



# Illinois State Board of Education


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**Darren Reisberg**  
Chairman

**Dr. Carmen I. Ayala**  
State Superintendent of Education

March 17, 2021

**TO:** Eligible Applicants

**FROM:** Dr. Carmen I. Ayala   
State Superintendent of Education

**SUBJECT:** **NOTICE OF FUNDING OPPORTUNITY (NOFO)/REQUEST FOR PROPOSALS (RFP):**  
Fiscal Year 2022 Illinois Statewide Assistive Technology Technical Assistance Training and Resources Program

**CSFA Number:** 586-53-2258  
**CSFA Title:** Fed - Sp Ed - IDEA Discretionary

**CFDA Number:** 84.027A  
**CFDA Title:** Federal Special Education IDEA Discretionary

## Program Overview

### *Eligibility and Application Information*

**Eligible Applicants:** Local Education Agencies (LEAs), institutions of higher education, other public agencies, and private nonprofit organizations are eligible to apply.

Eligible applicants may also apply for a grant under two other assistive technology NOFOs/RFPs (Illinois Statewide Assistive Technology Exchange Network and the Illinois Statewide Assistive Technology Device Loan Program) being issued concurrently, provided that they meet the eligibility requirements of those projects.

**NOTE:** The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete Pre-qualification requirements before applying for any grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <https://www2.illinois.gov/sites/GATA/Grantee/Pages/default.aspx>. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP. Applicants are advised to complete the pre-qualification requirements well in advance of the NOFO/RFP deadline

Successful grant applicants will be required to complete an FY 2022 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal, a FY 2022 Organizational Risk Assessment through the ISBE Web Application Security System (IWAS), and the FY22 Programmatic Risk Assessment that is found within the electronic Grant Management System (eGMS) budget. Grant awards will not be executed until the FY 2022 ICQ, Organizational Risk Assessment and Programmatic Risk Assessment are completed.

**Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM):** Each applicant, unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c) or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d), is required to:

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at [www.sam.gov](http://www.sam.gov).
- (ii) Provide a valid DUNS number in its application at .
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through, or state award, an application, or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

**Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192:** Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>

**This grant is subject to the provisions of:**

- (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

**Merit-Based Review and Selection Process for Competitive Grants:** The Illinois State Board of Education (ISBE) is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at [https://www.isbe.net/Documents/Merit\\_Based\\_Review\\_Policy.pdf](https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf). Applicants are advised to refer to the policy document.

**Grant Award/Cost Sharing or Matching:** One grant will be awarded in FY 2022 (Year 1 of the project) in an amount not to exceed \$300,000. It is the intention of ISBE to fund this project for five years (through FY 2026). The annual grant award in successive years of the grant period will be \$300,000.

Additional funding information can be found under Funding Information on page 5.

*Proposals that score under 80 points will not be funded.*

**Grant Period:** The grant period will begin no sooner than July 1, 2021, and will extend from the execution date of the grant until June 30, 2022. Successful applicants may reapply via continuing application for up to four additional year(s). Funding in the subsequent years will be contingent upon compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

**Submission Dates and Times/Other Submission Requirements:** Proposals should be submitted electronically through the ISBE Attachment Manger no later than May 3, 2021 at 5:00 p.m.

Completed proposals should be scanned into a PDF with all supporting documents and required signatures. The is found at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose the Illinois Statewide Assistive Technology Technical Assistance Training and Resources (ATTA) from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Late proposals will not be accepted.

**Grant Award Notice:** It is anticipated that successful applicants will receive a Notice of Award via e-mail approximately 90 days after the application deadline. The award letter is NOT an authorization to begin performance or expenditures. After the Merit-based Appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant. Monies spent prior to programmatic approval are done so at the applicants' own risk.

**Technical Assistance Session:** A technical assistance session will not be held for this application; instead, all questions will be addressed in a Frequently Asked Questions document <https://www.isbe.net/Documents/AT-RFP-FAQ.pdf>.

**Changes to NOFO/RFP:** ISBE will post any changes made to the NOFO/RFP prior to April 26, 2021 at <https://www.isbe.net/Documents/AT-RFP-FAQ.pdf>. Applicants are advised to check the site before submitting a proposal.

**Agency Contact/Contact to Request Application Package:** For more information on this NOFO/RFP, contact Tammy Greco at [tgreco@isbe.net](mailto:tgreco@isbe.net).

## General Information

### *Program Background and Description*

#### **Program Purpose:**

The purpose of this grant is to carry-out the following authorized activities under IDEA part B section 611(e)(2)(C) (i) Support and direct services, including technical assistance, personnel preparation, and professional development and training. (iv) Support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities. (vii) Support capacity building activities and improve delivery of services by local education agencies to improve results for children with disabilities.

#### **Program Description:**

ATTA provides technical assistance and training to educators, students, parents, and other users of AT regarding how such technology is used to promote a student's involvement with the general education curriculum, enable interaction with peers, and assist the student in attaining post-secondary goals. Additionally, ATTA maintains the Assistive Technology Guidance Manual. This manual provides valuable information to the field about AT requirements for IEP teams, infrastructure needed to provide AT to students, and specific considerations of AT and its relationship to a free and appropriate public education (FAPE).

#### **Federal Description:**

Section 602 of the Individuals with Disabilities Education Act (IDEA) directs school districts and special education cooperatives to maximize the accessibility for students with disabilities to FAPE through the use of technology, including AT devices and equipment ISBE, using the funding it receives under Part B of IDEA, established ATTA to help districts and cooperatives meet the goal of providing technical assistance and training to educators and other users of AT.

The use of AT can help promote his or her involvement with general education peers and the curricula and assist him or her in attaining postsecondary goals. AT must be considered for a child during the development of an IEP and then provided by districts if required by the IEP so the child can receive FAPE (34 CFR 300.105). As defined in the regulations promulgated under IDEA, assistive technology means:

- Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability (34 CFR 300.5); and
- Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device (34 CFR 300.6).

#### **Program Background/History:**

The following is provided for informational purposes only.

The last successful grantee conducted 127 in-person workshops and online webinars, which were attended by 5,181 educators, in FY 2019. A new large-scale event, a practitioners' conference, enabled local and national speakers to help attendees understand AT and its implementation in the classroom setting. The remaining technical assistance offerings were organized into topic strands and provided scaffolded learning for participants. The strands were augmentative and alternative communication, significant disabilities, autism spectrum disorder, transition, executive functioning, and AT assessment. The grantee also conducted three multi-day tech camps across the state that allowed for school/district/cooperative cross-functional teams to attend and learn effective AT strategies. Trainings were provided to educators in all 102 Illinois counties.

#### **Program Objectives:**

The objective of this grant program is to provide technical assistance and training to administrators, educators, students, parents, and other users of assistive technology. ATTA provides support and guidance in a variety of

modalities to individuals who use AT, as required by a student's IEP. AT can help promote a student's involvement with general education peers and the curricula and assist them in attaining postsecondary goals.

- Guided and intensive training should be provided to AT evaluators; teachers/providers; and users, including parents and students with IEPs, on policies, procedures, and use of AT devices to promote the attainment of students' IEP goals.
- Training should respond to current and future challenges addressing AT needs of students with disabilities.
- Training should encompass AT topics specific to serving students with high-incidence and low-incidence disabilities.
- Technical assistance and training opportunities should be provided in a variety of modalities and be inclusive of supports needed by participants.
- Knowledge-based training should be provided to promote the principles of Universal Design for Learning through the use of AT. The training must demonstrate the use of AT to promote differentiated instructional strategies and Response to Intervention initiatives specific to at least one content area (e.g., reading, writing, and/or math). Participants should be aware of and able to use technology to promote the involvement of students with disabilities in the general education setting, the curriculum, and their grade-level peers. Technology tools should include, but are not limited to AT devices, computer access, learning and study tools, and student engagement.
- Ongoing support and resources should be provided through a variety of resources to include a question-and-response system, guidance documents, and webinars.
- There should be capability to inform school districts, special education cooperatives, students, parents/families, and others who use AT about the project and the technical assistance that is available.
- There should be participation in conferences and other networking opportunities to publicize the program and the availability of no-cost technical assistance statewide.

#### **Performance Measures:**

Grantees are expected to complete all of the following:

- Conduct or provide 120 workshops/trainings/webinars available to educators, service providers, and paraprofessionals in all counties in Illinois.

#### **Targets:**

- Conduct or provide at least 30 workshops/trainings/webinars per quarter.
- 80% of all trainings conducted will have 10 or more people in attendance.
- 100% of the counties in Illinois will have a participant in a training or at a technical assistance event by the end of the fiscal year.

#### **Performance Standards:**

Grantees that do not complete all of the following will require technical assistance and monthly reporting to ISBE.

- Conduct or provide at least 95 workshops/trainings/webinars
- 50% percent of all trainings conducted will have 10 or more people in attendance.
- 60% percent of the counties in Illinois will have a participant in a training or at a technical assistance event by the end of the fiscal year.

### ***Funding Information***

#### **Introduction:**

One grant will be awarded in FY 2022 in an amount not to exceed \$300,000. The initial and subsequent grant awards will be dependent upon the needs addressed and scope of activities in each year and the total appropriated for the program. Allowable expenditures include:

- Maintaining support staff and trainers, including salaries, benefit provisions, and management.
- Contracting with state and national experts to provide technical assistance specific to AT.
- Salaries and benefits.

- Facility costs (e.g., utilities, leasing, renting).
- Supplies directly related to the purposes of the grant.
- AT education and training materials, including manuals, software, videos, webinars, and other materials necessary to aid technical assistance participants in implementing newly acquired skills.
- Equipment rental and maintenance related to the purposes of the grant.
- Travel and other costs associated with participation in conferences and other networking opportunities to publicize the project.
- Advertising costs.

### **Indirect Cost Rate:**

The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

### **LEAs**

- LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and USDE. The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published annually on the ISBE website. The FY19 rates are available at: <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by USDE.

- Newly organized LEAs, Regional Offices of Education Intermediate Service Centers, area vocational centers, charter schools, university laboratory schools and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.
- LEAs which jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

### **Non-LEAs**

- For programs eligible for an unrestricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA, non-university subgrantees utilize rates negotiated through the GOMB centralized process where they will have the option to:
  - o Select the 10% diminimus rate
  - o Submit documentation supporting a rate determined through negotiation with their federal cognizant agency
  - o Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at: <https://grants.illinois.gov/portal/>.

- For federal programs requiring the use of a restricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA subgrantees shall utilize the 8% default rate described at 34 CFR 76.564.
- Colleges and Universities will be limited to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660) and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

**Funding Restrictions:**

This is a federally restricted indirect cost rate program. Funds received under this program must be used to supplement, not supplant, funds that would otherwise be used for authorized activities.

**Stevens Amendment:**

For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100% of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$300,000.

***Reporting Requirements***

Programmatic reporting should be completed at a minimum of semiannually via the IWAS system. Additional reporting requirements are listed below.

## Content and Form of Application Submission

**Instructions:** Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

**1. Uniform Application for State Grant Assistance (Attachment 1):** Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number, DUNS number, SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.

**2. Program Narrative (Attachment 2)** maximum 5 pages:

All activities are meant to increase capacity of administrators, educators, service providers, paraprofessionals, and parents to provide support and guidance in a variety of modalities to individuals who use AT, as required by a student's IEP in order to promote a student's involvement with general education peers and the curricula, and assist them in attaining postsecondary goals.

*Follow the specifications below:*

Previous Experience

- Describe the applicant and staff member's expertise and experience in designing and conducting training and technical assistance activities statewide relative to assistive technology for students, parents, and district and cooperative staff.
- Describe the applicant's expertise and experience in identifying needs of training participants and designing training to meet the needs of those participants.
- Describe the applicant's expertise and experience in collecting and analyzing post-training evaluation data.
- Describe the applicant's expertise and experience in creating awareness around availability of training and professional development opportunities for districts, cooperatives, and parents and families.
- Describe the applicant's expertise and experience in producing, creating awareness around, and disseminating resources such as guidance documents or question-and-answer documents in response to training or professional development activities.
- Indicate the number of staff to be employed; include their responsibilities and qualifications relative to Assistive Technology and/or the design and presentation professional development/training opportunities

Proposed Project

- Provide a plan for carrying out the training activities that will be relevant to the environments of the participant's work and carrying out the AT needs of the students with disabilities.
- Describe the applicant's ability to ensure trainings are accessible to participants by describing ability to arrange requested reasonable accommodations for participants whether the training is in person or virtual formats.
- Include how the applicant will address future AT needs that may arise.
- Include how the applicant will ensure participants will utilize the knowledge and skills gained through the training.

Creating Program Awareness

- Provide a plan to inform school districts, special education cooperatives, parents and students with disabilities about the project, resources and services offered.
- Provide a plan to participate in networking opportunities to publicize the program.



**3. Objectives and Activities (Attachment 3)** maximum 5 pages:

*Follow the specifications below:*

The applicant should describe how it plans to address all program objectives and activities which are in the Program Background and Description: Program Objectives section of this NOFO/RFP.

**4. Proposal Evaluation Design (Attachment 4)** maximum 1 page:

*Follow the specifications below:*

Applicants must submit an evaluation plan that includes conducting post-training data analysis to demonstrate presentation impact at least four times per year. This data collection analysis plan must attempt to provide:

- Evidence the trainings serve all counties of Illinois.
- Evidence trainings serve professionals from all levels and areas of focus of the educational system (educators, service providers, paraprofessionals, administrators, students, parents).
- Data collection which includes grade level(s) served and areas of educational focus of participants.
- Results from participant evaluation of trainings that measure how attendance will impact:
  - Student access to integrated curriculum.
  - Students preparedness to transition to postsecondary settings.
  - The number of students served in the least restrictive environment.
  - Their ability to assist students in achieving academic success.

The successful applicant must secure approval as a continuing professional development provider in order for participants to claim credit for the training activities that are completed. (See Section 25.855 and 25.860 of rules governing certification. The successful applicant must use ISBE Form 77-21S to collect an evaluation of the training activity that is completed by each. The data collected from the participants must be included in the quarterly progress reports provided to ISBE.

**5. Federal Budget Summary (Attachment 5):** The budget **MUST** be submitted on this form. No other budget form will be accepted. District budgets **MUST** be signed by the district superintendent. Other applicants should have an authorized official sign the form. Salaries and fringe benefits should be requested in equal intervals.

**6. Budget Summary Breakdown (Attachment 5A):** The Budget Summary Breakdown **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the Federal Budget Summary. The Budget Summary Breakdown should also include subcontract information, if applicable.

**7. Certifications and Assurances (Attachments 6 - 14):** Each applicant, *including each entity that is participating in a joint application*, is required to submit the forms below. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

- A. Program-Specific Terms of the Grant (Attachment 6)
- B. Grant Application Certifications and Assurances (Attachment 7)
- C. Equitable Participation of Private Schools (Attachment 8)
- D. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 9)
- E. Certificate Regarding Lobbying (Attachment 10)
- F. Disclosure of Lobbying Activities (Attachment 11)
- G. General Education Provisions Act (GEPA) 427 Notice and 442 Assurances (Attachment 12-13)
- H. Federal Funding Accountability and Transparency Act (FFATA) (Attachment 14)

**10. Letters of Support or Letters of Intent to Participate:**

Letters of support may be included as part of the application package.

## Review Criteria

### ***Application Review and Selection Process***

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- Previous Experience – the applicant’s previous experience in performing this work
- Proposed Project – the applicant’s plan for conducting the work
- Creating Program Awareness – the applicant’s plan for promoting and creating awareness of the services offered through this program
- Evaluation Plan – the applicant’s plan for evaluating the project

*Proposals that score under 80 points will not be funded.*

### ***Tiebreaker***

In the event of a tie, the applicant with the most years of experience providing technical assistance and training to educators, students, parents, and other users of AT will be given priority.

### ***Evaluation Criteria***

These overall criteria are built into the rubric below. The attachment number in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each section as well as the individual criteria are also included in the rubric.

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting Tammy Greco at [tgreco@isbe.net](mailto:tgreco@isbe.net).

**Selection criteria and point values are as follows:**

<b>Not Provided</b>	<b>Very Limited</b>	<b>Somewhat Limited</b>	<b>Moderate</b>	<b>Strong</b>	<b>Very Strong</b>
0	1	2	3	4	5
Proposal requirements are absent.	Proposal provides very few details to meet the project outcomes.	Proposal is unclear and lacks enough evidence to meet project outcomes.	Proposal provides moderate detail and conveys potential to meet project outcomes.	Proposal provides good detail and strong evidence to meet project outcomes.	Proposal exceeds expectations and provides a solid plan to meet project outcomes.

Section 1: Previous Experience 25 Points	Possible Points
The applicant has expertise and experience in designing and conducting training and technical assistance activities statewide relative to assistive technology for students, parents, and district and cooperative staff. (Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5

Applicant has expertise and experience in identifying needs of training participants and designing training to meet the needs of those participants. (Narrative, Attachment 2; Objectives and Activities, Attachment 3; Evaluation Design, Attachment 4)	5
Applicant has expertise and experience in collecting and analyzing post-training evaluation data. (Narrative, Attachment 2; Evaluation Design, Attachment 4)	5
Applicant has expertise and experience in producing and disseminating resources such as guidance documents or question-and-answer documents in response to training or professional development activities. (Narrative, Attachment 2)	5
Staff members proposed for the project appear to have the necessary capabilities relative to Assistive Technology and/or the design and presentation professional development/training opportunities. (Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
<b>Section 2: Proposed Project 25 Points</b>	<b>Possible Points</b>
Plan provided will result in the provision of training activities that are relevant to the environments in which participants work. (Narrative, Attachment 2; Objectives and Activities, Attachment 3; Evaluation Design, Attachment 4)	5
Applicant demonstrates capability to ensure trainings are accessible to participants by describing ability to arrange requested reasonable accommodations for participants whether the training is in person or virtual formats. (Narrative, Attachment 2)	5
Plan provided responds to current challenges of addressing AT needs of students with disabilities. (Objectives and Activities, Attachment 3)	5
Plan provided establishes how the applicant will respond to future challenges of addressing AT needs of students with disabilities which may arise. (Objectives and Activities, Attachment 3)	5
Applicant demonstrates the provision of ongoing support that will ensure participants can put into practice the knowledge and skills gained through the training. (Narrative, Attachment 2; Objectives and Activities, Attachment 3; Evaluation Design, Attachment 4)	5
<b>Section 3: Creating Program Awareness 25 Points</b>	<b>Possible Points</b>
Applicant demonstrates the capability to inform school districts about the project and of no-cost technical assistance opportunities available. (Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
Applicant demonstrates the capability to inform special education cooperatives about the project and of no-cost technical assistance opportunities available. (Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
Applicant demonstrates the capability to inform parents/families of students with disabilities about the project and of no-cost technical assistance opportunities available. (Narrative, Attachment 2; Objectives and Activities, Attachment 3))	5
Applicant plans to participate in technology conferences and other networking opportunities to publicize the program and the availability of no-cost technical assistance	5

statewide. (Narrative, Attachment 2; Objectives and Activities, Attachment 3)	
Applicant demonstrates the capability to inform districts, cooperatives, and parents/families of resources available such as guidance documents. (Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
<b>Section 4: Evaluation Plan 25 Points</b>	<b>Possible Points</b>
Applicant provides an evaluation plan that includes Collection of participant demographic information including Illinois county served, grade level(s) served and educational area of focus. (Evaluation Design, Attachment 4)	5
Applicant provides a training evaluation plan with a participant evaluation component that measures how attendance will impact student access to integrated curriculum. (Evaluation Design, Attachment 4)	5
Applicant provides a training evaluation plan with a participant evaluation component that measures how attendance will impact students' preparedness to transition to postsecondary settings. (Evaluation Design, Attachment 4)	5
Applicant provides a training evaluation plan with a participant evaluation component that measures how attendance will impact the number of students served in the least restrictive environment. (Evaluation Design, Attachment 4)	5
Applicant provides an evaluation plan that will examine their ability to assist students with achieving academic success. (Evaluation Design, Attachment 4)	5