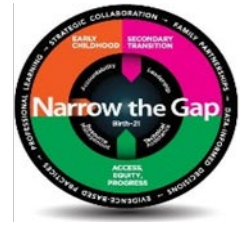




# BEST PRACTICES FOR PLANNING

## Local Implementation for Results



### EARLY CHILDHOOD – SECONDARY TRANSITION – ACCESS, EQUITY, PROGRESS

Grant Period: October 1, 2022-September 30, 2024 (24 months)

The LIR grants are a formula-based State priority grant opportunity provided to each LEA serving as a catalyst for addressing systemic change priorities aligned with the three *Moving Maryland Forward* Strategic Imperatives: Early Childhood, Secondary Transition, and Access-Equity-Progress and focused on child, student, and family outcomes and specific disparities to the federal Indicators (State Performance Plan (SPP) and Annual Performance Results (APR)). Using data-driven decision making the LEA identifies the change actions including, evidence-based practices, strategic collaboration, families as engaged partners necessary to narrow performance gaps for children and youth with disabilities, ages birth through twenty-one and their families.

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The LEA will receive allocations aligned to the Strategic Imperatives. Flexibility options are available for the reallocation and use of the LIR State-priority funds with the approval of the Assistant State Superintendent. Funding may be realigned to address work across imperatives and/or LEAs. A change in the LEA's allocation document will be made to reflect changes.

- **Work Across Imperatives:** The LEA may request to increase the state-determined allocation given for a specific Imperative while decreasing the allocation for another (e.g., LEA increases the allocation for Early Childhood LIR by decreasing the allocation for Secondary Transition LIR by the same amount).
- **Work Across LEAs:** LEAs may request a collaborative commitment of funds among one or more LEAs working together to implement LIR plan strategies (e.g., four LEAs combine efforts and funding to sponsor capacity building activities utilizing a contracted vendor).

### BEST PRACTICES FOR LIR PLAN DEVELOPMENT

- Collaborate with your MSDE Liaisons for the development and implementation your plan. Consider sharing a draft of the plan before getting signatures to share ideas and feedback.
- Plan activities that consider lessons learned from previous plans to continue building and sustaining a comprehensive system.
- Plan for sustainability from the beginning and revisit throughout the grant period.
- Consider both the current infrastructure factors (includes consistent messaging about evidence-based practices and allocation of resources and supports) and professional learning factors (includes staff selection, training, coaching, performance assessment/fidelity) that facilitate or impede implementation of evidence-based practices.
- Ensure that internal and external partners critical to the successful implementation of the local plan are included on the local team, with roles and expectations for participation in the plan implementation clearly articulated for all members

- Coordinate the activities of the local implementation teams to meet at least quarterly for data review and adjust the plan, as appropriate.
- Utilize a data analysis strategy (e.g., Fishbone, 5 Why's) to determine possible root causes and determine areas of needed improvement (priority focus).
- Align priority area(s) and goals with the results of the local data analysis.
- Identify the root cause factors and determine the actions necessary to mitigate their impact.
- Develop and state goals in measurable/quantifiable terms, with a target audience(s) specified, and projected timeline(s) for completion.
- Identify the associated Part C/Part B State Performance Plan (SPP) indicator(s) for each goal.
- Include in-kind contributions from implementation plan partners (fiscal, personnel, other), and indicate how the budget supports plan implementation.
- Consider sharing resources for joint (local and regional) plan activities.
- Specify data collection tools and/or fidelity measures related to the implementation of a selected evidence-based practice(s).
- Include benchmark data as a measurement of progress towards reaching goal(s).
- Ensure that professional development strategies support the achievement of specific goal(s) and are not a goal in and of itself.

## TAP-IT MODEL FOR DATA -INFORMED DECISION-MAKING



**TAP-IT** includes a five-stage decision-making cycle with specific protocols designed to guide State-LEA inquiry teams through a systematic process for using relevant data sources to: analyze student performance, select appropriate instructional and behavioral interventions, monitor the quality of intervention implementation, and determine the effectiveness of selected interventions in producing positive outcomes for students. TAP-IT is recursive and designed to promote the on-going use of data in decision making at all levels

## TEAM

A successful team has all the critical decision-makers at the table, who collectively have the expertise necessary to implement evidence-based strategies and to develop and maintain the system and infrastructures to support implementation as intended. In addition to suggested members of the local implementation team, consider including families, interagency, general education, non-public, Research, and Accountability/Data Leads, institutes of higher education, community, and other systemic partners. *Additionally, high-performing teams meet at least quarterly to review data and make plan adjustments accordingly.*

## Suggested members for each action imperative are:

### Early Childhood

- Staff fulfilling the roles and responsibilities of the:
  - Local lead agency head/special education director;
  - Local infants and toddlers program director;
  - Preschool special education coordinator; and
  - General education early learning supervisor.
  - Others including family members, early care and education partners, non-public programs with an early childhood component, and institutions of higher education (IHE) early childhood representatives.

### Secondary Transition

- Staff fulfilling the roles and responsibilities of the:
  - Special education director;
  - Secondary transition coordinator; and
  - General education counterpart on a related position (e.g., student services, career & technology education, guidance).
  - Other **critical** participants to consider are family members, other general education partners, as well as other community transition partners.

### Access, Equity, Progress

- Staff fulfilling the roles and responsibilities of the:
  - Local special education director;
  - Chief Academic Officer
  - Lead for Behavior/PBIS Coordinator;
  - IEP Chair Coordinator, and
  - Access/Equity/Progress or SST Team Coordinator.
  - Other including Research and Accountability/Data Leads, Non-public representatives, community partners, and families.

## ANALYZE

*Discuss with your MSDE DEI/SES liaison to think about your SFY 2020 and SFY 2021 LIR grant activities within the context of your priority areas. Compare current data to previous data to reveal progress or trends and to adjust or determine additional goal(s). Data may be collected from formal sources such as SPP/APR indicators and fidelity tools, or informal such as observations and anecdotal.*

A data analysis strategy (e.g., 5 Whys, Fishbone) should be employed to determine and document possible root causes. Identify which strategies/activities are working and which are not working and why and identify if it is a **personnel development** or an **infrastructure** factor. Personnel development activities

include staff selection, training across service providers/systems/schools, coaching, performance assessment, and fidelity for successful implementation. Infrastructure considerations include allocation of resources, staffing patterns, use of data, and consistent messaging. Both must be considered within the context of development, implementation, and evaluation of evidence-based practices with fidelity within a comprehensive system.

### **Possible Data Sources for Each Imperative Include:**

#### **Early Childhood**

- SPP/APR Indicators (review current and trend data)
  - Child Outcomes (Part C Indicators 3A-C, Part B Indicators 7A-C)
  - Preschool LRE – Part B Indicators 6A, 6B
  - Family/Parent Survey data – Part C Indicator 4, Part B Indicator B-8
- IFSP/IEP Process Performance Indicators
- National Indicators of High-Quality Inclusion
- Evidence-based practices with fidelity
  - Fidelity Checks (e.g., COS Process Fidelity Tool, Attitudes & Beliefs Checklist, COS-TC, SEFEL/Pyramid Model Benchmarks of Quality, PSP Checklist, RBI Checklist)
  - DEC Recommended Practice Performance Checklists
  - Local implementation of Integrated Tiered System of Supports
- Early Learning Assessment (ELA) data
- Kindergarten Readiness Assessment (KRA) data
- Internal monitoring reviews
- Social-emotional, behavioral data
- Local policies, procedures, and practices data (i.e., referrals, IFSP/IEP teaming, IFSP/IEP development, implementation, & evaluation)
- Local staffing/FTE data
- Observational data (i.e., observed shifts in mindsets and practices)
- Other (i.e., results from locally developed surveys, feedback from LICCs, SECACs, ECACs, parents, community partners)

#### **Secondary Transition**

- SPP/APR Part B Indicators (use current data as available)
  - Graduation, Indicator 1
  - Drop-Out, Indicator 2
  - Secondary Transition, Indicator 13

- Post-School Outcomes, Indicator 14
- Comparison of Local Data re Secondary Transition Decision-Making Process, *An Effective Tool for Co-Developing, Co-Implementing, and Co evaluating Secondary Transition Plans*
- Student Services data
  - Behavior
  - Attendance
- Maryland Indicators of Effective Transition Practices (ETP) Local Results
- Local Implementation of Evidence-based practices and predictors with fidelity
- Stage of Implementation (General and Special Education) of Integrated Tiered System of Supports
- Division of Rehabilitation Services (DORS) data
  - Pre-Employment Transition Services (Pre-ETS) vs Traditional DORS services
  - Youth applications and enrollment
- Career & Technology Education data
- Department of Labor, License, and Regulation (DLLR) data
- Enrollment in America’s Job Centers (AJCs)
- Youth enrollment
- Employer satisfaction surveys
- Internal monitoring reviews (IEP/Transition plan, work-based learning, employment)
- Local policies, procedures, and practices data (i.e., referrals, IEP teaming, IEP development, implementation, & evaluation)
- Other (i.e., results from locally developed surveys, feedback from parents or community partners)

#### **Access, Equity, & Progress**

- SPP/APR Report Card Indicators (use current data as available)
- IEP Process Performance Indicators
- Local Tiered System of Supports Implementation Data
- Local Discipline Data (including suspension and expulsion data)
- Total number of physical restraint and seclusion incidences for students with disabilities
- Publicly reported data from *Restraint and Seclusion: Data Collection, Findings, and Recommendations*
- Student Compass Data Analytics or Independent IEP System Data
- Fidelity Checklists
- Formative Student Achievement Data
- Internal Monitoring Reviews

- Pre-referral policies, procedures, and practices
- Census Data
- Other (i.e., results from locally developed surveys, feedback from ECACs, parents, community partners, staffing plans)

## PLAN

The plan identifies the priority goal(s) and related strategies/evidence-based practices that build upon grant activities as appropriate to scale up and maintain your comprehensive system. It is results-driven and reflects the analysis of relevant local data. Goals must be stated in measurable/quantifiable terms and include a projected timeline(s) for completion. If continuing or modifying goals from previous years, the goal statement and/or strategies must clearly describe how it is being scaled up (i.e., expanding implementation to a new site/school), built on (i.e., adding a fidelity measure); or modified (i.e., adjusting benchmarks to reflect more accurately the current pace of change).

Strategies must be based on evidence-based practices and should address what specifically will be implemented with fidelity to make progress towards achieving the goal.

## IMPLEMENT

- Think about all the factors that need to be in place to support the implementation of evidence-based practices, including personnel development and infrastructure. Identify the activities needed to make progress towards the goal and indicate whether it is a personnel development or infrastructure activity.
- Identify who will be involved with the activity. If it is a professional learning opportunity, include who will be invited to participate from general education and other school personnel as well as cross-system and community partners.
- Identify the expected month and year the activity will occur or be completed. This is not to be open-ended for the term of the grant but a timeline benchmark to monitor progress.
- Estimate the projected cost of the activity. This is not the full budget detail, but the expected cost associated with each activity to monitor spend down with grant activities. State and federal guidelines for appropriate use of federal discretionary funds must be followed.

## TRACK

- Identify how the team will know that progress is being made to reach the priority goal. What benchmark data or what outcome will indicate that programs and practices are shifting in the desired areas? Not every activity listed in the implementation section will necessarily have an evaluation measure or be a benchmark of progress.
- Identify the **key** data points that will be collected and analyzed along the way for benchmarks. Teams will also need to plan who will collect the data and how.
- Identify how often the team will collect and review the data. Consider how often the team meets, how often new data-informed decision-making cycles occur, and how many goals are being monitored.

## GRANT SUBMISSION PROCESS

SFY 2023 LIR grant submission requires the completion of the appropriate Local Implementation Plan for Results Discretionary Funding template per Strategic Imperative, [signed C-1-25 MSDE budget form](#), and budget detail. Materials and supplies for each grant proposal is capped at 10 percent.

Complete the applicable LIR Plan Template(s) aligned to LEA system change priorities.

- [SFY 2023 Early Childhood LIR Plan Template](#)
- [SFY 2023 Secondary Transition LIR Plan Template](#)
- [SFY 2023 Access, Equity, Progress LIR Plan Template](#)

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