

July 2, 2025

TO: Eligible Applicants

FROM: Dr. Tony Sanders 
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2026 Illinois Special Education Leadership Academy

CSFA Number: 586-53-2806
CSFA Title: Fed -- Sp Ed -- IDEA Discretionary -- IL Special Education Leadership Academy -- ISELA
Project RFP

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

Program Overview

Eligibility and Application Information

Executive Summary: The Illinois Special Education Leadership Academy (ISELA) determines the training needs of special education administrators in Illinois, delivers professional development activities and resources to meet those needs, evaluates the effectiveness of the activities and resources, and supports continuous improvement of special education leaders across the state. The integral components of these efforts are:

- Training and support to meet the needs of experienced directors of special education;
- Training, support, and mentoring for new directors of special education; and
- An annual statewide conference for directors of special education to be held in conjunction with the Illinois State Board of Education (ISBE).

The awardee will be required to effectively promote all services and events that are offered. Monthly meetings with ISBE and, at a minimum, quarterly expenditure reports are required along with an annual program review to be submitted to ISBE. Local Education Agencies (LEAs), institutions of higher education, Regional Offices of Education (ROEs), other public agencies, and private nonprofit organizations are eligible to apply.

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 5:00 PM, August 18, 2025

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/RFP. Applicants are advised to complete the prequalification requirements well in advance of the NOFO/RFP deadline.

Tentative awardees will be required to complete an FY 2026 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the [GATA Grantee Portal](#), an FY 2026 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system, and the FY 2026 Programmatic Risk Assessment that is found within the electronic Grants Management System budget. Grant awards will not be executed until the FY 2026 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:

- (i) Be registered in [SAM](#) before submitting its application;
- (ii) 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. 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.**

[Code of Federal Regulations / Title 2 - Grants and Agreements](#)

This grant is subject to the provisions of:

- [Grant Accountability and Transparency Act, 30 ILCS 708/1 et seq.](#)
- [Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000](#)

Merit-Based Review and Selection Process for Competitive Grants: 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. Applicants are advised to refer to the [ISBE Merit-Based Review Policy](#).

Grant Award: One grant will be awarded in FY 2026 in an amount not to exceed \$186,000. It is the intention of ISBE to fund this project for three years (through FY 2028). The annual grant award in successive years of the grant period will be \$186,000.

Cost Sharing: There are no cost sharing or matching requirements for this grant.

ISBE reserves the right to determine the number and amount of awards based upon the total funds appropriated for this program. It is possible that grantees may not be awarded the full amount of requested funding.

Proposals that score under 80 points will not be funded.

Grant Period: The grant period will begin no sooner than July 1, 2025, and will extend from the execution date of the grant until June 30, 2027. Successful applicants may reapply via continuing application for up to two additional year(s). Funding in the subsequent years will be contingent upon compliance with federal and state laws, 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 no later than 4p.m. on DATE.

File Submission: Completed proposals should be scanned into PDF with all supporting documents and required signatures and submitted using the link below. The submission confirmation page should be printed and retained as proof of submission. Please contact descott@isbe.net PRIOR to the close of the NOFO/RFP if the link isn't accepting applications.

[Fed -- Sp Ed -- IDEA Discretionary -- ISELA RFP Documents](#)

Late proposals will not be accepted.

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](#).

Technical Assistance Session: A technical assistance session will not be held. Technical assistance may be requested from Sherry Bochenek at sbochene@isbe.net

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to August 11, 2025, on the ISBE [Funding Opportunities webpage](#). Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: Contact Sherry Bochenek at 217-782-5589 or sbochene@isbe.net for more information on this NOFO/RFP. All questions asked concerning this NOFO/RFP 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 August 11, 2025. Applicants are advised to check the webpage referenced in the previous paragraph before submitting a proposal.

General Information

Program Background and Description

Program Purpose:

The purpose of this discretionary grant is to identify the training needs of special education administrators, coordinate the delivery of professional development activities, and develop resources to support the continuous improvement of special education services statewide. Grant activities are based upon training topics and best practice strategies to help experienced special education and general education administrators acquire and/or improve their leadership and instructional skills. Section 105 ILCS 5/21 B-45 specifies that individuals serving in an administrative capacity at least 50 percent of the day are required to complete one Illinois Administrator Academy course per year, which is to be developed by this grant program. Practical training and support for new directors is intended to help equip, prepare, and orient them to their new roles. Mentoring has been an integral component of success for all administrators early in their careers, and the relationship between mentor and mentee provides opportunities for professional learning from experienced leaders. Mentoring and training topics will be developed to support special education and general education administrators, and personnel approved for training by the district. Additionally, the awardee will coordinate with ISBE to conduct an annual special education directors conference that will be focused on improving the performance of special education programs and the inclusion of students with disabilities in general education programs throughout the state in relation to the Illinois State Performance Plan. The goal of the conference is to provide districts and cooperatives with the necessary information to meet ongoing federal compliance requirements.

Program Description:

The Illinois Special Education Leadership Academy (ISELA) determines the training needs of special education administrators in Illinois, delivers professional development activities and resources to meet those needs, evaluates the effectiveness of the activities and resources, and supports continuous improvement of special education leaders across the state. Three integral components of these efforts are:

- Training and support to meet the needs of experienced directors of special education;
- Training, support, and mentoring for new directors of special education; and
- An annual statewide conference for directors of special education to be held in conjunction with ISBE.

The awardee will be required to effectively promote all services and events that are offered. Monthly meetings with ISBE and, at a minimum, quarterly expenditure reports are required along with an annual program review to be submitted to ISBE.

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:

ISELA was established by the ISBE in 1988 for the sole purpose of meeting professional development needs of special education administrators. It has evolved to include support for special education and general education administrators in an effort to improve outcomes for all students. ISELA consists of a representative from ISBE and a representative (director of special education) from each of the eight Illinois Alliance of Administrators of Special Education [regions](#) across the state to identify the needs of special education administrators and coordinate trainings and professional development opportunities. Each activity is based upon training topics and strategies that can help special education and general administrators acquire and/or improve their leadership and instructional skills in the area of special education. The training consists of regional workshops, summer seminars, and statewide conferences for directors and administrators.

Program Objectives:

1. Collaborate with ISBE and consider professional development needs at both the state and regional levels that are identified through a variety of needs assessment activities. Additionally, ISBE staff will provide topics of possible interest for the statewide grant. Based on the defined needs, regional trainings for experienced directors of special education and Administrator Academies will be planned and scheduled for professional development opportunities throughout the state.
2. Grant funds will be used to improve supports and services for students with disabilities in all environments by ensuring the highest quality of professional development for both special education and general education administrators. Training activities will be developed to strengthen competencies for both general and special education administrators and will focus on current issues, best practices, trends, and research. The grantee will provide fiscal oversight support, registration, contractual coordination, facilitation, and assist with the development and coordination of professional development, as needed.

Policy Requirements:

There are no policy requirements associated with the NOFO/RFP.

Performance Measures:

- Deliver a minimum of 10 professional development activities for experienced directors of special education and general education administrators. Regional Offices of Education (ROEs) will give credit for continuing education.
- Deliver a minimum of three Administrator Academies that focus on special education for new directors of special education in collaboration with ISBE.
- Expand a mentoring program framework with a minimum of three new resources for new administrators of special education.
- Conduct an annual two-day conference for the directors of special education in Illinois in conjunction with ISBE.

Targets:

- This discretionary project will provide professional development to 150 special education and general education administrators through statewide professional development and regional Administrator Academies per fiscal year.
- The discretionary project will support 25 new special education administrators through one mentor training program per fiscal year.

Performance Standards:

- The discretionary project will collaborate with ISBE to identify a minimum of five professional development needs at both the state and regional levels through a variety of needs assessment activities. The vendor will conduct an annual special education directors conference in conjunction with ISBE and coordinate regional workshops and Administrator Academies for new directors of special education to be scheduled statewide through the grant period.
- The discretionary project will provide a minimum of five regional professional development activities to 150 special education and general education administrators through statewide professional development and a minimum of one regional training for directors of special education per fiscal year.
- The discretionary project will support 15 new special education administrators through one mentor training program per fiscal year by providing a minimum of three new special education resources that will be identified via collaboration with ISBE.

Deliverables and Milestones:

1. Maintain effective monthly communication with ISBE grant administrator. ISELA will provide ISBE with a report and updated budget during the monthly ISELA committee meetings. The grantee will provide information in each report to include professional development attendance for each event, budget details, and other evaluation data from each activity (demographic data of participants, participants' satisfaction with program offerings, delivery, content and the extent to which the program offerings and content are useful to the participants along with identifying future workshop/training areas of interest).
2. Conduct monthly meetings to ensure grant activities, which will be identified through a variety of needs assessments, are implemented with fidelity. ISELA will access grant funds to schedule and provide training topics, locations, and professional facilitators.
3. Plan and implement regional workshops and Administrator Academies to be scheduled statewide through the grant period in coordination with each professional facilitator's availability.
4. Facilitate the implementation of a minimum of three Administrator Academies in collaboration with ISBE. These will focus on special education and be delivered in the six state regions for effective professional development to support 150 administrators statewide.
5. Enhance the mentoring program network for 15 new administrators by providing a minimum of three new special education resources and mentoring support as needed throughout the fiscal year in collaboration with ISBE.
6. Coordinate the delivery of statewide support and a minimum of 10 regional professional development activities for 150 special education and general education administrators.
7. The grantee will develop and coordinate a two-day statewide conference for directors of special education in conjunction with ISBE. Grantee will submit conference advertisements, brochures, enrollment procedures, video recordings of sessions, post-conference evaluation forms, and a report of post-conference evaluation data.

Funding Information

Introduction:

One grant will be awarded in FY 2026 in an amount not to exceed \$186,000 with the possibility of two additional continuation years through FY 2028. 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:

- 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.

This award is subject to the federal Uniform Guidance at 2 CFR 200, which further explains allowable and unallowable expenditures. Awardees will need to have processes and procedures in place to carry out the fiscal administration of this grant in accordance with the Uniform Guidance requirements. The capacity portion of the evaluation criteria will score applicants' answers to the following:

1. Describe the overall processes and controls over accounting for receipts/revenues, expenditures, and maintaining supporting documentation for such transactions. Please be as specific as possible and include who has responsibility/oversight for such actions.
2. Describe any funding sources the entity has other than this grant for which they are applying.
3. If the entity receives more than one grant, describe how it plans to allocate shared, general costs among those grants.

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.

Local Education Agencies

- 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, non-university subgrantees utilize rates negotiated through the Governor's Office of Management and Budget centralized process wherein which they will have the option to:
 - o Select the 8% de minimis rate.
 - o Submit documentation supporting a rate determined via negotiation with their federal cognizant agency.
 - o 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 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 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 \$186,000.

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 accountability and communication requirements include the following:

- ISELA will provide ISBE with a report and updated budget during the monthly ISELA committee meetings. The grantee will provide information in each report to include professional development attendance for each event, budget details, and other evaluation data from each activity.
- The results of the ISELA needs assessment for professional development are shared with ISBE by October 1 of the grant year.
- The Annual Statewide Directors Conference advertisements, brochures, enrollment procedures, video recordings of sessions, post-conference evaluation forms and a report of post-conference evaluation form will be submitted by ISELA.

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 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 RCDDT code must call or email the agency contact to obtain an RCDDT code **before** submitting an application.

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

All activities are meant to support the training needs of special education administrators, coordinate the delivery of professional development activities, and develop resources to support the continuous improvement of special education services statewide.

Answer the following:

Expertise and Experience

- Describe the applicant's expertise and experience in identifying training needs of special education administrators.
- Describe the applicant and staff members' expertise and experience in designing and conducting training activities statewide to support special education administrators.
- 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 special education administrators.
- Describe the applicant's expertise and experience in producing, creating awareness around, and disseminating resources to support the improvement of special education services statewide.
- Indicate the number of staff to be employed; include their responsibilities and qualifications relative to the design and presentation of professional development/training opportunities.

Program Implementation

- Provide a plan for determining the training needs of special educators statewide.
- Provide a plan for carrying out the training activities to meet the diverse needs of the special education administrators statewide.
- Include how the applicant will address future training needs that may arise.
- Include a detailed plan of the support to be provided for new special education administrators through Administrator Academies.
- Include a detailed plan of the mentoring efforts to be provided.
- Include how the applicant will ensure participants will utilize the knowledge and skills gained through the training.

Creating Program Awareness

- Describe the strategies to be utilized for creating awareness of the trainings that are offered.
- Describe the applicant's capacity to create and disseminate marketing materials via various methods.

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

The applicant should provide a plan to address all program objectives and activities that are found in the Program Background and Description and Program Objectives sections of this NOFO/RFP.

4. Proposal Evaluation Design (Attachment _4_) maximum 5 pages:

Follow the specifications below.

The Proposal Evaluation Design must examine all aspects of the program. Data collection must include, but not be limited to, the following program components:

- Participants' satisfaction with the program offerings, delivery, and content.
- The extent to which the program offerings and content are useful to the participants.
- Evidence that the trainings serve all counties of Illinois.
- Demographics of training and mentoring program participants (gender, race, years of experience, grade span covered).
- A comprehensive year-end performance and finance report will detail not only current year's information but also provide historical trend data on the grant's performance if grantee is funded for multiple years.
- The grantee will submit data to ISBE in accordance with reporting requirements listed previously.

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 participant. 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

6. Budget Summary Breakdown (or Narrative) (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. 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:

- 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 indicate its ability to satisfy the requirements of the grant program.
- Experience and Expertise – the applicant’s previous experience and expertise in completing the work required for this program.
- Program Implementation – the applicant’s plan for program implementation.
- Program Awareness – the applicant’s plan for creating program awareness.
- Program Evaluation – the applicant’s plan for program evaluation.

Tiebreaker

In the event of a tie, the applicant with the most years of providing professional development to special education administrators will be given priority.

Merit-Based Review

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

Evaluation Criteria

These overall criteria and sub-criteria are built into the rubric below. **The attachment number in the parentheses following the criteria lists where evaluators will look to determine if the criteria has been met.** The points for each section as well as the individual criterion also are included in the rubric.

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting Sherry Bochenek at sbochene@isbe.net

Selection Criteria and point values are as follows:

Not Provided	Very Limited	Somewhat Limited	Moderate	Strong	Very Strong
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: Experience and Expertise 35 Points	Possible Points
<p>The proposal clearly describes the applicant’s expertise and experience in identifying training needs of special education administrators.</p> <p>(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
<p>The proposal clearly describes the applicant and staff members’ expertise and experience in designing training activities statewide to support special education administrators.</p> <p>(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
<p>The proposal clearly describes the applicant and staff members’ expertise and experience in conducting training activities statewide to support special education administrators.</p> <p>(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
<p>The proposal clearly describes the applicant’s expertise and experience in collecting and analyzing post-training evaluation data.</p> <p>(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
<p>The proposal clearly describes the applicant’s expertise and experience in collecting and analyzing post-training evaluation data.</p> <p>(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
<p>The proposal clearly describes the applicant’s expertise and experience in producing, creating awareness around, and disseminating resources to support the improvement of special education services statewide.</p> <p>(Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
<p>The applicant indicates the number of staff to be employed and their responsibilities and qualifications relative to the design and presentation of professional development/training opportunities.</p> <p>(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
Section 2: Program Implementation 30Points	Possible Points
<p>The proposal includes a plan for determining the training needs of special educators statewide.</p> <p>(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
<p>The proposal includes a plan for carrying out the training activities to meet the diverse needs of the special education administrators statewide.</p> <p>(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)</p>	<p>5</p>
<p>The proposal includes how the applicant will address future training needs that may arise.</p>	<p>5</p>

(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)	
The plan includes details of the support to be provided for new special education administrators.	
(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
The proposal includes details of the mentoring efforts to be provided.	
(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
The proposal includes how the applicant will ensure participants will utilize the knowledge and skills gained through the training.	
(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
Section 3: Program Awareness 10 Points	Possible Points
The proposal includes the strategies to be utilized for creating awareness of the trainings that will be offered.	
(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
The proposal includes a description of the applicant's capacity to create and disseminate marketing materials via various methods.	
(Program Narrative, Attachment 2; Objectives and Activities, Attachment 3)	5
Section 4: Program Evaluation 25 Points	Possible Points
The evaluation design includes a method to collect participants' satisfaction with the program offerings, delivery, and content.	
(Proposal Evaluation Design, Attachment 4)	5
The evaluation design includes a method to collect data regarding the usefulness of the program offerings and content to the participants.	
(Proposal Evaluation Design, Attachment 4)	5
The evaluation design includes a method to collect data regarding the demographics of training and mentoring program participants, including county served, race, gender, grade span served, and years of experience.	
(Proposal Evaluation Design, Attachment 4)	5
The evaluation design includes the capacity to collect proposed content of the required quarterly expenditure, semiannual programmatic, and annual reports to ISBE.	
(Reporting Requirements on page 8 of this NOFO/RFP; Proposal Evaluation Design, Attachment 4)	5
The evaluation design includes the capacity to present proposed content of the required quarterly expenditure, semiannual programmatic, and annual reports to ISBE.	
	5

(Reporting Requirements on page 8 of this NOFO/RFP; Proposal Evaluation Design, Attachment 4)	
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