

## 2023-24 IDEA Partnership for Systemic Change *Grant Application Guidance*

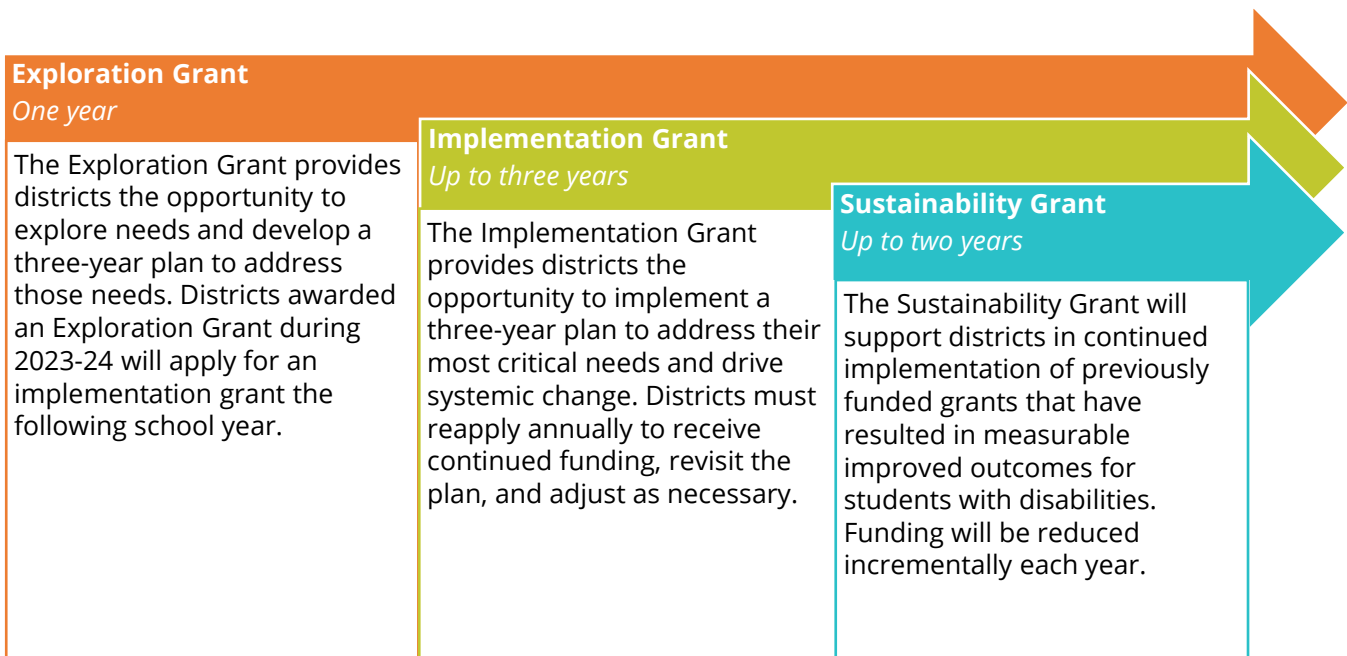
Through the department’s strategic plan, *Best for All*, Tennessee will set all students on a path to success. The department is committed to ensuring that when our students graduate, they can accomplish the dreams they set for themselves and experience seamless transitions to postsecondary education and the workforce. The IDEA Partnership for Systemic Change grants support the department’s strategic plan and drive systemic change by providing Local Education Agencies (LEAs) with the time and resources needed to address critical priorities identified through the district planning process for serving students with disabilities.

The purpose of this guidance is to help you identify the grant opportunity that is right for your LEA and provide important information for each grant type.

### ***Overview of Grant Opportunities***

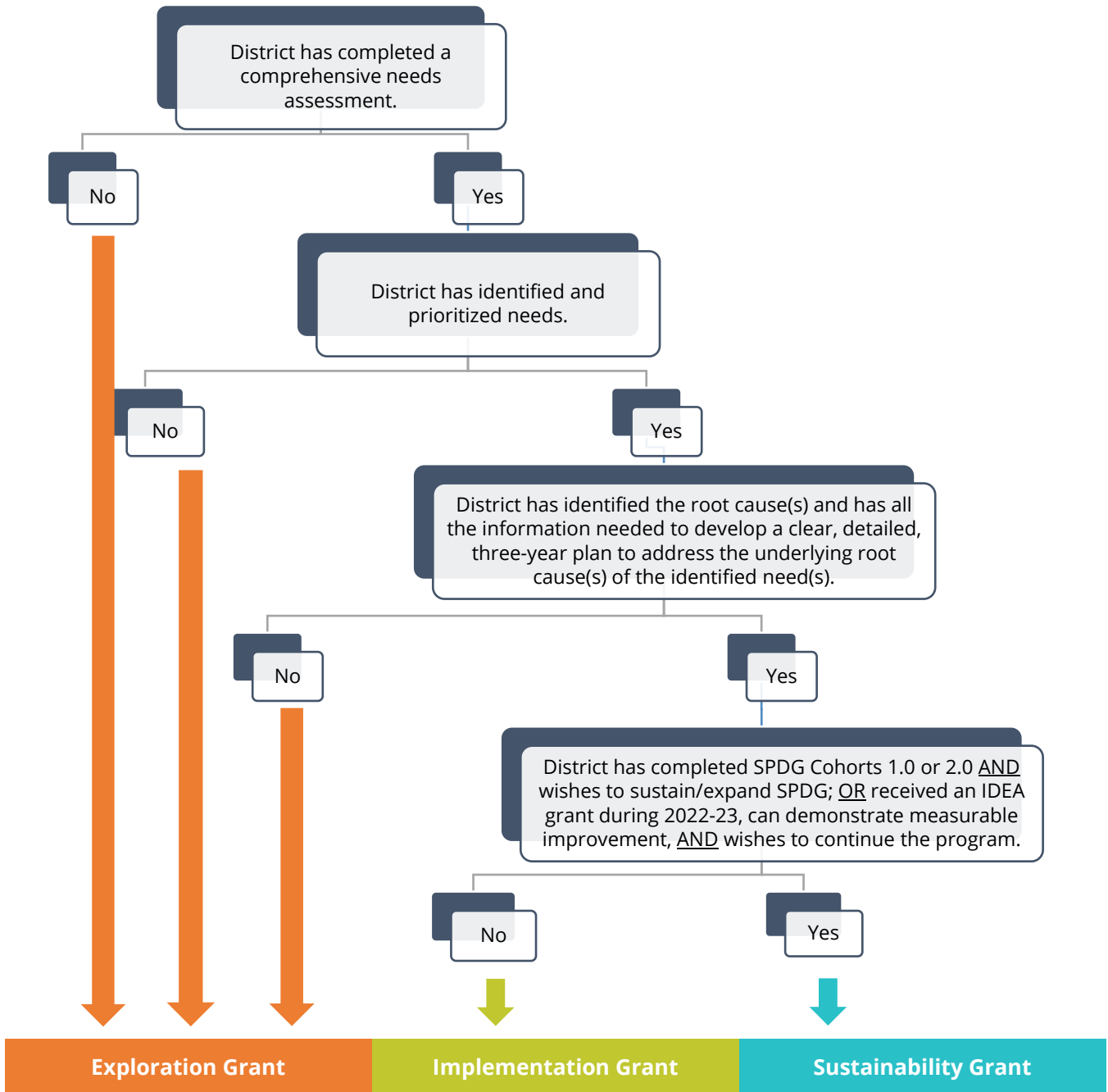
LEAs may apply for both a preschool grant and a K-12 grant; however, remember that the purpose of these grants is to drive systemic change. It is important to assess the LEA’s capacity to implement both a preschool and a K-12 grant at the same time. For both preschool and K-12, there are three distinct grant opportunities available to LEAs: the Exploration Grant, the Implementation Grant, and the Sustainability Grant.

To determine which opportunity is more appropriate for your LEA, review the decision tree on the next page as well as the attached [FAQs](#) and list of [Resources](#). If you have any questions, please contact [Angela.Wegner@tn.gov](mailto:Angela.Wegner@tn.gov). Applications open in ePlan on **April 17, 2023** and proposals are due by **May 31, 2023**.



### IDEA Partnership for System Change Grant Decision Tree

Use this decision tree to help you determine which grant opportunity is right for your LEA. Remember, these grants are intended to drive systemic change—keep your LEA’s readiness, capacity, and commitment at the forefront as you make this decision. Additionally, grant proposals should be directly aligned to the LEA’s plan for the upcoming school year.



Application details for each grant can found on subsequent pages: [Exploration Grant](#), [Implementation Grant](#), and [Sustainability Grant](#).

## 2023-24 Exploration Grant

### **Overview**

The Exploration Grant will provide awarded LEAs with the opportunity to complete a comprehensive needs assessment, determine the underlying causes of prioritized needs, and develop a three-year plan to address these needs in future school years (i.e., through an IDEA Partnership for Systemic Change [Implementation Grant](#)). Taking the time necessary to truly dig into LEA needs and identify underlying causes through the Exploration Grant will provide LEAs with critical information that will support the development of a strong Implementation Grant proposal to drive systemic change in the coming years.

### **Application Deadline**

May 31, 2023

### **Grant Term**

July 1, 2023–June 30, 2024

### **Amount of Grant Funding**

\$10,000

### **Use of Funds**

Funding awarded through the Exploration Grant must be used to directly support grant activities. Examples of appropriate expenditures include contracting with a vendor to support the LEA in data collection/root cause analysis, stipends for activities conducted outside of the school day, and/or funding for substitutes so that staff may participate in grant related activities during the school day.

### **ePlan Navigation**

- From the main menu, select Search > Funding Applications.
- For the *Fiscal Year*, select 2023.
- For the *Funding Application* select one of the following:
  - IDEA Partnership for Systemic Change (Preschool)
  - IDEA Partnership for Systemic Change (K-12)
- Select *Exploration* as the grant application tab.

### **ePlan Grant Sections**

#### **Cover Page**

The cover page provides reviewers with general information about the LEA and the grant application. Ensure that all contact information is current and accurate.

#### **Performance Measures and Outcomes**

This section has been prepopulated with the required performance measures and outcomes. LEAs applying for this grant opportunity must commit to the outcomes specified in this section.

#### **Program Details**

- Objective

- The objective of the Exploration Grant is to complete a thorough root cause analysis (see [Resources](#)) of the LEA's prioritized needs and begin developing a three-year plan to address those needs.
- The objective is prepopulated. Attaining this objective will prepare the LEA for the submission of an Implementation grant proposal during the next grant cycle.
- Team Members
  - Identify the key LEA 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, Parent(s) of a child with a disability
- Description
  - Provide a narrative description of how the LEA will accomplish the objective. Include details regarding the creation of team(s), scope of work, how the process will be managed, and how grant funds will be used.
- Milestones
  - Provide a detailed list, by date, of the key events that must happen to obtain the objective. 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, contracts executed, kick-off meeting, team creation and meeting schedule, focus group creation/dates, review and analysis of data, etc.
  - Information provided here should be chronological by date and should include the submission of an [Implementation Grant](#) proposal by spring 2023. If activities under this grant will continue after the submission of the Implementation Grant proposal, include those in this timeline.

## **Budget**

- LEAs 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.
- If items are requested in the budget section, be sure to include information about those same items in the description of the project. 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. The narrative section should make it clear how the funds will be used to support grant activities and how the line-item totals were determined.
- The majority of funds should be spent early in the grant year to ensure the LEA completes a root cause analysis and develops a three-year plan in time to submit an Implementation Grant proposal by spring 2023. Provide clear timelines in the proposal for the use of funds to ensure these practices.

## **Grant Submission Instructions**

Review each section of the grant application for completeness. When ready to submit:

- 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* must approve the application by the submission deadline of May 31, 2023.

## **Grant Review Timeline**

The grant scoring rubric is on the next page. You may be contacted for additional information or revisions to your application during the month of June. LEAs should be notified of the status of the grant application in June. Official approval through ePlan should occur on or after July 1, 2023, and funds will be available shortly thereafter.

<b>Checklist: Exploration Grant Minimum Requirements</b>	
Team Members	<input type="checkbox"/> Team members are specified by name and role. <input type="checkbox"/> Required team members (Director or designee and Special Education Supervisor) are included.
Description	<input type="checkbox"/> Description <i>clearly</i> states how the objective will be accomplished and includes details regarding the creation of team(s), scope of work, how the process will be managed, and how grant funds will be used to support grant activities.
Description: Carry Over	<input type="checkbox"/> If anticipated LEA carry-over* exceeds 40%, LEA provides a clear explanation within the description detailing why grant funds are needed as opposed to the use of carry-over funds.
Milestones	<input type="checkbox"/> A chronological, detailed list of key events that must happen to meet the objective is provided by date, including the submission of an Implementation grant proposal for the 2023-24 school year. <input type="checkbox"/> If activities under this grant will continue after the submission of the Implementation grant proposal, those must be included in the timeline.
Budget	<input type="checkbox"/> Budget is clearly detailed and aligns to the proposed goals for the project.
*Excessive carry-over may result in denial of grant proposal.	

## 2023-24 Implementation Grant

### Overview

The Implementation Grant will provide awarded LEAs the time and resources needed to address critical priorities for students with disabilities identified through the LEA planning process. Systemic change will result from grant activities that are data-driven, student-focused, and aligned to LEA needs.

### Application Deadline

May 31, 2023

### Grant Term

The grant term is up to three years.

- Year 1: July 1, 2023–June 30, 2024  
This is the first year of grant implementation in the three-year grant cycle. LEAs will implement the plan as approved through the grant application and track progress toward the long-term goal through the established metrics on a regular basis.
- Year 2: July 1, 2024–June 30, 2025  
LEAs must reapply for funding and demonstrate satisfactory progress to receive continued grant funding. LEAs 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 3: July 1, 2025–June 30, 2026  
LEAs must reapply for funding and demonstrate satisfactory progress during years one and two in order to receive continued grant funding. LEAs 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

- Year 1: July 1, 2023–June 30, 2024
  - K-12 Grants: \$25,000, \$50,000, \$75,000, or \$100,000
  - Preschool Grants: \$15,000, \$25,000, \$50,000, or \$80,000
  - Grant funds are available for one year only and will not carry-over.
  - The budget submitted for the 2023-24 school year needs only to reflect the funding needed to support the project between July 1, 2023 and June 20, 2024.
- Year 2: July 1, 2024–June 30, 2025
  - The LEA must reapply for continued funding. Amounts requested may vary based on need.
- Year 3: July 1, 2025–June 30, 2026
  - The LEA must reapply for continued funding. Amounts requested may vary based on need.

### Use of Funds

Funding 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.

### ePlan Navigation

- From the main menu, select Search > Funding Applications.
- For the *Fiscal Year*, select 2024.
- For the *Funding Application* select one of the following:

- IDEA Partnership for Systemic Change (Preschool)
- IDEA Partnership for Systemic Change (K-12)
- Select *Implementation* as the grant application tab.

## ePlan Grant Sections

### Cover Page

- The cover page provides reviewers with general information about the LEA and the grant application. Ensure that all contact information is current and accurate.
- In this section you will provide information regarding your LEA's [Annual Performance Report \(APR\)](#) determination, the grade level of focus (elementary or secondary) for K-12 applications, and the targeted area of focus. LEAs 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

<i>K-12 Targeted Area of Focus</i>	<i>Preschool Targeted Area of Focus</i>
<ul style="list-style-type: none"> <li>• Improving access to core instruction for SWDs through:               <ul style="list-style-type: none"> <li>○ A positive, growth-minded culture at the LEA, school, and classroom level</li> <li>○ Universally-designed Tier I classrooms, respecting student differences in learning, engagement, and assessment</li> <li>○ Appropriate classroom accommodations designed to provide access to core content, treating all students as general education students first</li> <li>○ A plan for increasing access and meaningful participation in CTE, work-based learning, or other work readiness programs.</li> </ul> </li> <li>• Improving quality of increasingly intensive special education interventions through:               <ul style="list-style-type: none"> <li>○ A positive, growth-minded culture about the purpose and impact of interventions</li> <li>○ A focus on knowledge of students' strengths/needs through varied assessments (including diagnostics)</li> <li>○ Data-based individualization of intervention scheduling, programming, monitoring, and adjusting</li> </ul> </li> <li>• Developing high-quality Instructionally Appropriate Individual Education Programs (IEPs) through:               <ul style="list-style-type: none"> <li>○ Improving the quality of IEPs through self-assessment and administrator/supervisor feedback.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>○ Expanding general education early childhood classroom placement options in the LEA</li> <li>○ Increasing the provision of special education and related services to children through an integrated service delivery model in the general education setting</li> <li>○ Establishing and increasing partnerships to serve children in community-based agencies</li> <li>○ Providing professional development to support inclusive practices</li> </ul> </li> <li>• Improving access to high quality early childhood instruction for children with disabilities (ages 3-5) through:               <ul style="list-style-type: none"> <li>○ Increasing hands-on learning opportunities through the establishment of well outfitted learning centers containing age and developmentally appropriate materials</li> <li>○ Securing instructional materials that increase access to an appropriate general education curriculum</li> <li>○ Providing professional development to improve classroom management and instructional practices</li> </ul> </li> </ul>

<i>K-12 Targeted Area of Focus</i>	<i>Preschool Targeted Area of Focus</i>
<ul style="list-style-type: none"> <li>○ Providing practical professional learning through IEP case studies and self-assessment.</li> <li>○ Ensuring alignment of current state (PLEPs and narratives), desired state (goals), and service delivery, including secondary transition.</li> <li>○ Ensuring the provision of assistive technology devices and services when necessary for access</li> </ul>	<ul style="list-style-type: none"> <li>● Developing high-quality Instructionally Appropriate Individual Education Programs (IEPs) through:               <ul style="list-style-type: none"> <li>○ Improving the quality of IEPs through self-assessment and administrator/supervisor feedback.</li> <li>○ Providing practical professional learning through IEP case studies and self-assessment.</li> <li>○ Ensuring alignment, current state (PLEPs and narratives), desired state (goals), and service delivery.</li> </ul> </li> </ul>

**Needs Assessment**

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

**Performance Measures and Outcomes**

In this section, you will provide one or two long-term goals and two to three quantifiable 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. LEAs will be responsible for submitting their metrics data in January and July each year of the grant.

**Project Design**

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 LEA 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 evidence that the interventions 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.

### *Accountability*

Describe how the LEA will oversee this project, keep it moving forward, and make refinements as needed.

## **Budget**

- LEAs 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 may 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, be clear that each position is only needed for the one-year period of the grant or include information about definitive plans for the LEA to fund the position(s) beyond the one-year grant period. Proposals that do not clearly provide this information are less likely to be approved. Clearly identify 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 students 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 Instructions***

Review each section of the grant application for completeness. To submit:

- 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* must approve the application by the submission deadline of May 31, 2023.

### ***Grant Review Timeline and Scoring***

The grant scoring rubric is on the next page. All grants will be reviewed and scored by two reviewers. You may be contacted for additional information or revisions to your application during the month of June. LEAs should be notified of the status of the grant application in June. Official approval through ePlan should occur on or after July 1, 2023, and funds will be available shortly thereafter.

**2023-24 Implementation Grant Scoring Rubric**

<b>Section</b>	<b>Excellent (5)</b>	<b>Fair (3)</b>	<b>Poor (0)</b>
APR Determination	Application is clearly aligned to one or more low performance indicators identified through the APR determination process.	Proposal is somewhat aligned to one or more low performance indicators identified through the APR determination process.	Proposal is not aligned to any low performance indicators identified through the APR determination process.
Needs Assessment	Needs assessment is data based, thorough, and clearly articulates needs of SWD in the LEA.	Needs assessment includes some data but is narrow in scope and is limited in describing the needs of SWD in the LEA.	Needs assessment is minimal, does not reflect needs based on data and a thorough analysis of needs.
Performance Measures and Outcomes: Long Term Goal	Long term goal(s) is clearly stated, measurable, student-focused, and correlation to grant activities is evident/strong.	Long term goal(s) is included, but stated vaguely/inconclusively, not student-focused, and/or their correlation to grant activities is weak.	Long term goal(s) is missing, unclear, or irrelevant to the grant activities. The long-term goal is not measurable or student focused.
Performance Measures and Outcomes: Metrics	Formative (short-term) metrics are included that clearly measure the outcomes desired from the strategies identified.	Formative (short-term) metrics are included, but vaguely measure the outcomes desired from the strategies identified.	Formative (short-term) metrics are missing, unclear, or irrelevant to the outcomes desired from the strategies identified.
Project Design	Overall design describes reasonable plan for systemic change, includes adequate resources (personnel, time, funds, materials) and has internal accountability.	Overall design describe plan for change and includes resources and accountability. Details are not adequate to determine likelihood of success.	Not enough detail or no systemic change described.
Project Design: Milestones	Timeline is clear and matches both project description and proposed outcomes.	Timeline is included but lacks detail.	Missing, unclear, or incomplete.
Project Design: Evidence-Based interventions	Evidence-based interventions are included that have proven to be effective in leading to desired outcomes.	Evidence-based interventions are included but are not clearly proven to be effective in leading to desired outcome.	Not included or the evidence-based interventions have not been proved effective in leading to desired outcomes.
Project Design: Alignment with District Plan	Focus area and project plan aligns with the district plan to address needs of SWD and support improvement.	Focus area or project plan do not fully align with district plan and may limit improvement opportunity.	Not aligned with district plan.
Budget	Budget is clearly detailed and aligns to the proposed goals for the project. If full time personnel are included, the LEA has included a clear plan for sustainability.	Some details are provided, budget is not clearly aligned to the proposed goals for the project. If full time personnel are included, the LEA has included a limited plan for sustainability.	Budget lacks details and/or contains serious "padding." If full time personnel are included, the LEA has NOT included a plan for sustainability.
Carryover*	LEA carry over is 25% or less.	LEA carryover is between 26% and 39%.	LEA carryover exceeds 40%.

***\*Excessive carry-over could result in denial of grant proposal.***

## 2023-24 Sustainability Grant

### Overview

The Sustainability Grant will provide awarded LEAs the time and resources needed to sustain previously implemented programs and further support systemic change through a combination of LEA funds and incrementally reduced grant funding. LEAs applying for this grant opportunity will demonstrate measurable improved outcomes as a direct result of previously implemented grant activities. LEAs that received a Partnership grant during the 2022-23 school year are eligible to apply for the Sustainability grant.

### Application Deadline

May 31, 2023

### Grant Term

The grant term is up to two years.

- Year 1: July 1, 2023–June 30, 2024
- Year 2: July 1, 2024–June 30, 2025

### Amount of Grant Funding

- **Year 1: July 1, 2023–June 30, 2024**
  - LEAs awarded a 2022-23 IDEA Partnership Grant may apply for up to 70% of the total original grant award.
- **Year 2: July 1, 2024–June 30, 2025**
  - LEAs awarded a 2022-23 Sustainability IDEA Partnership Grant may apply for up to 40% of the total original grant award.

### Use of Funds

Funding awarded through the Sustainability Grant must be used to directly support grant activities, e.g., purchase of high-quality instructional materials, provision of professional development, and expansion of previously funded grant activities.

### ePlan Navigation

- From the main menu, select Search > Funding Applications.
- For the *Fiscal Year*, select 2024.
- For the *Funding Application* select one of the following:
  - IDEA Partnership for Systemic Change (Preschool)
  - IDEA Partnership for Systemic Change (K-12)
- Select *Sustainability* as the grant application tab.

### ePlan Grant Sections

#### Cover Page

The cover page provides reviewers with general information about the LEA and the grant application. Ensure that all contact information is current and accurate. In this section you will provide information regarding your LEA's APR determination, the grade level of focus for K-12 applications, and the targeted area of focus. LEAs 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

<i>K-12 Targeted Area of Focus</i>	<i>Preschool Targeted Area of Focus</i>
<ul style="list-style-type: none"> <li>• Improving access to core instruction for SWDs through:               <ul style="list-style-type: none"> <li>○ A positive, growth-minded culture at the LEA, school, and classroom level</li> <li>○ Universally-designed Tier I classrooms, respecting student differences in learning, engagement, and assessment</li> <li>○ Appropriate classroom accommodations designed to provide access to core content, treating all students as general education students first</li> </ul> </li> <li>• Improving quality of increasingly intensive special education interventions through:               <ul style="list-style-type: none"> <li>○ A positive, growth-minded culture about the purpose and impact of interventions</li> <li>○ A focus on knowledge of students' strengths/needs through varied assessments (including diagnostics)</li> <li>○ Data-based individualization of intervention scheduling, programming, monitoring, and adjusting.</li> </ul> </li> <li>• Developing high quality Instructionally Appropriate Individual Education Programs (IEPs) through:               <ul style="list-style-type: none"> <li>○ Improving the quality of IEPs through self-assessment and administrator/supervisor feedback.</li> <li>○ Providing practical professional learning through IEP case studies and self-assessment.</li> <li>○ Ensuring alignment with current state (PLEPs and narratives), desired state (goals), and service delivery, including transition planning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>○ Expanding general education early childhood classroom placement options in the LEA</li> <li>○ Increasing the provision of special education and related services to children through an integrated delivery model in the general education setting</li> <li>○ Establishing and increasing partnerships to serve children in community-based agencies</li> <li>○ Providing professional development to support inclusive practices</li> </ul> </li> <li>• 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:               <ul style="list-style-type: none"> <li>○ Increasing hands-on learning opportunities through the establishment of well outfitted learning centers containing age and developmentally appropriate materials</li> <li>○ Securing classroom resources that increase access to an appropriate general education curriculum</li> <li>○ Providing professional development to improve classroom management and instructional practices</li> </ul> </li> <li>• Developing high-quality Instructionally Appropriate Individual Education Programs (IEPs) through:               <ul style="list-style-type: none"> <li>○ Improving the quality of IEPs through self-assessment and administrator/supervisor feedback.</li> <li>○ Providing practical professional learning through IEP case studies and self-assessment.</li> </ul> </li> </ul>

<i>K-12 Targeted Area of Focus</i>	<i>Preschool Targeted Area of Focus</i>
	<ul style="list-style-type: none"> <li>○ Ensuring alignment with current state (PLEPs and narratives), desired state (goals), and service delivery.</li> </ul>

**Needs Assessment**

Explain how the LEA determined the need to continue or expand project implementation. Provide information about the root cause analysis (see [Resources](#)) that clearly identifies needs. Provide the rationale for why the LEA has selected this project to drive systemic change.

**Performance Measures and Outcomes**

In this section, you will provide one or two long-term goals and two to three quantifiable 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. The department will collect LEAs' metric data in January and June annually.

**Project Design**

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 (see [Resources](#)) to ensure system-level improvements to the LEA's special education program.

*Team Members*

- Identify the key LEA 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 evidence that the interventions 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.

*Accountability*

Describe how the LEA 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 LEA to fund the position(s) beyond the one year grant period. Proposals that do not clearly provide this information are less likely to be 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 students receive 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 Instructions**

Review each section of the grant application for completeness. To submit:

- 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* must approve the application by the submission deadline of May 31, 2023.

**Grant Review Timeline**

You may be contacted for additional information or revisions to your application during the month of June. LEAs should be notified of the status of the grant application in June. Official approval through ePlan should occur on or after July 1, 2023, and funds will be available shortly thereafter.

<b>Checklist: Sustainability Grant Minimum Requirements</b>	
Funding Request	<input type="checkbox"/> Funding request does not exceed 70% of the total prior year award
Carry-Over*	<input type="checkbox"/> If anticipated LEA carry-over exceeds 40%, LEA provides a clear explanation within the description detailing why grant funds are needed as opposed to the use of carry-over funds.
Performance Measures & Outcomes: Long-Term Goal	<input type="checkbox"/> Long-term goal(s) is clearly stated, measurable, student-focused, and correlation to grant activities is evident/strong.

Progress Toward Long-Term Goal	<input type="checkbox"/> Progress toward the long-term goal is clearly stated, measurable, and student focused.
Performance Measures & Outcomes: Metrics	<input type="checkbox"/> Formative (short-term) metrics are included that <i>clearly</i> measure the outcomes desired from the strategies identified.
<b><i>Note: Excessive carry-over could result in denial of grant proposal.</i></b>	



## Frequently Asked Questions

Prior to beginning your grant application, please take a moment to review these important frequently asked questions.

**1. Can the LEA apply for both a preschool grant and a K-12 grant?**

Yes; however, remember that the purpose of these grants is to drive systemic change. It is important to assess the LEA's capacity to implement both a preschool and a K-12 grant at the same time.

**2. Can the LEA apply for more than one grant type (Explore, Implement, Sustain) within either the preschool or the K-12 opportunities?**

No. The LEA may choose one grant opportunity within the preschool and/or one grant opportunity within the K-12 grants. (Example: The LEA can choose to apply for Preschool Exploration as well as K-12 Implementation grant.)

**3. My LEA's APR determination is Meets Requirements. Is my LEA eligible to apply for these grant opportunities?**

Yes, all LEAs are encouraged to apply. Grant funding is competitive and grant applications will be competitively scored.

**4. May grant funds be used to hire educational assistants, teachers, or other part- or full-time positions?**

In general, requests for personnel are discouraged but not prohibited. If a position or positions are requested, it must be clear that each position is only needed for a limited amount of time or that the LEA has a clear plan to fund the position(s) beyond the grant period.

**5. My LEA received a grant during the 2022-23 school year that we wish to continue. Which grant opportunity could support this?**

You may apply for a Sustainability Grant to continue project implementation. You must be able to demonstrate that activities are data-driven, student-focused, and show measurable progress toward the established goal.

**6. My LEA will apply for both a preschool grant and a K-12 grant. Do the grant types selected have to be the same for both preschool and K-12?**

No. If a LEA desires to submit both a preschool and a K-12 grant, they can be different types. For example, a LEA may apply for an Implementation grant for preschool and an Exploration grant for K-12. Regardless of the type of grant submitted, there may only be one preschool and one K-12 submission.

## Resources

### ***Annual Performance Report Indicators***

- Indicators for Local Determinations: [Quick Reference Guide](#)

### ***Needs Assessment & Root Cause Analysis***

- IDEA Data Center: Equity Inclusion, and Opportunity - Addressing Success Gaps  
<https://ideadata.org/toolkits/>

### ***Systems Change***

- The Basics of Implementation Science: <https://ideadata.org/resources/resource/175/the-basics-of-implementation-science>
- State Implementation and Scaling Up of Evidence Based Practices: <https://sisep.fpg.unc.edu/>
- Active Implementation Hub: <https://nirn.fpg.unc.edu/ai-hub>

### ***Evidence-Based Interventions***

- Evidence Based Interventions under the ESSA: <https://www.cde.ca.gov/re/es/evidence.asp>
- What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>
- National Center on Intensive Intervention: <https://intensiveintervention.org/>