

**State of Illinois Uniform Notice of Funding Opportunity (NOFO)  
Summary Information**

Awarding Agency Name	State Board Of Education
Agency Contact	Deborah Scott (descott@isbe.net)
Announcement Type	Initial
Type of Assistance Instrument	Grant
Funding Opportunity Number	27-4630
Funding Opportunity Title	Fed - Sp Ed - IDEA Discretionary: IDEA Discretionary (Special Education Paraprofessional Professional Development Grant)
CSFA Number	586-53-3670
CSFA Popular Name	Special Education Paraprofessional Professional Development Grant
Anticipated Number of Awards	1
Estimated Total Program Funding	\$300,000
Award Range	\$0 - \$300000
Source of Funding	Federal
Cost Sharing or Matching Requirements	No
Indirect Costs Allowed	Yes
Restrictions on Indirect Costs	Yes : Per Section 612(a)(17)(C) of the Individuals with Disabilities Education Act, these funds are subject to supplement not supplant. 34 CFR 76.563 - 564 indicates that federal funds with the supplement not supplant statutory requirement are required to use a restricted indirect cost rate.
Posted Date	06/04/2026
Application Date Range	06/04/2026 - 07/20/2026 : 5 PM
Grant Application Link	Please select the entire address below and paste it into the browser... <a href="https://www.isbe.net/Pages/Request-for-Proposals.aspx">https://www.isbe.net/Pages/Request-for-Proposals.aspx</a>
Technical Assistance Session	No

## UNIFORM NOTICE FOR FUNDING OPPORTUNITY (NOFO)

### Summary Information

	Data Field	
1.	Awarding Agency Name:	Illinois State Board of Education 
2.	Agency Contact:	Deb Scott, <a href="mailto:descott@isbe.net">descott@isbe.net</a> , 217-782-5589
3.	Announcement Type:	<input checked="" type="checkbox"/> Initial announcement <input type="checkbox"/> Modification of a previous announcement
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	Required if this number was assigned by the funding entity
6.	Funding Opportunity Title:	Fiscal Year 2027 Special Education Paraprofessional Professional Development
7.	CSFA Number:	586-53-3670
8.	CSFA Popular Name:	Fed-SpEd-IDEA Discretionary-Special Education Paraprofessional Professional Development
9.	Assistance Listing (formerly CFDA Number):	84.027A
10.	Anticipated Number of Awards:	One
11.	Estimated Total Program Funding:	\$300,000
12.	Award Range	Not applicable
13.	Source of Funding:	<input checked="" type="checkbox"/> Federal or Federal pass-through <input type="checkbox"/> State <input type="checkbox"/> Private / other funding Mark all that apply
14.	Cost Sharing or Matching Requirement:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	Indirect Costs Allowed Restrictions on Indirect Costs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide the citation governing the restriction: Federal Uniform Guidance (2 CFR 200)
16.	Posted Date:	Date agency posted the NOFO to <a href="http://grants.illinois.gov">grants.illinois.gov</a>
17.	Application Range:	Proposals should be submitted no later than July 20, 2026, at 5:00 p.m. Directions for submission are found below.  The proposal may be emailed to Deb Scott, <a href="mailto:descott@isbe.net">descott@isbe.net</a> .
18.	Technical Assistance Session:	Session Offered: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## **NOFO Supplemental (Agency-specific content for the NOFO)**

### **A. Program Description**

Development of on-demand learning modules, in-person professional development of paraprofessionals across the state. Efforts to include dissemination, data collection, and analysis to be reported to ISBE. Collaboration with current grant technical assistance projects is expected.

#### **Program Purpose:**

Paraprofessionals provide valuable support to students throughout the school day. These professionals, under the direction of teachers, provide academic and social, emotional, behavioral, and access support for students as they build skills towards maximum independence. According to the 2024-2025 Academic Year Educator Shortage Report, sixty-two percent of education leaders indicated an increased need for paraprofessionals compared to the previous year. In addition, seventy-five percent of education leaders indicated “none” or “very few” (<5) of applicants per open position.

To retain and fully prepare paraprofessionals to support students with disabilities, skill training in all educational areas is needed. These grant funds will be focused on providing paraprofessionals with high-quality professional development applicable to students on the continuum of needs within disability areas.

#### **Federal Description:**

Under 34 CFR 300.704 (b)(4)(i), states may reserve a portion of their Individuals with Disabilities Education Act (IDEA) Part B allocations for state activities. Funds reserved may be used to carry out support and services, including technical assistance, personnel preparation, and professional development and training.

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

This request for proposal represents the initial funding for this project.

#### **Policy Requirements:**

There are no policy requirements associated with this NOFO.

#### **Performance Measures:**

Applicants will demonstrate the ability to assign and maintain staff with:

- Expertise and experience identifying, designing, and conducting professional development utilizing High Leverage Practices (HLPs) for special educators. Evidence will be shared in the program narrative, providing a minimum of two examples of professional development opportunities.
- Expertise in employing a system for professional development registration and collecting and analyzing survey data. Evidence will be shared in program narrative, providing a minimum of two examples of work.

Additionally, applicants will be expected to:

- Develop a minimum of seven on-demand modules focused on common learnings covering core competency and skills based on High Leverage Practices for special educators developed by Council for Exceptional Children (CEC) in collaboration with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center ([Core Competencies for Special Education Paraeducators](#)).
- Plan and deliver two in-person professional learning opportunities per region for each of the six regions (12 total) in core competencies specified in the Core Competencies for

- Special Education Paraeducators (to include summer dates). Content should include:
- i. Learning Development and Individual Learning Differences
  - ii. Special Education Services and Supports in the Learning Environment
  - iii. Assessment
  - iv. Instructional Supports and Strategies
  - v. Social, Emotional and Behavioral Supports
- The successful applicant must secure approval as a continuing professional development provider for participants to receive credit for the training activities that are completed (see [Approved Professional Development Provider Expectations](#)).
  - Partner with other ISBE grant-funded technical assistance projects to collaborate on the development of workshops or seminars for paraprofessionals that include essential knowledge and skills for supporting students with disabilities that are aligned to HLPs.
  - Develop website to provide access to all professional development opportunities and resources.
  - Disseminate information regarding virtual and in-person learning opportunities through list serv, applicant-hosted website, and social media, a minimum of once a month.
  - Conduct pre/post surveys and demographic data collection
    - Quarterly reports should reflect data on the number of educators accessing learning sites, roles, LEA or other educational location affiliation, and impact of learning by completion of post survey.
    - Demographic data to be collected and analyzed to determine if professional learning is statewide. Include data chart to capture counties served and “heat” map to visualize data.
  - Schedule monthly check-in meetings with ISBE to cover current data and planning
  - Prepare quarterly report and annual summation to be shared with ISBE, covering data as noted above.
  - Carry out the fiscal administration of the grant in accordance with Uniform Guidance Requirements.

**Targets:**

**Applicants will demonstrate the ability to assign and maintain staff**

- Quarter 1 (Q1) - initial staff assigned
- Quarter 2 (Q2) - maintain qualified staff, share any personnel changes with ISBE, and submit CV/resume if personnel changes are made
- Quarter 3 (Q3) - maintain qualified staff, share any personnel changes with ISBE, and submit CV/resume if personnel changes are made
- Quarter 4 (Q4) - maintain qualified staff, share any personnel changes with ISBE, and submit CV/resume if personnel changes are made

**This project will develop seven on-demand modules with the following expectations per quarter:**

- Q1- 1
- Q2- 2
- Q3- 2
- Q4- 2

**This project will deliver 12 in-person learning modules across the state with the following expectation per quarter:**

- Q1- 3
- Q2- 4
- Q3- 2
- Q4- 3

**Providing Professional Development Credit**

- Q1- Verify or Secure Approval
- Q2- Maintain
- Q3- Maintain
- Q4- Maintain

#### Development of website

Website will be available for use within the first quarter and maintained throughout the grant cycle.

#### Dissemination

Monthly dissemination efforts to be noted in quarterly reports and annual summation.

#### Pre/Post Surveys and Demographic Data

Pre/post surveys with demographic data will be collected after each learning opportunity and presented in each quarterly report (see below). The demographic data will be presented in list and “heat” map form.

#### ISBE Meetings and Reports

##### Monthly meetings will be held as follows:

- Q1- 3
- Q2- 3
- Q3- 3
- Q4- 3

##### Quarterly Reports are due by the end of month as follows:

- Q1- 1
- Q2- 1
- Q3- 1
- Q4- 1

Annual Report is due 30 days after the final month of the grant period.

#### Budget

- Q1- Establish budget and follow Uniform Guidance
- Q2- Establish budget and follow Uniform Guidance
- Q3- Establish budget and follow Uniform Guidance
- Q4- Establish budget and follow Uniform Guidance

#### Performance Standards:

- Assignment and maintenance of staff with expertise and experience identifying, designing, and conducting professional development utilizing High Leverage Practices (HLPs) for special educators and expertise in employing a system for professional development registration, collecting and analyzing survey data. 100%
- Develop a minimum of five on-demand modules focused on common learnings covering core competency and skills based on High Leverage Practices for special educators developed by Council for Exceptional Children (CEC) in collaboration with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center ([Core Competencies for Special Education Paraeducators](#))
- Plan and deliver one in-person professional learning opportunities per region for each of the six regions (six total) in core competencies specified in the Core Competencies for Special Education Paraeducators (to include summer dates)
- The successful applicant must secure approval as a continuing professional development

- provider for participants to receive credit for the training activities that are completed. 100%
- Develop website to provide access to all professional development opportunities and resources. 100%
- Disseminate information regarding virtual and in-person learning opportunities through list serv, applicant-hosted website, and social media, 10 out of 12 months.
- Pre/post survey and demographic data collection; performance standard: 70% of participant survey results
- Monthly check-in meetings with ISBE to cover current data and planning, 10 out of 12 months
- Quarterly report and annual summation to be shared with ISBE (four quarters)
- Processes and procedures in place to carry out the fiscal administration of grant in accordance with Uniform Guidance Requirements. 100%

## **B. Funding Information**

This award is utilizing federal pass-through funds.

One grant will be awarded in FY 2027 in an amount not to exceed \$300,000 with the possibility of two additional continuation years through FY 2029. The initial and subsequent grant awards will be dependent upon the needs addressed and scope of activities each year and the total appropriated for the program. Allowable expenditures include:

- Salaries and benefits
- Facility costs (e.g., room rental)
- Supplies directly related to the purposes of the grant
- Equipment rental and maintenance related to the purposes of the grant
- Travel and other costs associated with delivery of the program and participation in professional development
- Presenter fees
- Training materials
- Duplication services

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:

### Local Education Agencies

- Local Education Agency (LEA) indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and the U.S. Department of Education (ED). 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 Indirect Cost Rate Plan webpage](#). 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 ED.

- 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 that 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**

- Programs eligible for an unrestricted indirect cost rate; not-for-profit entities; community-/faith-based organizations; and other non-LEA subgrantees utilize rates negotiated through the Governor’s Office of Management and Budget centralized process wherein which they will have the option to:
  - Select the 15% de minimis rate.
  - Submit documentation supporting a rate determined via negotiation with their federal cognizant agency.
  - Negotiate a rate.
- Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process via the [GATA Grantee Portal](#).
- 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 state 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.

**Cost Sharing or Matching:**

Cost sharing or matching is not required.

**Funding Restrictions:**

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

**Stevens Amendment:**

For purposes of compliance with Section 511 of Public Law 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**

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed annually via the IWAS system—Additional reporting requirements are listed below.

**C. Eligibility Information**

An entity may not apply for a grant until the entity has registered and pre-qualified through the Grant Accountability and Transparency Act (GATA) Grantee Portal, [www.grants.illinois.gov/portal](http://www.grants.illinois.gov/portal). Registration and pre-qualification are required annually.

During pre-qualification, verifications are performed including a check of federal SAM.gov Exclusion List and status on the Illinois Stop Payment List. The Grantee Portal alerts the entity alerts of “qualified” status or informs how to remediate a negative verification (e.g., missing UEI-Unique Entity Identifier assigned in sam.gov, not in good standing with the Secretary of State). Inclusion on the SAM.gov Exclusion List cannot be remediated.

**NOTE:**

[GATA](#) requires applicants to complete prequalification requirements before applying for any grant. Grant applications must be submitted by the application deadline indicated in this NOFO. Applicants are advised to complete the prequalification requirements well in advance of the NOFO deadline.

- Tentative awardees will be required to complete an FY 2027 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the [GATA Grantee Portal](#), an FY 2027 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system, and the FY 2027 Programmatic Risk Assessment that is found within the electronic Grants Management System budget. Grant awards will not be executed until the FY 2027 ICQ, Organizational Risk Assessment, and Programmatic Risk Assessment are completed.

**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:

- Be registered in [SAM](#) before submitting its application
- Continue to maintain an active SAM registration with current information at all times during which it has an active federal or federal pass-through award or an application or plan under consideration by a federal or state awarding agency. The Illinois State Board of Education (ISBE) may not consider an application for a federal pass-through award to an applicant until the applicant has complied with all applicable SAM requirements.

**Region County District Type Code Requirement:** Applicants will need to use RCDT code when applying. Applicants may verify their RCDT code on the [ISBE Region County District Type Schools \(RCDTS\) Lookup webpage](#).

- **First-time applicants without an RCDT code must call or email the program contact for information on how to establish an RCDT code before applying.** Please allow up to four weeks for the processing of such a request. **An entity that submits an application prior to obtaining an RCDT code is ineligible.**

**Eligible Applicants**

Local Education Agencies (LEAs); institutions of higher learning; public university laboratory schools approved by the Illinois State Board of Education (P.A. 100-465); area vocational centers (P.A. 92-56); charter schools; cooperatives and other joint agreements with a governing body or board of control (e.g., special education cooperatives); nonprofit organizations and schools operated by a Regional Office of Education, Immediate Service Center (P.A. 87-1124), or state agency.

**Application Limitation**

Only one application per entity will be accepted. An entity will be determined by its Federal Employer Identification Number (FEIN).

**Application Ineligibility**

An application will be deemed ineligible and will NOT be read if any of the following is applicable:

- The application is not signed by an authorized representative on page 3 of Attachment 1.
- The application is submitted prior to the applicant obtaining a Region County District Type (RCDT) code.
- The applicant does not complete Steps 1-3 of the State of Illinois Grant Accountability and Transparency Act (GATA) [prequalification process](#) prior to submitting an application.
- The application is submitted after the deadline of July 20, 2026, at 5:00 p.m.

D. Application and Submission Information

**Agency Contact/Contact to Request Application Package:** Contact Deb Scott at [descott@isbe.net](mailto:descott@isbe.net) for more information on this NOFO.

- **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.
- **Uniform Application for State Grant Assistance (Attachment 1):** Include the name, address, telephone, and fax numbers of the entity; email, name, and telephone number of the contact person; Federal Employer Identification number; Unique Entity ID (UEI) number; SAM Commercial and Government Entity (CAGE) Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals. First time applicants without an RCDT code must call or email the agency contact to obtain an RCDT code **before** submitting an application.
- **Program Narrative (Attachment 2) maximum 5 pages:**
  - Experience and Expertise**
    - Describe the applicant's expertise and experience in identifying training needs of special education paraprofessionals.
    - Describe the applicant's expertise and experience in identifying training needs of special education professionals.
    - Describe the applicant and staff members' expertise and experience in conducting training activities statewide to support special education paraprofessionals.
    - Provides evidence of qualifications and experience to maintain an established system for registration for professional development/training and tracking necessary data for quarterly reports to be shared with ISBE.
    - Describe the applicant's expertise and experience in collecting and analyzing post-training evaluation data.

**Program Implementation**

- Describe the applicant's plan to develop a minimum of seven on-demand modules focused on common learnings covering core competency and skills based on High Leverage Practices (HLPs) for special educators developed by Council for Exceptional Children (CEC) in collaboration with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center ([Core Competencies for Special Education Paraeducators](#)).

- Describe the planning and delivery of content in person, two per region, over six regions (12 total) in select core competencies to including Learning Development and Individual Learning Differences, Special Education Services and Supports in the Learning Environment, Assessment, Instructional Supports and Strategies, and Social, Emotional and Behavioral Supports, in half-day format, including partnering with ISBE TA projects when applicable.
- Acknowledge that the applicant is an approved provider of professional development or has applied to become an approved provider.

**Program Awareness**

- Describe a plan for dissemination of information regarding virtual and in-person learning opportunities through list serv, applicant-hosted website, and social media

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

- Use the form provided to list the objectives and activities of the proposed project in a time-specific format.

**Proposal Evaluation Design (Attachment 4) maximum 2 pages:**

- Describe the applicant’s expertise and experience in collecting and analyzing post-training evaluation data.

**Federal Budget Summary and Payment Schedule (Attachment 5 and 5 A):**

- 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.
- The Budget Summary Breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Federal Budget Summary and Payment Schedule. The Budget Summary Breakdown should also include subcontract information, if applicable.

**Unique Entity Identifier (UEI) and registration in the System for Award Management (SAM)**

Each applicant is required to:

- Register in SAM before submitting its application with a UEI assigned. To establish a SAM registration, go to [www.SAM.gov](http://www.SAM.gov).
- 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 or an application or plan under consideration by a Federal or State awarding agency. It also must state that the State awarding agency may not make a Federal pass-through or State award to an applicant until the applicant has complied with all applicable SAM requirements and, if an applicant has not fully complied with the requirements by the time the State awarding agency is ready to make a Federal pass-through or State award, the State awarding agency may determine that the applicant is not qualified to receive a Federal pass-through or State award and use that determination as a basis for making a Federal pass-through or State award to another applicant.

**Submission Dates and Times.**

Proposals should be submitted no later than July 20,2026 at 5:00 p.m. The proposal should be emailed to Deb Scott, [descott@isbe.net](mailto:descott@isbe.net).

### **Changes to NOFO:**

- All questions asked concerning this NOFO will be responded to in a Frequently Asked Questions document so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after July 13, 2026.
- ISBE will post any changes made to the NOFO prior to July 13, 2026 on the ISBE [Funding Opportunities webpage](#). Applicants are advised to check the site before submitting a proposal.

### **D. Application Review Information**

#### **1. Evaluation Criteria and Point Values:**

- Not Provided – 0 Points  
Proposal requirements are absent.
- Very Limited – 1 Point  
Proposal provides very few details to meet the project outcomes.
- Somewhat Limited – 2 Points  
Proposal is unclear and lacks enough evidence to meet project outcomes.
- Moderate – 3 Points  
Proposal provides moderate detail and conveys potential to meet project outcomes.
- Strong – 4 Points  
Proposal provides good detail and strong evidence to meet project outcomes.
- Very Strong – 5 Points  
Proposal exceeds expectations and provides a solid plan to meet project outcomes.
- Section 1: Experience and Expertise – 25 points:
  - The proposal clearly describes the applicant’s expertise and experience in identifying training needs of special education paraprofessionals. (Program Narrative, Attachment 2)
  - The proposal clearly describes the applicant’s and staff members’ expertise and experience in designing training activities statewide to support special education paraprofessionals. (Program Narrative, Attachment 2)
  - The proposal clearly describes the applicant’s and staff members’ expertise and experience in conducting training activities statewide to support special education paraprofessionals. (Program Narrative, Attachment 2)
  - The proposal clearly provides evidence of qualifications and experience to maintain an established system for registration for professional development/training and tracking necessary data for quarterly reports to be shared with ISBE. (Program Narrative, Attachment 2)
  - The proposal clearly describes the applicant’s expertise and experience in collecting and analyzing post-training evaluation data. (Program Narrative, Attachment 2)
- Section 2: Program Implementation – 25 Points:
  - The proposal clearly describes the applicant’s plan to develop a minimum of seven on-demand modules focused on common learnings covering core competency and skills based on High Leverage Practices (HLPs) for special

- educators developed by Council for Exceptional Children (CEC) in collaboration with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center.  
(Program Narrative, Attachment 2,3)
- The proposal clearly describes the planning and delivery of content in person, two per region, over six regions (12 total) in select core competencies to including Learning Development and Individual Learning Differences, Special Education Services and Supports in the Learning Environment, Assessment, Instructional Supports and Strategies, and Social, Emotional and Behavioral Supports, in half-day format, including partnering with ISBE TA projects when applicable.  
(Program Narrative, Attachment 2,3)
  - The proposal acknowledges work with identified districts to plan, as requested by ISBE, to deliver professional development on identified competencies and the ability to track data to include student achievement progress on identified areas.(Program Narrative, Attachment 2)
  - The proposal clearly acknowledges the applicant’s ability to secure approval as a continuing professional development provider in order for participants to receive credit for the training activities that are completed. (Program Narrative, Attachment 2,3)
  - The proposal states that the applicant will partner with other ISBE grant-funded technical assistance projects to collaborate on the development of workshops or seminars for paraprofessionals that include essential knowledge and skills for supporting students with disabilities that are aligned to HLPs. The proposal states the applicant will provide in-person half-day professional learning opportunities, including summer dates, with sign up efforts and dissemination strategies to reach all LEAs in the state.  
(Program Narrative, Attachment 2,3)
- Section 3: Program Awareness- 10 points
    - The proposal clearly describes a plan to develop a website to provide access to all professional development opportunities and resources. (Program Narrative, Attachment 2,3)
    - The proposal clearly describes a plan for dissemination of information regarding virtual and in-person learning opportunities through list serv, applicant-hosted website, and social media.  
(Program Narrative, Attachment 2,3)
  - Section 4: Program Evaluation- 20 points
    - The proposal clearly describes the applicant’s ability to develop, implement, and analyze pre/post surveys and demographic data.  
(Proposal Evaluation Design, Attachment 4)
    - The proposal acknowledges that the applicant will work with identified districts to plan and deliver professional development on identified competencies and areas of need, and track data to include impact on student achievement and progress. (Proposal Evaluation Design, Attachment 4)
    - The proposal acknowledges that the applicant will schedule monthly check-in meetings with ISBE to cover current data and planning.  
(Proposal Evaluation Design, Attachment 4)

- The proposal clearly describes the applicant’s plan for submitting quarterly report and annual summation to be shared with ISBE, which will include data on the number of educators accessing learning sites, roles, LEA or other educational location affiliation, and impact of learning by completion of post survey. Demographic data will be collected and analyzed to determine if professional learning is statewide. Data chart that captures counties served and “heat” map that visualize data will be included. (Proposal Evaluation Design, Attachment 4)
- Section 5: Budget- 10 points
  - The proposal provides a federal budget summary and payment schedule. (Federal Budget Summary and Payment Schedule (Attachment 5)
  - The proposal provides a budget summary breakdown including descriptions of the anticipated expenditures, correlated to the line items set forth on the Federal Budget Summary and Payment Schedule. The Budget Summary Breakdown includes subcontractor information as applicable. (Budget Summary Breakdown (or Narrative) Attachment 5A)

**2. 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:-

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose.-
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements.-
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicates its ability to satisfy the requirements of the grant program.

**3. Tiebreaker**

In the event of a tie, the applicant with the most years of providing professional development will be given priority, based on experience in developing and delivering professional development to adult educators.

**4. Merit-Based Review**

ISBE’s evaluation process is described in section II.C. of ISBE’s [Merit-Based Review Policy](#).

**E. Award Administration Information**

**Grant Award Notice:** It is anticipated that successful applicants will receive a Notice of Award via email 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 applicant’s own risk.

**Non-Award Notice:** It is anticipated that unsuccessful applicants will receive a Notice of Non-Award via email approximately 90 days after the application deadline. Unsuccessful applicants are advised to refer to the [ISBE Merit-Based Review Policy](#).

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

## **Mandatory Attachments -- Required for All Agencies**

1. Uniform State Grant Application
2. Project Narrative
3. Budget using the Uniform Budget Template
4. Budget Narrative