

2021-22 IDEA Partnership for Systemic Change Implementation Grant Renewal

The Implementation Grant will provide awarded districts the time and resources needed to address critical priorities identified through the district planning process. Systemic change will result from grant activities that are data-driven, student-focused, and aligned to district need.

Grant length: Up to three years

- **Year one:** July 1, 2020 – June 30, 2021; this was the first year of grant implementation in the three-year grant cycle. Districts should have implemented the plan as approved through the grant application and tracked progress toward the long-term goal through the established metrics on a regular basis.
- **Year two:** Districts must reapply for funding for the 2021-22 school year (year two) and demonstrate satisfactory progress to receive continued grant funding. Districts should use the application process to examine the results of year one activities and act on what is learned to make adjustments to the plan as necessary.
- **Year three:** Districts must reapply for funding for the 2022-23 school year (year three) and demonstrate satisfactory progress during years one and two in order to receive continued grant funding. Districts should use the application process to examine the results of year one and year two activities and act on what is learned by making adjustments to the plan as necessary.

Amount of grant funding

Districts will have the opportunity to apply for \$25,000, \$50,000, \$75,000, or \$100,000 for use from July 1, 2021 through June 30, 2022 for K-12 grants and \$15,000, \$25,000, \$50,000, or \$80,000 for preschool grants. Grant funds are available for one year only and will not carry-over. The district must reapply for continued funding for years two and three. Amounts requested for each grant year may vary based on need. The budget submitted for the 2021-22 school year needs only to reflect the funding needed to support the project between July 1, 2021 and June 30, 2022 (year one).

Use of funds

Funding awarded through the Implementation grant must be used to directly support grant activities. Examples of appropriate expenditures include the purchase of high-quality instructional materials and the provision of professional development.

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- Fiscal year: 2022

Funding Applications:

- IDEA Partnership for Systemic Change (Preschool)
- IDEA Partnership for Systemic Change (K-12)

Funding Application Sections

NOTE: click “copy previous fiscal year details” at the top of each page to pre-populate data from the initial application.

Cover Page

The cover page provides reviewers with general information about the district and the grant application. Ensure that all contact information is current and accurate. In this section you will provide information regarding your district’s [Annual Performance Report \(APR\)](#) determination, the grade level of focus (elementary or secondary) for K-12 applications, and the targeted area of focus. Districts will select only one primary targeted area of focus. Activities may address more than one of the targeted areas of focus described below, however, it is the primary targeted area of focus for which data will be collected and project success evaluated.

Addressing Targeted Areas of Focus

K-12 Targeted Area of Focus

- Improving access to core instruction for SWDs through:
 - A positive, growth-minded culture at the district, school, and classroom level
 - Universally-designed Tier I classrooms, respecting student differences in learning, engagement, and assessment
 - Appropriate classroom accommodations designed to provide access to core content, treating all students as general education students first
- Improving quality of increasingly intensive special education interventions through:
 - A positive, growth-minded culture about the purpose and impact of interventions
 - A focus on knowledge of students’ strengths/needs through varied assessments (including diagnostics)
 - Data-based individualization of intervention scheduling, programming, monitoring, and adjusting
- Developing high-quality Instructionally Appropriate Individual Education Programs (IEPs) through:
 - Improving the quality of IEPs through self-assessment and administrator/supervisor feedback.
 - Providing practical professional learning through IEP case studies and self-assessment.
 - Ensuring alignment of current state (PLEPs and narratives), desired state (goals), and service delivery, including secondary transition.

Preschool Targeted Area of Focus

- Increasing the percentage of children enrolled in and getting the majority of their special education and related services in early childhood general education settings. This can be accomplished for children with disabilities (ages 3-5) through:
 - Expanding general education early childhood classroom placement options in the district
 - Increasing the provision of special education and related services to children through an integrated service delivery model in the general education setting

- Establishing and increasing partnerships to serve children in community-based agencies
- Providing professional development to support inclusive practices
- Improving access to high quality early childhood instruction for children with disabilities (ages 3-5) through:
 - Increasing hands-on learning opportunities through the establishment of well outfitted learning centers containing age and developmentally appropriate materials
 - Securing instructional materials that increase access to an appropriate general education curriculum
 - Providing professional development to improve classroom management and instructional practices
- Developing high-quality Instructionally Appropriate Individual Education Programs (IEPs) through:
 - Improving the quality of IEPs through self-assessment and administrator/supervisor feedback.
 - Providing practical professional learning through IEP case studies and self-assessment.
 - Ensuring alignment of current state (PLEPs and narratives), desired state (goals), and service delivery.

Needs Assessment

Indicate whether the district received an Exploration Grant in FY21.

Explain how the district determined the need to implement this project. Provide information about the [root cause analysis](#) that clearly identifies needs. Provide the rationale for why the district has selected this project to drive systemic change.

Performance Measures and Outcomes

In this section, you will provide current data related to your long-term goal as well as metrics to measure progress toward the long-term goal(s).

Definition of Success (Long-term goal) – This is the outcome you wish to achieve upon completion of the three-year grant cycle and will be used to determine success of the project in driving systemic change.

Metrics – The metrics will be used to measure progress toward the long-term goal and determine if this project is on track. Metric data should be collected and reviewed on a monthly, bi-monthly, or quarterly basis. Districts will be responsible for submitting their metrics data in January and July each year of the grant.

Review- Based on your team's review of current data, provide an analysis and indicate whether the district is making progress towards its goals. Determine whether revisions are needed to the project design (see below).

Project Design- NOTE: Information will pre-populate for districts that received an Implementation grant in FY 21. Revisions should only be made to this section if your team's review of current data indicates a need.

This is your opportunity to describe the project. Respond to each question

- Systemic change – Describe how the project will be implemented using the principles of [implementation science](#) to ensure system-level improvements to the LEA's special education program. Team Members - Identify the key district personnel who must be involved in grant activities to ensure success.
 - Required team members: Director of Schools, Special Education Supervisor
 - Suggested team members: Curriculum Supervisors, Data Analysts, School Administrator(s), General Education Teacher(s), Special Education Teacher(s), School Psychologists, Related Service Providers, and Parent(s) of a child with a disability
- [Evidence-based interventions](#)– Describe the activities that will be implemented through this project. Include the evidence that the interventions being implemented have proven to be effective in leading to desired outcomes.
- Milestones - Provide a detailed list, by date, of the key events that must happen to obtain the goal of this project. What are the major events in the cycle of this project that must happen on time in order to meet the end goal? For example, kick off meeting, professional development activities, etc. Information provided here should be chronological by date.
- Internal means by which the district will hold itself accountable – Describe how the district will oversee this project, keep it moving forward, and make refinements as needed.

Budget

- Districts with excessive carry-over (greater than 40%) must provide a clear rationale as to why carry-over funds cannot be used to implement this project. Excessive carry-over could disqualify an applicant from eligibility for grant funding.
- In general, requests for personnel are discouraged but not prohibited. If a position or positions are requested, make it clear that each position is only needed for the one year period of the grant or include information about definitive plans for the district to fund the position(s) beyond the one year grant period. Proposals that do not clearly provide this information will result in a reduced likelihood of the proposal being approved. Make it clear how and where the time for the position(s) will be used. In addition, indicate the full-time equivalent (FTE) in the budget section for any position(s) requested.
- If items are requested in the budget section, be sure to include information about those same items in the description of the proposal. Do not include items in the budget if the purpose and use of those items is not explained in the proposal.
- Budget line item totals should be in whole number amounts.
- Provide justifications in the narrative box for each line item. For broader line item categories, such as Instructional Supplies and Materials, provide detailed information in the narrative section including: the item(s) being requested, the number to be purchased, the cost per item, the total cost of the items, and justifications for requesting the item(s). The total of the individual amounts in the narrative section should be consistent with the line item total. The narrative section should make it clear how the line item totals were determined.

- The majority of the funds should be spent early in the grant year to ensure children attain the maximum benefit from the grant. Therefore, materials should be purchased and trainings scheduled as early in the grant year as possible. Provide clear timelines in the proposal for the use of funds to ensure these practices.

Grant Submission – Due April 16, 2021

Review each section of the grant application for completeness prior to submission. When complete:

- Click on “Draft Completed” to submit the application.
- Next, the LEA fiscal representative must approve the application.
- Finally, to complete the submission process, the LEA authorized representative (Director) must approve the application.

Grant Review Timeline and Scoring

Please see the attached grant scoring rubric. All grants will be reviewed and scored by multiple reviewers. You may be contacted for additional information or revisions to your proposal during May or June. Districts will be notified of grant approval/denial no later than June 19.

Official approval through ePlan will occur on or before July 1, 2021 and funds will be available July 1.

2021-22 Renewal Implementation Grant Checklist

		Met	Not Met	N/A
Carry-Over	If anticipated district carry-over exceeds 40%, district provides a clear explanation within the description detailing why grant funds are needed as opposed to the use of carry-over funds. <i>Note: Excessive carry-over could result in denial of grant proposal.</i>			
Progress Toward Long Term Goal	Progress toward the long term goal is <i>clearly stated, measurable, and student-focused.</i>			
Progress Toward Performance Measures and Outcomes: Metrics	Progress towards formative (short-term) metrics <i>clearly</i> measure the outcomes desired from the strategies identified.			
Project Design (if revisions needed)	Overall design describes reasonable plan for systemic change, includes adequate resources (personnel, time, funds, and materials) and has internal accountability.			

<p>Project Design: Milestone Completion</p>	<p>Evidence is provided that demonstrates milestones were completed as planned or that reasonable adjustments were made.</p> <p>If revisions are made, the timeline is <i>clear</i>, and it <i>matches</i> both project description and proposed outcomes.</p>			
<p>Project Design: Evidence based strategies (if revisions needed)</p>	<p>Evidence-Based interventions are included that have proven to be effective in leading to desired outcomes.</p>			
<p>Project Design: Alignment with district plan (if revisions needed)</p>	<p>The focus area and project plan aligns with the district plan to address needs of SWD and support improvement.</p>			
<p>Budget</p>	<p>Budget is <i>clearly detailed</i> and aligns to the proposed goals for the project. Note: If full time personnel are included, the district has included a <i>clear plan</i> for sustainability.</p>			