



GRANT INFORMATION GUIDE

Maryland Elevates Grant: Innovative Supports for Youth with Sensory Impairments

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	6
Dissemination	6
Deadline	6
Grant Period.....	6
Funding Amount Available	6
Estimated Number of Grants.....	6
Grant Amount	6
Submission Instructions	6
State Responsibilities	6
Program Contact	7
Eligibility	7
Use of Funds	7
Getting Started	8
High-Leverage Strategies	9
Technical Assistance Center	9
Teachers of the Visually Impaired (TVI) Certification Program	11
Building Educator Competencies	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 Reporting.....	16
Accessibility Plan.....	16
General Education Provisions Act (GEPA), Section 427.....	16
Budget and Budget Narrative.....	16
Appendix.....	17
The Review Process.....	17
Review Committee.....	18
Award Notification.....	20
Reporting Requirements.....	20
Non-Discrimination Statement.....	21
Customer Service Support Sessions.....	21
Questions.....	21
Grant Application Timeline.....	21
Appendix.....	22
Application for participation.....	22



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

Students with sensory impairments have unique needs that go beyond those of other students with and without disabilities. Sensory impairments include any disability that impacts sight, hearing, taste, smell, touch, and spatial awareness. Sensory impairments include blindness and low vision, and deafness and loss of hearing. Students with sensory impairments often need Specially Designed Instruction as well as specific materials and resources to access their education. This can include adapted educational materials into braille, ASL (American Sign Language), captioning and specific assistive technology. Likewise, guardians need resources and information to learn how to support their children.

Based on data from the [National Center on Education Statistics](#), during the 2020 - 2021 school year, students receiving special education services nationwide with sensory impairments were as follows: with a hearing impairment 1%, with a visual impairment 0.4%, with deaf-blindness less than 1%. Due to the small numbers, educators lack expertise in working with these populations. Students with sensory impairments must be provided with a “Free and Appropriate Public Education” (FAPE) through special education and related services, supplementary aids and services, program modifications, and supports for personnel in the “Least Restrictive Environment” (LRE). However, students with sensory impairments are disproportionately placed in more restrictive environments due to their elevated level of needs and lack of resources to serve this population.

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.

This grant program seeks to improve outcomes for children and students with sensory impairments, their families, educators, and service providers. Grants will be awarded under three high-leverage strategies:

Technical Assistance Center	Building Educator Competencies	Teachers of the Visually Impaired Certification Program
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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: Innovative Supports for Youth with Sensory Impairments

PURPOSE

To expand implementation of innovative statewide models of technical assistance, professional learning, and workforce development that will develop direct specialized supports, services and resources to children and students with sensory impairments their families, educators, and service.

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

\$500,000

ESTIMATED NUMBER OF GRANTS

2 -5

GRANT AMOUNT

\$25,000 - \$225,000

SUBMISSION INSTRUCTIONS

The Maryland Elevates Grant Program: Innovative Supports for Youth with Sensory Impairments 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.

Recipients of federal funds are required to register and maintain active status on the federal government's System for Award Management ([SAM](#)) website. Evidence of active status and an assigned a Unique Entity Identifier (UEI) is submitted to MSDE.

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.

MSDE will conduct a site visit and sub-recipient grant monitoring as part of ongoing grant management.

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 the support of non-profit organizations, community-based partners, and/or Institutions of Higher Education providing direct technical assistance, professional learning, and workforce development for the provision of direct specialized supports, services and resources to children and students with sensory impairments, their educators, families, and service providers.

Priority will be given to applicants who demonstrate a proven history and/or capacity to complete or expand the proposed work as demonstrated by measurable outcomes for the target population; the implementation of evidence-based practices; and proven collaboration with experts in the field of sensory impairments utilizing the implementation of a specialized technical assistance center providing direct supports and resources to children and students with sensory impairments, their families, educators, and service providers.

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 sensory impairment 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 Sensory Impairment Liaison 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

Technical Assistance Center

Overview: Through this key strategy, the applicant will expand the design and implementation of a technical assistance center support model to meet the needs of students with sensory impairments, their educators, and guardians in the state of Maryland. This work will result in improved resources, supports, educational materials, modules and outcomes for students that are blind or low vision, or deaf or hard of hearing.



Requirements: Applicants will strengthen technical assistance services and professional learning outcomes in response to the needs of youth with sensory impairments. This includes the implementation of accessible technology solutions and increased meaningful participation in the least restrictive environment to bridge opportunity and achievement gaps. **Applicants will implement at least one of the following:**

- Expand the existing federally awarded “train the trainers” Deaf Blind Technical Assistance Center, serving deaf-blind students and their providers in Maryland and Washington DC. Key activities must include:
 - Provide orientation and mobility assessments as required by Maryland Code (Ann., Educ. §8-408I(1)) through certified orientation and mobility specialists to increase student access to the home, school, and community environments and to address local shortages of certified staffing.
 - Implement specialized technical assistance and training to LEA general and special educators, and families to address needs identified by MSDE (self-advocacy, accessibility, and evidence-based specialized instruction). Measurable progress data demonstrating participant impact outcomes is required.
- Expand the existing program implementation of a Maryland Technical Assistance Center (partners to include National Technical Assistance Center on Blindness and Low Vision and/or the Maryland Division of Rehabilitation Services) serving blind/low-vision students and their providers. **Key activities must include:**
 - Create a resource library of accessible assistive technology tools, toolkits, procedural guides to meet the needs of blind/low-vision students, their families, educators, and service providers.
 - Establish a community of practice inclusive of general and special education teachers, teachers of the visually impaired (TVI), and national, state, or local entities having distinct knowledge, skills, and expertise in blindness education to identify barriers and develop “what works” practices to address challenges to effective inclusion of blind/low-vision students.
 - Research and produce resources with “in the field” evidence-based strategies including, scenarios and exemplars to refine and expand secondary transition activities and opportunities for blind/low-vision students and their families.

Additional Requirement: Applicants must address the key activities associated with the options described above. Additionally, the applicant must sustain state steering committees (i.e. the Deaf and Hard of Hearing Steering Committee and Blind/Low Vision Steering Committee) through the following key components:

- The steering committee must consist of national advisors, state and local stakeholders and service providers (representation from each LEA/PA) to research current national, state, and local evidence-based strategies that impact student outcomes and to address problems of practice for staff and children with sensory impairments. Deliverables must include accessible resources, training modules, and/or toolkits to be used statewide by teachers and families to improve student outcomes. Funding may also be used for steering committee members to attend conferences, build leadership capacity, and/or hold conferences to build LEA capacity to meet the needs of these populations. Funding for the steering committee is limited to \$3,500 of the proposed budget.
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Inspiration from the Field

› [New Jersey Center on Deafblindness](#)

The College of New Jersey

› [Missouri Deafblind Technical Assistance Project](#)

Missouri School for the Blind

› [Putting it into Practice: Examples from the TA Network on Accessing the GEC](#)

National Center on Deaf-Blindness

Additional Readings

- [Technical Assistance Center for Students who are Deaf and Hard of Hearing \(VCU\)](#)
 - [Indiana Deaf-Blind Services Project \(Bayh College of Education\)](#)
 - [Texas Deafblind Project \(National Center on Deaf-Blindness\)](#)
 - [National Technical Assistance Center on Blindness and Low Vision \(Mississippi State University\)](#)
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Teachers of the Visually Impaired (TVI) Certification Program

Overview: Using this key strategy, the applicant will develop and implement specialized training and certification options for current special educators to receive their TVI (Teacher of the Visually Impaired) certification in the state of Maryland. A TVI is a licensed special education teacher providing specially designed instruction to students who are blind or have visual impairments ages birth through.



Requirements: Applicants will support an existing cohort of 15 second-year educators to earn Maryland TVI certification to serve blind/low vision students for at least three years post-graduation. This will support state and local staffing shortages. Key activities must include:

- Create a community of learning to support special educators as they pursue TVI certification, as well as post-graduation working in Maryland. This must include teacher mentoring and coaching support.
- Provide tuition assistance to cover a certification program, assure educators complete the program and serve 3 years in Maryland post-graduation.
- Connect the cohort to state and national resources available to them.

Inspiration from the Field

› [TVI Preparation Programs Across the County](#)

Teaching Visually Impaired

› [Pittsburgh: Certification as Teacher of Students with Visual Impairments \(TVI\)](#)

University of Pittsburgh

› [The Role and Value of the Teacher of the Visually Impaired](#)

Perkins School for the Blind

Additional Readings

- [Virginia Consortium for Teacher Preparation in Vision Impairments \(Old Dominion University\)](#)
- [The Promoting Achievement for Students with Sensory Loss \(PASS\) Project Working for You \(Indiana State University\)](#)
- [Leverage Points to Enhance State and Local Efforts to Attract, Prepare, and Retain Effective Personnel for Children with Disabilities \(OSEP\)](#)

Building Educator Competencies

Overview: For students with sensory impairments to be educated in inclusive settings, we must engage educators in professional learning that models effective instructional practice, expands social and emotional competencies, partners with families, provides greater access to the general education curriculum. Building a base of knowledge and skills about the range of challenges, abilities, and successes faced by children experiencing sensory impairments promotes high expectations, participation, and a greater sense of belonging in the school setting.



Requirements: Applicants will design and deliver statewide evidence-based family learning and professional learning opportunities and resources to enable children and youth with sensory impairments to participate fully in family life and general education learning opportunities. **Key activities must include one of the following priorities and accompanying deliverables:**

- Partner with DEI/SES specialists and or identified Local Education Agencies (LEAs) (per MOU) for the benefit of all LEAs to provide specialized professional learning opportunities and customized resources supporting deaf and hard of hearing students using individualized communication modes (both oral and deaf cultures), for the implementation of specially designed teaching and learning instruction in the least restrictive environment. (Participants must include educators from general education classrooms, special environments, and nonpublic school placements.)
 - Develop an evidence-based professional learning model with coaching and job-embedded mentoring through a strategic partnership with an identified LEA (per MOU) to increase inclusive participation opportunities for students with sensory impairments. The model must include training related to accessibility tools and applicable communication modes 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. Resources to include a guide for families to understand sensory loss in their children and how they can use the created materials/resources to support their child’s school readiness. The guide will include a video module providing explicit examples and “how to tips” for home use of the accessible resources.



Requirements: Expand the implementation of a state-wide specialized technical assistance model for direct coaching, mentoring, and consultative support to blind and low vision children, their educators, families, and service providers for the development of self-advocacy skills, specialized orientation training and mobility assessments as required by [Maryland Code \(Ann., Educ. §8-408\(c\)\(1\)\)](#), and the follow-up intervention necessary for increased access to home, school, and community. The selected applicant must commit to working with the Maryland TVI cohort described in the previous strategy.

- Develop an evidence-based professional learning model with coaching and job-embedded mentoring through a strategic partnership with an identified LEA (per MOU) to increase inclusive participation opportunities for students with sensory impairments. The model must include training related to accessibility tools and applicable communication modes 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. Resources to include a guide for families to understand sensory loss in their children and how they can use the created materials/resources to support their child’s school readiness. The guide will include a video module providing explicit examples and “how to tips” for home use of the accessible resources.

Inspiration from the Field

<p>› Optimizing Outcomes for Students who are Deaf or Hard of Hearing</p> <p><i>Federation for Children with Special Needs</i></p>	<p>› The Importance of Routines for Children with Visual Impairments</p> <p><i>Family Connect</i></p>	<p>› Stories from the Classroom: Appreciating High Expectations</p> <p><i>The Progress Center</i></p>
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Additional Readings

- [The Role of Integrated Education for Blind Children \(National Library of Medicine\)](#)
- [National Association of the Deaf: Position Statement on Inclusion \(National Association of the Deaf\)](#)
- [Teachers' perceptions of the inclusion of children with hearing loss in general education settings \(National Library of Medicine\)](#)
- [Evidence-Based Practices for Students with Sensory Impairments \(CEEDAR\)](#)

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. 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

Clearly state your understanding of the population to be served, the unique and specific needs relative to access, opportunity, and/or achievement and the economic and environmental stresses that impact meaningful participation in the least restrictive environment.

Include supporting statistical and demographic data for your area. Keep in mind any historical data and past effective means of determining need; as well as if any needs have changed and how your services can be adapted to meet them.

Identify a defined problem or improvement target, and how the use of these funds will address the problem. Alignment with program requirements, proposed activities, and expected outcomes must be evident in the statement of need.

EVIDENCE OF IMPACT

Describe how the proposed activities will address the problem and root cause factor(s), and result in improved outcomes for youth with sensory impairments. 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 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

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

Name	Title	Roles & Responsibilities

EVALUATION AND REPORTING

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 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 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” may 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 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
<p>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 outcomes for children with sensory impairments.</p>	<p>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 children with sensory impairments.</p>	<p>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 children with sensory impairments priority but does not connect it to the activities.</p>

Benchmarks / Measuring Success (20 total points)

Exemplary 13-20 points	Meets Standard 7-12 points	Does Not Meet Standard 0-6 points
<p>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.</p>	<p>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.</p>	<p>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.</p>

Implementation Team (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
<p>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.</p>	<p>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.</p>	<p>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.</p>

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:

Submit a PDF copy of the fully executed grant reports and invoices to [DEI-SES grant.submissions@Maryland.gov](mailto: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](#).

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 [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