

## Grant Program Announcement

### Interdisciplinary Team (I-Team) Program

Related to the Interdisciplinary Team (I-Team) program and regional specialists in multiple disabilities. This announcement provides potential applicants detailed requirements, timelines, and processes for submitting an application for this grant. All applications will be submitted in the Grants Management System (GMS). Directions for accessing GMS can be found at the end of this document.

#### Purpose

Per 16 V.S.A. § 2967(b)(3)(4), the Vermont Agency of Education (AOE) is seeking proposals from qualified individuals or agencies to improve local educational teams' capacities to implement research-based interventions and current best practices in the field of education. The grantee will provide direct services upon request to individual students aged 3-22 and their educational teams; the grantee will provide professional development, technical assistance, and/or coaching to educators and professionals in the field, and work in collaboration with other statewide consultants.

#### Process Timeline

Projected date for accessing GMS is June 15, 2022

Proposals due: June 24, 2022

Estimated project start: July 1, 2022

#### Grant Amount and Duration

1. Maximum Amount: In consideration of the services to be performed by grantee or subgrantee, the AOE 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 **July 1, 2022** (date application was approved at VT AOE for competitive grants but not prior to July 1) and end on **July 1, 2023**.
3. Source of Funds: Federal 0% State 100% with 0% Indirect.

#### 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.

## 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, Contenance 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].

## 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.

## Targeted Indicators

The Grantee will ultimately work to support the following Targets for students with disabilities that are generated by the Vermont State Performance Plan (SPP):

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.

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 service's 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.

## **Services (as requested)**

**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.

## **Application Requirements**

Applicants must have the expertise and structure necessary to provide the above-mentioned services, technical assistance and training, upon request. Applicants will demonstrate their experience with special education in Vermont as well as experience with educational systemic improvement strategies by responding to the prompts below.

1. Prepare a summary outlining the planned service delivery model that includes methods for providing the required services to Vermont school districts serving children and youth aged (3–22). Summary should validate the organization's capability to perform the proposed services 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. Describe experiences providing professional development and technical assistance on 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.
3. Describe the plan to collect data and analyze feedback on individual technical assistance, coaching, and professional development delivered throughout the year.
4. Describe the cost effectiveness and plan for sustainability by responding to the following:
  - a. Describe how awarded funds will be utilized to provide services in the most cost-effective manner.
  - b. Describe the methodology for determining cost allocations to each program and the portion of the cost which benefits the program.
5. Deliver a summary report that details the use of funds and impact of direct services and training to identified AOE personnel by June 30, 2023

## **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 LEAs</p> <p>D. Creative solutions/ideas</p> | <p>A. 20</p> <p>B. 20</p> <p>C. 20</p> <p>D. 10</p> |

### Accessing Grants Management System

If you are interested in submitting an application, please complete this [brief web form](#). Entities must be current members of State of Vermont’s Vision Vendor System. If you are unsure of your status, contact Meg Porcella at [AOE.SSSDivisionLeadsTeam@vermont.gov](mailto:AOE.SSSDivisionLeadsTeam@vermont.gov). To obtain a Vision Vendor number, email the following to Meg Porcella at [AOE.SSSDivisionLeadsTeam@vermont.gov](mailto:AOE.SSSDivisionLeadsTeam@vermont.gov):

1. Verification of [SAM.gov](#) registration:
  - a. Search for your status on [SAM.gov](#) and save the PDF of your active registration.
  - b. To register your entity on [SAM.gov](#), follow the instructions on the SAM.gov homepage to obtain a Unique Entity Identifier (UEI)- formerly a DUNS number-and complete the registration process (Note: this process may take several weeks to complete).
2. The month in which your fiscal year begins
3. An updated [W9](#)
  - a. Typewritten
  - b. Signed in blue or black ink
  - c. Dated within the past 6 months