



GRANT INFORMATION GUIDE

Maryland Elevates Grant: Families as Informed Partners in Special Education

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

October 21, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Table of Contents

Program Description.....	5
Purpose	5
Authorization	5
Dissemination	6
Deadline	6
Grant Period.....	6
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	9
Parent Training and Information Center	9
Customized IEP Mediation and Dispute Resolution	11
Application.....	13
Application Cover Page.....	13
Project Abstract.....	13
Statement of Need	13
Evidence of Impact	13
Goals, Outcomes and Strategies	13

Benchmarks..... 14

Project Narrative 14

Implementation Team 14

Evaluation and Reporting Plan 14

Accessibility Plan..... 15

General Education Provisions Act (GEPA), Section 427 15

Budget and Budget Narrative..... 15

Appendix..... 16

The Review Process..... 16

 Review Committee 17

 Award Notification..... 19

Reporting Requirements 19

Non-Discrimination Statement..... 20

Customer Service Support Sessions 20

Questions..... 20

Grant Application Timeline..... 20

Appendix 21

 Application for Participation 21



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.

Program Description

On any given day in the state of Maryland, approximately 10,000 children ages birth through four with developmental delays or disabilities and their families receive early intervention services through an Individualized Family Service Plan (IFSP). An additional 13,000 preschoolers ages three to five and 96,000 school age children ages 6 through 21 participate in special education and related services through an Individualized Education Program (IEP) (October 1, 2021 Snapshot Data Count). The parent's role in the special education process is essential as the parent is the expert in understanding the unique characteristics of their child's learning and development. Parent input helps the team assess the talents, skills, and needs of the child and contributes to establishing realistic yet ambitious goals to narrow gaps. It is critical that parents, as equal and informed partners, and members of the IFSP/IEP decision-making team have the knowledge and skills necessary for the collaborative development, implementation, and evaluation of a full continuum of early intervention and special education services.

MSDE is committed to the ongoing development and delivery of innovative training opportunities, informational resources, and proactive intervening supports to children and students with disabilities, their families, and service providers. 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 (LEA), public agencies (PA), and stakeholders through a seamless, comprehensive, coordinated system of services to children and learners with disabilities, birth through 21, and their families. See the [DEI/SES Strategic Plan - Moving Maryland Forward](#), updated June 2021.

To improve outcomes for children and students with disabilities and their families, educators, and service providers, grants will be awarded under two high-leverage strategies:

Parent Training and Information Center	Customized IEP Mediation and Dispute Resolution
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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: Families as Informed Partners in Special Education

PURPOSE

To expand the implementation of innovative statewide models of supports, services, and resources to families of children with disabilities (birth through 21), educators, and service providers to address barriers to the effective home-school partnerships necessary for the collaborative and informed development, implementation, and evaluation of special education services.

AUTHORIZATION

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

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

Total amount \$450,000

ESTIMATED NUMBER OF GRANTS

3-6

AVERAGE GRANT AMOUNT

\$50,000 - \$250,000

SUBMISSION INSTRUCTIONS

The Maryland Elevates Grant: Families as Informed Partners in Special Education electronic application can be downloaded [here](#). Download and complete the application. Attach any required appendices. An electronic copy with all required signatures must be uploaded in PDF format to the program's designated email address 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
- Stipends
- Professional learning and coaching
- Partnerships
- Supplies and materials
- Technology and equipment
- 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 family support and parent training 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 Family Support 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

Parent Training and Information Center

Overview: When families, communities and schools work together, *all children* are more successful and the entire community benefits. [Section 1471 of IDEA, Chapter 33, Subchapter IV \(Part D\), Part E](#), requires that each state have at least one (1) statewide parent training and information center to ensure that the needs for training and information of underserved parents of children with disabilities in the area served are effectively met. The parent training and information center works with low-income parents and parents of limited English proficient children.

The Office of Special Education Programs ([OSEP](#)) supports Parent Training and Information Centers (PTI) to provide information and technical assistance to families of infants, toddlers, children, and youth with disabilities to enable their children to meet developmental and functional goals, academic and/or social emotional achievement goals, and to develop the knowledge and skills needed to lead productive independent adult lives.



Requirements: Applicants will develop a parent training and information center that offers training opportunities, informational resources, toolkits, and proactive interventions for families statewide in support of effective home-school partnerships for the collaborative participation in the early intervention and special education processes. **Key activities must include two or more of the following priorities:**

- Partnerships with national, state, and/or local entities, diverse community stakeholders, and/or Institutions of Higher Education to provide evidence-based learning opportunities with customized coaching to support the knowledge and skills of parents as collaborative partners.
- Design and deliver innovative supports that enable families to better support their child's development and learning at home, in school and post-school environments, and across community environments. Innovative supports may include:
 - Family-friendly self-paced learning modules or guided practice opportunities related to navigating the special education process, family challenges, and/or learners' interest.
 - Coaching with modeled practice and/or scenarios to increase learner and family engagement.
 - Model effective family-friendly communication structures for increased family engagement and advocacy using interactive training opportunities, step by step tools for accessing community resources, and/or a playbook for working with extended families to bridge cultural, socio-economic, and/or geographic differences of families of children with disabilities and their service providers.
- Design and disseminate customized family resources, toolkits, and systems of support framed by specific topics related to IDEA and [State Performance Indicators \(Indicators 6, 7, & 8\)](#) related to parent involvement.
- 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.

- Provide accessible family toolkits to support school-readiness, communication, and social-emotional learning skills of young children at home and in the community.
 - Establish communities of practice/leadership cohorts for the development of informed parent leaders having the knowledge and skills necessary to support families in their communities by means of tiered levels of engagement (individual, peer, or systemic), advocacy supports, and mentoring.
 - Participate in state-initiated projects to provide input and advice regarding the inclusion of families in innovative LEA programs and practices.
-

Inspiration from the Field

› [Parents of Children with Special Needs Have Needs Too](#)

TED^x

› [Parent to Parent: Knowing Your Rights](#)

Texas Health and Human Services

› [Parent Centers in Action](#)

Center for Parent Information & Resources

Additional Readings

- [Serving on Groups that Make Decision: A Guide for Families \(Progress Center\)](#)
 - [The Important Role of Parents in Special Education \(Verywellfamily\)](#)
 - [Family engagement and children with disabilities: A resource guide for educators and parents \(Harvard Family Research Project\)](#)
 - [Ways to Include Parents in the Special Education Process \(Owlcation\)](#)
 - [Resources for Grantees: Training and Information for Parents of Children with Disabilities \(IDEAs that Work\)](#)
-

Customized IEP Mediation and Dispute Resolution

Overview: Collaborative dispute resolution processes focus on reaching a mutually satisfactory agreement, improved communication, and fostering respect between the parties. These processes help to preserve and strengthen partnerships between families and schools without resorting to litigation to resolve disputes. The longer-term impact of a customized mediation includes building trust and a foundation for on-going collaborative communication between the school and family.



Requirements: The applicant will confer with the Office of Administrative Hearings ([OAH](#)) and local conflict mediation services to develop a plan to deliver customized IEP facilitation, conflict mediation, and dispute resolution services for students with disabilities, their families, and their school partners. Supports to include legal aspects training, administrative hearings, and the provision of transcripts relative to decision-making.

Key activities must include:

- Development of a cadre of highly-qualified volunteer IEP Facilitators trained to support effective communication, dispute resolution, and the development of exemplary education programs for students suspected of or identified as disabled. Facilitator training to include a minimum of a one-week or 40-hour course in mediation skills and a 3-day IEP Team Meeting Facilitation.
 - Community outreach, interactive training opportunities, and customized facilitated IEP Meetings serving families and LEA partners focused on consensus building, conflict management communication skills and solution finding for improved outcomes provided at no-cost to users.
 - Direct facilitation of dispute resolution and support to the OAH including mediation training to administrative law judges and legal staff, training related to special education law and timely hearing decisions, and payment for hearing transcripts in accordance with [COMAR 09.03.12.10](#).
 - Collaborative discussions and data sharing with OAH and community mediation centers on a quarterly basis focused on trends, parent response and participation, and impact for improved outcomes through decreased litigation. Training in the relevant state and federal statute, IEP, and facilitation for local community conflict resolution center and OAH partners.
-

Inspiration from the Field

› [IDEA Special Education Mediation](#)

CADRE

› [Transformative Mediation](#)

Institute for the Study of Conflict Transformation

› [What Does Dispute Resolution Feel Like?](#)

Washington State Dispute Resolution Center

Additional Readings

- [The New Conflict Management: Effective Conflict Resolution Strategies to Avoid Litigation \(Harvard School of Law\)](#)
 - [The Impact of Parent/Family Involvement on Student Outcomes \(CADRE\)](#)
 - [5 Ways Conflict Resolution Practitioners Can Prevent and Resolve Special Education Conflict During the Pandemic \(Mediate\)](#)
 - [The Importance of the IEP Process \(COPAA\)](#)
 - [Guiding Culturally and Linguistically Diverse Families through the IEP Process \(NBCT\)](#)
-

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 the program requirements. The Project Abstract should also contain the number of families of children and youth with 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 children with disabilities (birth 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 applicant'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 outcomes must be stated in measurable/quantifiable changes in learner 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, learner, 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.

Project Timeline

As a part of the Project Narrative, a Project Timeline must also be included. The 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 conducted 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.

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. Applicants are required to complete the following management plan chart as part of the proposal.

Name	Title	Roles & Responsibilities

EVALUATION AND REPORTING 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	\$25,000 (1/3 of \$75,000 FTE project manager salary)	\$25,000	\$50,000	\$75,000

Line item	Calculation	Requested	In-Kind	Total
collection and coaching supports to participants				
	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 webpage](#))
- A signed Non-LEA/IHE Certification page (see [Maryland Elevates Grant webpage](#))
- A signed certifications page regarding Lobbying, Debarment, Suspension, other responsibility matters, and Drug-free Workplace (see [Maryland Elevates Grant webpage](#))
- 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 below. 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 having a 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 family support services/technical assistance.	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 family support services/technical assistance.	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 family support services/technical assistance 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 (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:

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](#).

Final invoices must be submitted no later than 60 days after the grant period ends.

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 Elevate Grants following the 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

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

Appendix

APPLICATION FOR PARTICIPATION