MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

GRANT INFORMATION GUIDE

IDEA Part C
State Systemic Improvement Plan (SSIP)
State Implementation Team

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The State Systemic Improvement Plan (SSIP) is part of the State Performance Plan (SPP)/Annual Performance Report (APR). It is a requirement for every state and territory receiving federal funds for Individuals with Disabilities Education Act (IDEA) programs. It is a multi-year plan intended to increase the capacity of local early intervention programs (under Part C) and school districts (under Part B) to improve outcomes for children with disabilities and their families. Stakeholders, such as State Interagency Coordinating Council (SICC) representatives, are required to be involved in all aspects of the SSIP.

The work of the Part C SSIP supports the Maryland State Department of Education (MSDE) strategic plan's priority of ensuring all Maryland students are prepared socially, emotionally, and academically for success in kindergarten. The SSIP framework acknowledges that improvement strategies must address both personnel development needs and infrastructure enhancements.

Coherent improvement strategies include:

- Professional learning including training, coaching, technical assistance, resource development, and information dissemination;

- Content coaching and systems coaching;

- Evidence-Based Practices (EBPs) implemented with fidelity: Reflective coaching, Routines-Based Interview (RBI), and Pyramid Model;

- Data-informed decision-making;

- Strategic collaboration with engaged stakeholders; and

- Family partnerships integrated into all aspects of the systems change work.

STATE IMPLEMENTATION TEAM

The State Implementation Team (SIT) meets monthly with all intra-and interagency partners involved directly in implementation of the Part C SSIP. The primary responsibility of this team is to identify and support infrastructure development and to oversee the implementation and evaluation of the Part C SSIP. The SIT members include a parent representative from Maryland's Parent Training and Information Center (Parents' Place of Maryland), the four Local Infants and Toddlers Program Directors identified as Part C SSIP jurisdictions, Division of Early Intervention and Special Education Services (DEI/SES) staff, including the Part C SSIP Coordinator/Maryland Infants and Toddlers Program (MITP) Director and MSDE regional liaisons serving as a systems coach. A systems coach is a birth through kindergarten (B-K) liaison who supports building capacity in the SSIP and other jurisdictions through the tiers of engagement, Implementation Science Framework, and through use of the Team, Analyze, Plan, Implement, Track (TAP-IT) process. In addition, the SIT is comprised of an MSDE Family Support representative, the SICC chair, a representative from the Division of Early Childhood Development (DEC), a representative from the Johns Hopkins University – Center for Technology in Education (JHU/CTE), and representatives from each of the Evidence-Based Practice Expert Teams.

Consistent with the MSDE value of equity in education, the SIT is committed to doing whatever it takes to eliminate barriers to success and provide the necessary resources and supports to ensure that every Maryland student achieves at the highest level.

Authorization

PL 105-17 Part C – Individuals with Disabilities Education Act

Regulatory authority for the distribution of funds in support of early intervention services to eligible infants and toddlers and preschool children in the Early Intervention System of Services and their families is provided in COMAR 13A.13.02.06 and COMAR 13A.13.02.08C.

GRANT OVERVIEW

Name of Grant Program

Part C State Systemic Improvement Plan: State Implementation Team Grant

Purpose

The work of the Part C SSIP is aligned with the MSDE, DEI/SES early childhood special education goal: to implement a seamless and comprehensive statewide system of coordinated services within home, community, and early childhood settings for children with disabilities – birth to kindergarten – and their families to narrow the school readiness gap, specifically around social-emotional development and relationships. These grant funds are to be used to support the implementation and use of EBPs including Reflective Coaching, RBI, and Pyramid Model for children with disabilities, birth to kindergarten, and their families to narrow the school readiness gap.

Dissemination

This Grant Information Guide (GIG) was released on September 13, 2023.

Deadline

Proposals are due no later than 5 p.m. on December 30, 2023.

Grant Period

October 1, 2023 – September 30, 2024

Funding Amount Available

$200,000

Estimated Number of Grants

2-4

Average Grant Amount

$50,000

Submission Instructions

The SSIP electronic application can be downloaded via the MSDE website. Download the application, complete it, attach the required appendices, and obtain all required signatures. Applicants must complete the Part C State Systemic Improvement Plan: State Implementation Team Grant electronic application. A single electronic file in **PDF** format must be submitted by upload to the local program's designated shared folder on the MSDE Moveit Secure File Transfer Website. All uploaded files must be titled in accordance with the naming convention guidelines contained in the MSDE Moveit Secure File Transfer Website Access and Submission Procedures. Applications that are incomplete or missing required signatures will not be considered filed and will not be reviewed.

State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide additional assistance when requested.

Program Contacts

Jamalden Gowans
Section Chief, Resource Management & Monitoring
410-767-0262
jamalden.gowans@maryland.gov

Molly Conner
Branch Chief – Performance Support & Technical Assistance
(410) 767-0775
molly.conner@maryland.gov

Eligibility

This funding opportunity is designed for and open to all Maryland Part C Local Lead Agencies (LLA).

SIT Commitments

As a member of the SIT, the period of commitment is a minimum 4-year term as an active participant, with optional extension as a mentor for newly identified applicants.

Local Lead Agency Responsibilities

The following responsibilities are those of the LLA as a member of the SSIP SIT:

- Consistent participation and attendance at SIT monthly meetings.
- Regularly scheduled coaching conversations with an SSIP mentor.
- Development of a Local Implementation Team with monthly meetings.

- Implementation of at least 1 EBP per year (with a phased plan for implementation of all other EBPs)

- Attendance at required trainings related to EBPs

- Additional required reporting on the Consolidated Local Implementation Grant (CLIG) for SSIP

- Presentation of progress, outcomes, and data at local, state, and national professional learning conferences

- Participation in SSIP evaluation activities including, but not limited to:

  - Annual SSIP reporting interviews and surveys

  - Provision of data for SSIP report to the Office of Special Education Programs (OSEP), including fidelity and coaching in EBPs

MSDE Responsibilities

The following responsibilities are those of MSDE, DEI/SES:

- Organizing and facilitating monthly SSIP SIT meetings

- Training, coaching and mentoring support with EBPs

- Provision of training, resources, and professional learning on Implementation Science and other EBPs, including involvement with state and national TA centers associated with such training

- Connecting LLAs to local, national, and/or federal resources to support their work on the SSIP SIT

- Annual SSIP reporting to OSEP

- Assisting LLAs with SSIP evaluation and reporting activities

- Development of tools, materials, and resources for the SIT

- Supporting LLAs in developing a Local Implementation Team

- Assisting LLAs with conducting data analysis and/or a needs assessment to assist their work

- Providing fiscal and grant writing support for LLAs

- Supporting LLAs in local, state, and national presentations related to SSIP

Use of Funds

Funds may be used for:

- Tuition and fees

- Salaries

- Stipends

- Professional learning and coaching

- Partnerships

- Supplies and materials

- Technology and equipment

- Project management, consulting, technical assistance

Funds may not be used for:

- Construction of temporary or permanent structures

- Food or meals

- Renting or maintaining building space

- Supplementing salaries and/or stipends during the regular workday

Getting Started

LEARN

- Read this document in its entirety as it provides a comprehensive overview of the grant's purpose, opportunities, process, and timeline.

- Learn more by attending customer service support sessions which will be recorded and posted online for asynchronous viewing.

CONSIDER

- Assess the early childhood needs to be addressed by reviewing the strategies and focus area identified in this grant.

- Identify how you could support the focus area.

- Plan to use grant funds to initiate activities that will move early childhood social emotional outcomes forward in Maryland.

COLLABORATE

- Identify your primary point of contact and key collaborators.

- Build-in opportunities to gather input from key stakeholders.

- Utilize your Early Childhood Liaisons to pressure test grant ideas, gain new insights, and refine grant plans.

APPLY

- Attend one customer service support session. (Required)

- Submit the online grant application, by the application deadline, with all required appendices. (Required)

Application Requirements

COVER PAGE

Applications must include the Proposal Cover Page provided in the application for participation. The Proposal Cover Page should be printed and signed by the appropriate leadership.

The LLA must provide its Unique Entity Identifier (UEI). The Cover Page must also include a screenshot of evidence of UEI from SAM.gov.

Note: Starting on April 4, 2023, the Integrated Award Environment (IAE) systems (i.e., SAM.gov, FPDS, eSRS, FSRS, FAPIIS, and CPARS) will comply with the Federal Government's requirement to end the use of the DUNS number for federal award management. If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity's registration record in SAM.gov. On or after April 4, 2022, entities who are not registered in SAM.gov will be assigned a UEI when they register and will not need to use a DUNS for entity registration or reporting.

PROJECT ABSTRACT (1 PAGE)

The Project Abstract should include any pertinent demographic or background data about the LLA. It should also contain a statement of why the LLA should be selected to participate in the SIT to build capacity for implementing the EBPs of Reflective Coaching, RBI, and Pyramid Model. In addition, a narrative of which EBPs are implemented in the LLA, and a root cause analysis of relevant local data should be included.

PROJECT NARRATIVE

Applicants must describe how participation in the SIT and the proposed activities will result in improved social emotional outcomes for children with disabilities, and their families. The project narrative consists of the following sections. These sections will be scored by reviewers.

- Extent of Need

- Goals, Measurable Outcomes and Milestones

- Plan of Operation, Key Personnel, and Project Timeline

- Evaluation and Evidence of Impact

EXTENT OF NEED

The applicant should provide a description of how participation in the SIT will lead to improved social emotional outcomes for children and youth with disabilities, and their families. This should include a discussion of the successes and challenges experienced by the LLA for implementing the following EBPs: Reflective Coaching, RBI, and Pyramid Model. Applicants should include a discussion of how Child Outcomes Summary (COS) is implemented to fidelity in the LLA. In the response, discuss the use of Age Anchoring Tools, Decision Tree, Authentic Assessment, and/or the COS Planning Tool.
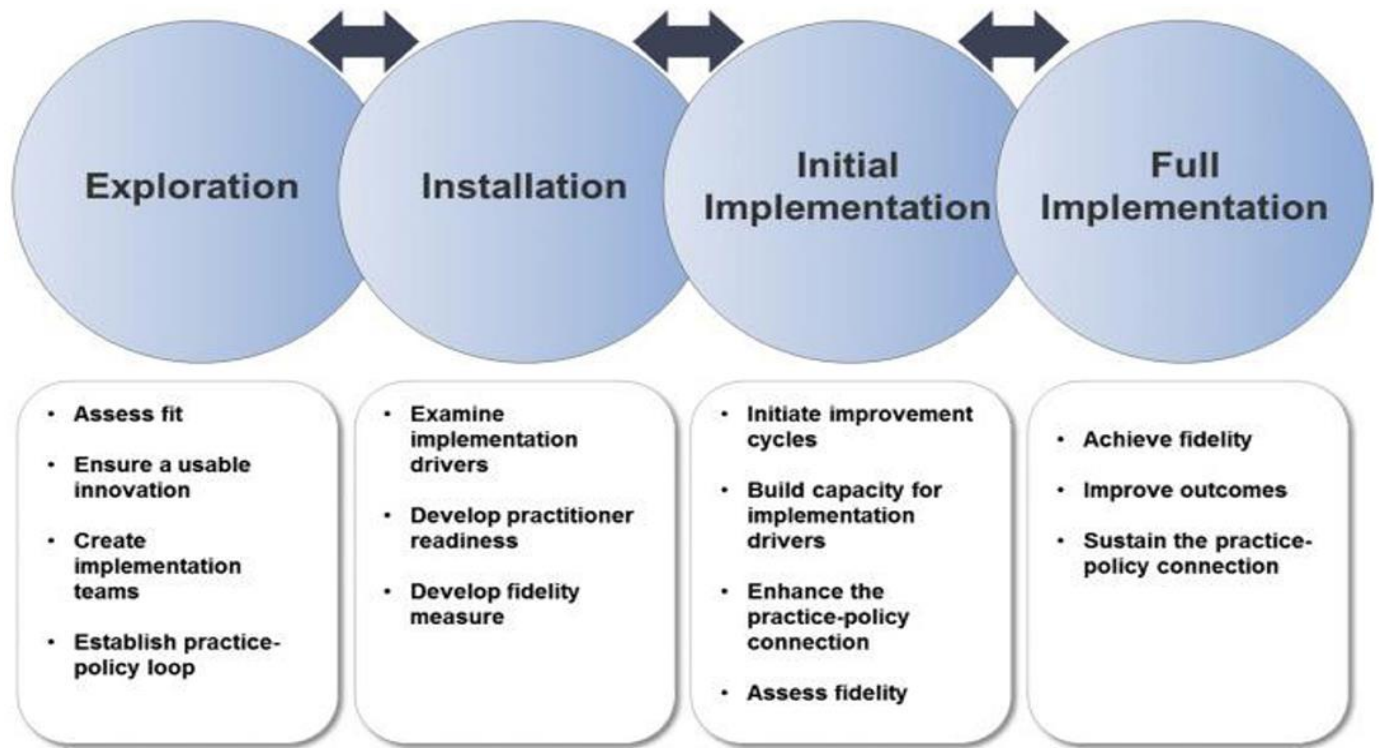

Figure 1. Implementation Science Phases of Implementation

The Implementation Science Framework is used within the Part C SSIP SIT to build an infrastructure for LLAs to implement the EBPs. Applicants will be trained in Implementation Science, so must describe their familiarity with Implementation Science using the following terms: "very familiar, somewhat familiar, somewhat unfamiliar, unfamiliar" and provide additional details as needed. For example, the applicant may describe any previous training that has occurred in Implementation Science. Then, for each EBP (Reflective Coaching, RBI, Pyramid Model) use Figure 1 to describe which phase of implementation the LLA is in (as applicable). For example, if an applicant has no previous experience with Implementation Science, the appropriate response is "unfamiliar" and "exploration" stage of implementation. Finally, list the number and percentage of total staff trained to fidelity on each of the EBPs. Refer to Figure 1 graphic for a description of implementation phases. The full basis of Implementation Science and its use for our Part C SSIP can be found here: https://implementation.fpg.unc.edu/wp-content/uploads/Implementation-Stages-Overview.docx-2.pdf.

UNC Frank Porter Graham Child Development Institute, National Implementation Research Network, & State Implementation & Scaling Up of Evidence Based Practices Center, Implementation Stages Overview (2015).

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

Goals and outcomes must be stated in measurable/quantifiable changes in child and family outcomes with projected timelines for completion. Number each goal statement.

Goal #1: LLA will establish a Local Implementation Team
Measurable Outcome: By December 2023, the Local Implementation Team will be established for the LLA.
Goal #2: LLA will conduct a data analysis to identify which EBP to focus on
Measurable Outcome: By January 2024, using data from the root cause analysis, Child Outcomes Summary, and other local data related to social emotional outcomes, LLA will identify which EBP to focus on for Year 1 of implementation.

Benchmarks

The application for funding must provide benchmarks to measure quantifiable changes related to child and 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?
Local Implementation Team established	List of Local Implementation Team members submitted	Monthly meeting schedule established	Infants and Toddlers Program Director
Data analysis conducted to identify an EBP to focus on in Year 1 (Reflective Coaching, RBI, Pyramid Model)	Child Outcomes Summary, root cause analysis, Ages and Stages Questionnaire-Social Emotional	Monthly reporting	Infants and Toddlers Program Director

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

The Plan of Operation includes the strategies and activities that will be implemented to achieve your goals, outcomes, and milestones. Create a plan of operation in chart form that addresses, at a minimum, the key components of the program's implementation or expansion. A Project Timeline tells the reader when key activities will take place during the grant period. Applicants should consider all the key tasks or activities that need to be conducted to achieve the grant outcomes, 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 examples below:

Strategy/Key Activities	Timeline	Person Responsible Partner Organization
Develop a Local Team	December 2023	LITP Director
Conduct Needs Assessment	Dec 2023 - Jan 2024	LITP Director/MSDE
Begin data collection activities	December 2023 - Ongoing	Local Implementation Team

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. This list must include the Local Infants and Toddlers Program Director. Attach a one-page resume for all staff. Applicants are required to complete the following management plan chart as part of the proposal.

Name	Title	Roles & Responsibilities

Strategy/Key Activities	Timeline	Responsible Person
Management Activity		
Identify members of Local Implementation Team	LITP Director	November 2023
Propose a schedule for Local Implementation Team Meetings	LITP Director	November 2023
Implementation Activity		
Contact identified members of Local Implementation Team and obtain commitment	LITP Director	December 2023
Evaluation Activity		
Submit list of Local Implementation Team Members to SIT	LITP Director	December 2023
Submit schedule for Local Implementation Team Meetings to SIT	LITP Director	December 2023

EVALUATION AND EVIDENCE OF IMPACT

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
Participation in all SSIP required evaluation and data collection activities	

Applicants must describe how they will communicate how the implementation of EBPs has led to improved social emotional outcomes for children with disabilities, and their families. Applicants must also describe how the evaluation results will be disseminated to major stakeholders and individuals interested in the project results. Descriptions of the types of reports and other by-products developed during the project may be made available.

Budget and Budget Narrative

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying, and supplies. There is no page limit for the budget, so be as detailed as possible. See a sample budget below:

- Provide an itemized budget narrative showing how the cost of each item was calculated. It is advisable to take an inventory of existing equipment, materials, and supplies before developing the budget.

- Please use the formula functions in the "Table Tools Layout" to calculate your costs. In the "Total" column, use this formula to multiply each row: **=PRODUCT(LEFT).** To get your final amount, in the last cell of the "Total" column, use this formula: **=SUM(ABOVE).**

- Submit the budget on the MSDE Grant Budget C-1-25 form (Appendix C)

Item/Description	Calculation	Requested	In-Kind	Total
Conference fees for 2 staff members to attend the National Center for Pyramid Model Innovations (NCPMI) Conference	$2,500 * 2	$5,000	$0	$5,000
Salaries and wages for 1 teacher providing oversight, data collection and coaching supports early intervention staff	$25,000 (1/3 of $75,000 FTE project manager salary)	$25,000	$50,000	$75,000
	Total:	$30,000	$50,000	$80,000

Appendices

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative:

Appendix A: A signed [Recipient Assurance Page](#)

Appendix B: A signed [Certifications Page](#) regarding Lobbying, Debarment, Suspension, other responsibility matters, and Drug-free Workplace

Appendix C: A signed [C-1-25 MSDE Budget Form](#)

Appendix D: One-page resumes of key personnel

Appendix E: A copy of the [W-9 Form](#) (Applicable for first time grant applicants and/or grantees requiring a change of address/contact)

Appendix F: Local letter of support from one of the following: Lead Agency Director or Director of Special Education

Appendix G: Additional letters of support from one or more of the following are optional: Letter from Local Interagency Coordinating Council, Letter from Superintendent, Letter from community partner

The Review Process

The review of applications will be a four-part process:

- 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.

- A review committee established by MSDE will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.

- Applicants may be scheduled for an oral interview as determined by the review committee.

- Final approval for awards will be determined by the review committee.

Note: MSDE reserves the right to take into consideration geographic distribution when making awards.

REVIEW COMMITTEE

The committee will be composed of at least two representatives from MSDE and two current members of the SIT. Reviewers will assign numerical scores to each application based on the criteria on the following scoring rubric.

IDEA Part C, SSIP: SIT Grant Fund Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Extent of Need	All proposed activities clearly describe how participation will result in improved social emotional outcomes for children and families. The applicant clearly outlines several successes and challenges experienced implementing EBPs in the LLA over time. The applicant clearly demonstrates strategies that support fidelity in the Child Outcomes Summary process in the LLA. The applicant shows a commitment to implementing all of the EBPs over the grant period.	Activities align with the intent of improving social emotional outcomes for children and families. The applicant discusses successes and challenges experienced implementing EBPs in the LLA. The applicant discusses how Child Outcomes Summary is used in the LLA. There is a commitment to implement the EBPs over the grant period.	Activities do not align with the intent. Applicant gives a limited description of how participation will result in improved social emotional outcomes for children and families. There is no mention of successes and challenges experienced implementing EBPs in the LLA. There is no discussion of how Child Outcomes Summary is used and/or the fidelity of the process in the LLA. There is no commitment to implement the EBPs over the grant period.
Goals, Measurable Outcomes, and Milestones	Program goals are clearly stated, ambitious and attainable. There is a direct and robust alignment to the purpose and intent of the grant program. 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 grant program. 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 grant program. Milestones do not measure progress towards the goal(s).
Benchmarks	The benchmarks clearly identify, measurable,	There are benchmarks to measure progress on	There are benchmarks to measure progress, but not

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	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.	project activities and achievement of outcomes. These benchmarks directly relate to the project and demonstrate a progression for plan implementation over time.	a clear relationship between the project activities and the outcomes. Benchmarks are process driven rather than indications of completion of activities or outcomes achieved.
Plan of Operation, Key Personnel, and Timeline	Proposed activities are innovative, evidence-based, and likely to transform social emotional outcomes for children and families. There is a timeline established for each activity proposed and lists the individuals responsible. Key personnel have considerable experience related to early intervention or early childhood special education.	Proposed activities are evidence-based and meet the requirements for addressing the intent of the grant program. There is a timeline for all key activities. Key personnel are selected that have relevant experience in the field. The names and titles of personnel are provided.	Proposed activities are listed and may not be clearly aligned to the intent of the grant program. There is no clear plan of operation. The timeline is either missing or does not include dates for all activities. Key personnel information is incomplete.
Implementation Team	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	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	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

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	activities. Evaluation of the project activities and goals is an important part of the management plan presented. Resumes are provided.	are provided for all key personnel.	personnel skill and experience does not match the requirements for implementing the proposed work.
Evaluation & Evidence of Impact	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. The applicant demonstrates a compelling and urgent need supported by evidence from the field and data within their LLA. The applicant has strong support from their leader, ICC, and/or community partner. The applicant has a demonstrated history of implementing 1 or more EBPs in their LLA.	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. The applicant demonstrates a need for the proposed activities and provides some data but may not be directly related to the need. The applicant has the support of their leader, ICC, and/or community partner. The applicant has experience with the EBPs and reports positive outcomes.	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. The applicant does not clearly demonstrate readiness, and data is not clearly related to the need. The applicant has weak support or does not have the support of their leader, ICC and/or community partner. The applicant does not yet demonstrate experience with any of the EBPs.
Budget and Budget Narrative	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-	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	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.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	effectiveness. All line items contain the calculations.	may be a few mathematical errors.	

READINESS AND SELECTION CONSIDERATIONS

MSDE and the SIT will evaluate applicants on their ability to demonstrate readiness to implement the EBPs with success. The proposed components required for consideration are:

- Current implementation of at least one of the following EBPs: Reflective Coaching, RBI, or Pyramid Model.

- Agreement to support the implementation of all EBPs over the grant period.

- Agreement to attend monthly SIT meetings and provide progress updates.

- Agreement to present progress, findings, and outcome data at local and state professional learning conferences.

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 4 weeks of the approval letter.

Reporting Requirements

Grantees must comply with the following reporting requirements. All requirements are pursuant to the reporting requirements for the Consolidated Local Implementation Grant (CLIG):

Date	Reporting Requirements
January 31, 2024	Semi-annual programmatic and fiscal reporting*
June 15, 2024	SFY 2024 CLIG State General Funds Funding Adjustment Certification and Agreement Form
November 1, 2024	Final programmatic and fiscal year reporting*
November 15, 2024	Data collection
November 30, 2024	Final cumulative and financial reporting*

*Please refer to the Consolidated Local Implementation Grant Information Guide for guidance on the financial reporting requirements

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

Unless otherwise indicated, all submissions must be legible, in PDF format, and uploaded to the MSDE Secure Web Client in accordance with the MSDE MOVEit Secure File Transfer Website Access and Submission Procedures.

SEMI-ANNUAL PROGRAMMING AND FISCAL REPORTING

Local Lead Agencies must complete the Semi-Annual Report and the Interim Cumulative Variance Report worksheet tabs located in the SFY 2024 CLIG Reporting & Supplemental Forms Workbook no later than January 31, 2024.

PROGRAMMATIC REPORTING

Using the Semi-Annual Program Report tab of the workbook, Local Lead Agencies must submit the semi-annual programmatic report by January 31, 2024. This report should include: SSIP Grant reporting in table format which includes infrastructure and personnel development strategies to achieve the goal, progress/evaluation, and pace of progress.

DATA COLLECTION

Federal Part C Reporting

The data collection date for federal reporting is October 1st in each year. By November 15, Local Lead Agencies are expected to have entered all data generated up to and including October 1st, run audit reports, and fill in missing data. Shortly after that date, MSDE, DEI/SES will extract data from the data system to complete federal reports. Part of the federal reporting requirements mandates the submission of

timely and accurate data. As a result, it is extremely important that the LITPs enter all available program data by the November 15 deadline. Note that the submission of timely and accurate data is one factor that impacts the annual determination of each Local Infants and Toddlers Program.

Final Reporting

For final programmatic and fiscal reporting, local lead agencies must complete the Final Program Report and the Final Cumulative Variance Report worksheet tabs located in the SFY 2024 CLIG Reporting & Supplemental Forms Workbook.

Programmatic Reporting

Using the Final Program Report tab of the workbook, Local Lead Agencies must submit a report of the activities of the Local Infants and Toddlers Program for the grant period no later than November 1, 2024. For the SSIP, SIT grant program this includes the following: A discussion of the stage of implementation for each EBP – Reflective Coaching, RBI, Pyramid Model. A discussion, based on qualitative and quantitative data, about how EBPs are moving towards fidelity of implementation within the local early intervention system. A description of overall successes and challenges supporting the implementation of EBPs with fidelity.

The General Education Provisions Act (GEPA)

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation.

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

MSDE will hold two 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.

Friday, September 22, 2023
1:00 p.m. – 2:00 p.m.

Google Meet joining info
Video call link: https://meet.google.com/peq-omag-jqk
Or dial: (US) +1 512-298-6969 PIN: 982 708 389#
More phone numbers: https://tel.meet/peq-omag-jqk?pin=5943601865365

Thursday, October 12, 2023
9:00 a.m. – 10:00 a.m.

Google Meet joining info
Video call link: https://meet.google.com/qgp-tkgz-ykj
Or dial: (US) +1 904-330-1012 PIN: 484 265 662#
More phone numbers: https://tel.meet/qgp-tkgz-ykj?pin=8160933131565

Tuesday, October 17, 2023
2:00 p.m. – 3:00 p.m.

Google Meet joining info
Video call link: https://meet.google.com/ihe-ttsy-nra
Or dial: (US) +1 413-276-6187 PIN: 614 127 973#
More phone numbers: https://tel.meet/ihe-ttsy-nra?pin=5779329523143

Thursday, November 30, 2023
10:00 a.m. – 11:00 a.m.

Google Meet joining info
Video call link: https://meet.google.com/aeo-nykc-uys
Or dial: (US) +1 929-324-2538 PIN: 151 517 046#
More phone numbers: https://tel.meet/aeo-nykc-uys?pin=6719837937614

Thursday, December 12, 2023
2:00 p.m. – 3:00 p.m.

Google Meet joining info
Video call link: https://meet.google.com/oik-pyvr-cri
Or dial: (US) +1 478-412-7201 PIN: 749 294 788#
More phone numbers: https://tel.meet/oik-pyvr-cri?pin=8419430427341

MSDE staff will also be available to provide technical assistance throughout the grant application process. Contact Erin Simmons at erin.simmons@maryland.gov with questions related to the IDEA Part C, SSIP: State Implementation Team Grant.

This funding opportunity, including all attachments and updates, can be downloaded from the MSDE Office of Grants Administration and Compliance website.

Attachment

IDEA Part C, SSIP: State Implementation Team application for funding

Grant Timeline

Date	Program Milestone
September 13, 2023	The Grant Information Guide and the application are released
September 22, 2023	MSDE will hold a virtual customer service support sessions for interested applicants (Session 1)
October 12, 2023	MSDE will hold a virtual customer service support sessions for interested applicants (Session 2)
October 17, 2023	MSDE will hold a virtual customer service support session for interested applicants (Session 3)
December 30, 2023	The grant application period closes
October 30 – January 12, 2024	The MSDE Review Committee will convene and evaluate completed proposals
November 20, 2023 – January 12, 2024	MSDE will notify applicants of the award status
October 1, 2023–September 30, 2024	The grant implementation period