

# Application for Grant

## Student Support Services

### Related to the Technical Assistance and Professional Development of Educational Teams and Families of Individuals with Low Incidence Disabilities

#### Purpose

The Vermont Agency of Education (AOE) is seeking proposals from qualified individuals or agencies (grantee) to improve local educational teams' capacities to implement research-based interventions and current best practices in the field of education. The grantee will provide technical assistance to individual students aged 3-22 and their educational teams, provide professional development training to educators and professionals in the field, and work in collaboration with other statewide consultants.

#### Process Timeline

Application posting: 6/23/2021

Proposals due: 7/7/2021

Estimated project start: 8/1/2021

#### Targeted Indicators:

The following indicators are specific student level targets the grantee will support. These Indicators are derived from the State Performance Plan due to the Office of Special Education Programs and will support the Agency in its work to improve outcomes throughout the state.

The Project Coordinator selected grantee will work to support the following outcomes for students:

Indicators	Outcomes
Indicator 1	Percent of youth with IEPs graduating from high school with a regular diploma.
Indicator 3	Participation and performance of children with disabilities on statewide assessments: A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup. B. Participation rate for children with IEPs. C. Proficiency rate for children with IEPs against grade level standards, modified and alternate academic achievement standards.

Indicators	Outcomes
Indicator 5	Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; and C. In separate schools, residential facilities, or homebound/hospital placements.
Indicator 6	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
Indicator 8	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
Indicator 13	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

**Scope of Work**

The grantee will provide the following services statewide to children ages 3-22, who are enrolled in Vermont public schools in support of the above indicators:

1. Provide training and technical assistance (TA) to educational teams, and families of individuals with low incidence disabilities, such that they improve their capacity to implement research-based practices to support students’ membership, participation, and learning of the general education curriculum in the general education classroom with the use of appropriate supports and technology. [Supporting Indicators: 1, 3, 5, 6, & 13]
2. Cooperate, coordinate and/or collaborate with Vermont Sensory Access Project, I-Team Early Intervention Project, Continenence Project, CDCI (Center on Disability and Community Inclusion) Intensive Special Education instructors, Vermont Association for Blind and Visual Impaired, Vermont Assistive Technology Program, MTSS coaches, Building Effective Supports for Teachers (BEST), Vermont Family Network and other appropriate providers for the purpose of building statewide capacity for evidence-based practices for students with low incidence disabilities. [Supporting Indicators: 1, 3, 5, 6, & 8]

3. Collect data on student needs and services provided throughout the year. Collect and analyze feedback on individual technical assistance and trainings that are presented throughout the year, as well as other feedback on other rendered services. Report this information annually to the AOE by June 30, 2022 using tool provided by the AOE. [Supporting Indicators: 1, 3, 5, 6, 8 & 13]
4. Develop and provide all aspect of regional trainings, including follow-up consultation to attendees, in the areas of best practices for inclusion, membership and participation of students with low incidence disabilities. Collaborate with AOE on intended training outcomes and obtain their approval at AOE established timelines. [Supporting Indicators: 5 & 6]

## Services

**Referrals** – New referrals are initiated with a student observation(s) and report to school team/staff. Based on the observation(s), recommendations are made regarding required or necessary services in order for the student to participate in the general education classroom.

**Consultation Services** - Consultant services are based on student needs and articulated in the student’s Individual Education Program (IEP) or 504 plan. Services may include: direct services on site to provide continuous direct instructional service to a student; technical assistance and resources to the in-place educator; staff and/or peer in-service; observation with follow up contact with staff and/or student; specialized equipment; academic content accommodations, and student/family services support.

**Comprehensive Speech and Language Evaluations** – Speech and Language Pathologists provide comprehensive assessment of speech, language, and vocabulary and auditory skill development for Initial and Three-Year Evaluations.

**Communication Support** – Instruction in American Sign Language or other visual representation of language to promote language acquisition and communication development and/or to support listening skills and augment communication as speech skills are developing. Individual instructional sessions are available for students, as well as staff training and group instruction with peers. The consultant can assist with service coordination.

**Annual Monitoring** – Student is monitored by consultant via distance technology or email with school staff to check on status/progress and provide recommendations/ technical assistance.

**Summer Services** are contracted on an individual basis for additional fees and reflect the consultant’s time for direct service (including home visit and preparation time) portal to portal and mileage.

**Residential/Day Program Consultation** – Consultant visits residential program for observation, IEP meetings, etc.

## Population Served

Technical assistance and training will be provided, upon request, to Vermont school districts serving children and youth aged (3–22) who can answer “yes” to all of the following statements:

1. The student has been determined eligible for special education and receiving services under an IEP or 504.

2. The student is currently between the ages of 3-22 (service provided until 22nd birthday).
3. The student is receiving services through an IEP or 504.
4. The student has a disability that significantly impacts cognitive functioning or adaptive behavior.
5. The student requires intensive individualized instruction and significant supports to access the general education curriculum.

## **General Requirements**

1. Must have skills and knowledge related to the population served and in areas of collaborative teamwork, creative problem-solving, inclusive education to improve access to general education curriculum, distance-based consultation, systematic instruction, adult learning, assistive technology, related services cross-disciplinary, interagency resources and VT's Multi-Tiered System of Supports (VTmtss) Field Guide and the components of the implementation of an effective MTSS framework within a K-12 school environment.
2. Support practices that promote universal design for learning, differentiation, and the inclusion of all students in the general education curriculum and classroom.
3. Coach and facilitate the collection, analysis and skillful use of data to inform decision-making on instructional practices and resource allocation at the student, class, and grade level in the targeted school and supervisory union/supervisory district levels.
4. Remain current in recommended practices for students with significant disabilities and be able to support teams in the implementation of these practices by providing technical assistance, training, and teaching to adults.
5. Collect data and analyze feedback on individual technical assistance and trainings delivered throughout the year. Report annually on use of funds and impact to Agency of Education by June 30.

## **Proposal Response Format**

The successful grantee will describe in a cover letter and demonstrate via their individual resumes their experience with special education in Vermont as well as experience with educational systemic improvement strategies.

In the cover letter, the successful grantee will include statements/examples outlining their applied experience and related training aligned with the referenced Scope of Work.

This letter should also include:

1. Legal name of the recipient,
2. Address of the recipient,
3. Type of entity the recipient is (non-profit corporation, school district, etc.),
4. Recipient's federal tax identification number,
5. Detailed description of how the funds will be used,
6. Grant budget (consistent with Grant Object codes).

7. Description of costs to LEA's for services.
8. A description of the grantee's organizational structure,
9. Experience and familiarity with current best practice and evidence-based resources in field (including but not limited to; collaborative teamwork, creative problem-solving, inclusive education to improve access to general education curriculum, distance-based consultation, systematic instruction, adult learning, assistive technology, related services cross-disciplinary, interagency resources, Multi-Tiered Systems of Support, Positive Behavior Interventions Support),
10. Experience with Supervisory Union/District leadership teams, and
11. Experience with professional development related to current best practice and evidence-based practices.
12. A description of how the potential recipient will support the listed indicators and report on their progress.

### **Grant Amount and Duration**

1. Maximum Amount: In consideration of the services to be performed by grantee or subgrantee, the State estimates the granted sum not to exceed \$1,190,120.00, subject to appropriation in the final State budget.
2. Grant Term: The period of Subrecipient's performance shall begin on August 1, 2021 (date application was approved at VT AOE for competitive grants or received at VT AOE in a substantially approvable form for formula grants, but not prior to July 1) and end on July 31, 2022.
3. Source of Funds: Federal 0% State 100% with 0% Indirect.
4. Grant to be issued with State of Vermont Grant Agreement.

### **Form of Grant**

The grant between AOE and the selected bidder(s) will be required to be in the form of the Standard Vermont State Grant, including but not limited to standard provisions.

Please note the minimum insurance requirements, although for sole proprietors, AOE has discretion to accept proof of individual automotive insurance in lieu of the usual State Grant's requirements for auto insurance.

### **Bidder Selection Process**

The Agency will review proposals and evaluate their merits using the criteria and score points below. A review panel will score the proposals according to the criteria below. Depth and breadth of experience specific to content and educational leadership, as well and applied experience with the implementing current best and evidence-based practices.

CRITERIA	POINTS
<p><b>Prior Experience</b></p> <p>A. Satisfactory completion of projects of similar scope or complexity</p> <p>B. Experience is providing leadership in educational settings</p>	<p>A. 15</p> <p>B. 15</p>
<p><b>Quality of Response</b></p> <p>A. Responsiveness to each bullet in the general requirements and scope of work above</p> <p>B. Degree to which the bidder has the credentials sought</p> <p>C. Evidence of cost saving measures for LEA's</p> <p>D. Creative solutions/ideas</p>	<p>A. 20</p> <p>B. 20</p> <p>C. 20</p> <p>D. 10</p>

**Submission of Application**

Proposals should be emailed by July 7, 2021 to:

Alex Langevin, Coordinator of Instructional Strategies at [alex.langevin@vermont.gov](mailto:alex.langevin@vermont.gov).