.00
208 Student Health Services								0.00
209 Student Transportation								0.00
210 Plant Operation								
Prog 30 Warehousing & Distr.								0.00
Prog 31 Operating Services								0.00
211 Plant Maintenance								0.00
212 Fixed Charges								0.00
214 Community Services								0.00
215 Capital Outlay								
Prog 24 Land & Improvements								0.00
Prog 25 Buildings & Additions								0.00
Prog 36 Remodeling								0.00
Total Expenditures By Object	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval: _____

Supt./Agency Head Approval: _____

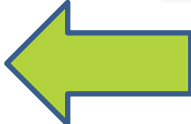
MSDE Grant Manager Approval: _____

MSDE Program Approval: _____

© The Budget C-1-25 (1) Revision 2/19

BUDGET DETAIL				Non-LEA Name Here	
<i>If the description requires additional space, change the row height by dragging the boundary below the row heading until the row is the desired height.</i>					
GRANT NAME/ LINE INITIATIVE	CATEGORY/ PROGRAM	OBJECT	DESCRIPTION	In-Kind	TOTAL
Choose One:	Reference C-1-25		Note: Provide detailed information related to proposed expenditures such as: Hourly Rate, # of Staff & # of Sessions, Types of Supplies & Materials, Approximate Unit Cost & Quantity to be Purchased. Business Transfers/Administrative Costs are not allowed for Discretionary Grants.	yes/no	
TOTAL:					\$0

End of Box



Signature of Authorizing Officials

The Review Process

Project Abstract, and Alignment to High-Leverage Strategies (20 total points)

Exemplary 12-20 points	Meets Standard 7-11 points	Does Not Meet Standard 0-6 points
The problem and innovative solutions are supported by evidence, data analysis, and/or research related to Access, Equity, Progress. The proposal clearly states the proposed impact of the project on the aligned area(s) of need as related to students with disabilities with an emphasis on one or more high-leverage strategy.	The problem is clearly defined, and the data demonstrates a strong connection to Access, Equity, Progress. The impact on students with disabilities is present. The proposal aligns with at least one high-leverage strategy.	The problem is not clearly defined, the impact is weak, and the extent of need does not clearly align Access, Equity, Progress.

Goals, Objectives, and Strategies (20 total points)

Exemplary 12-20 points	Meets Standard 7-11 points	Does Not Meet Standard 0-6 points
All goals and objectives are measurable having a clear alignment with the root cause factor(s) identified. All goals and objectives clearly and consistently address appropriately align with the identified high-leverage strategies. The strategies identified explain why and how the evidence-based practices and/or strategies were selected	There are measurable goals, objectives, and strategies that relate directly to the project. Some, but not all, goals/objectives have a clear alignment with the root cause factor(s) identified. The strategies identified explain why and how the evidence-based practices and/or strategies were selected but do	Goals and objectives are not measurable and/or focused on process-driven results. Strategies are only loosely related to the goals and objectives.

- ✓ Pre-screened for submission requirements and inclusion of all required sections
- ✓ MSDE review committee, evaluates applications using the scoring rubric
- ✓ Feedback is provided to the applicant with a due date for any necessary revision and/or edits of programmatic and/or fiscal content
- ✓ Final approval for awards will be determined by the review committee

Questions and Technical Assistance

Contact us:

DEI-SES-grant.submission@Maryland.gov

Information Session # 2:

September 21, 2022

1:00 p.m. – 2:00 p.m.

