

2021-22 IDEA Partnership for Systemic Change Sustainability Grant Renewal

The Sustainability Grant will provide awarded districts the time and resources needed to sustain previously implemented programs and further support systemic change through a combination of district funds and incrementally reduced grant funding. Districts applying for this grant opportunity will demonstrate measurable improved outcomes as a direct result of previously implemented grant activities. Districts that received a discretionary grant during the 2019-20 school year and districts participating in SPDG 1.0 and 2.0 were eligible to apply for year one of the Sustainability grant in FY21. ***Only districts that received a sustainability grant during FY21 are eligible to apply for a year two Sustainability grant in FY22.***

Grant length: Up to two years

Year one: July 1, 2020 – June 30, 2021

Year two: July 1, 2021 – June 30, 2022

Amount of grant funding

- SPDG cohorts 1.0 and 2.0 may apply for up to \$40,000 during year 2.
- Districts awarded a 2019-20 discretionary grant may apply for up to 40% of the ***total original grant award*** during year 2.

Use of funds

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

ePlan Navigation

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Funding Applications:

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

Select the appropriate grant application tab — Sustainability

NOTE: Grant sections will auto-populate with information for districts who received a Sustainability Grant in FY 21

Funding Application Sections

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 APR determination, the grade level of focus 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 with current state (PLEPs and narratives), desired state (goals), and service delivery, including transition planning.

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 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 classroom quality (e.g., classroom learning center materials, curriculum, training/professional development for teachers, items to increase classroom access and/or instruction). This can be provided 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 classroom resources 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 with current state (PLEPs and narratives), desired state (goals), and service delivery.

Needs Assessment

Explain how the district determined the need to continue or expand project implementation. 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 one to two long-term goal(s) and two to three quantifiable metrics to measure progress toward the long-term goal.

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. The department will collect districts' metric data in January and June annually.

Project Design

This is your opportunity to describe this 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 to hold yourselves accountable – Describe how the district will oversee this project, keep it moving forward, and make refinements as needed.

Budget

- 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.

- o Finally, to complete the submission process, the LEA authorized representative (Director) must approve the application.

Grant Review Timeline and Review

Please see the attached grant checklist. Sustainability grants must meet the minimum requirements included in this checklist. 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 Sustainability Grant Checklist

		Met	Not Met
Funding Request	Funding request does not exceed 40% of the total original award.		
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: Milestone Completion	Evidence is provided that demonstrates milestones were completed as planned or that reasonable adjustments were made.		
Budget	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.		