



GRANT INFORMATION GUIDE

Teacher Collaborative Grant

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21211

Deadline

March 15, 2023
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Table of Contents

Program Description.....	4
Name of Grant Program.....	4
Authorization.....	4
Purpose.....	4
Dissemination.....	4
Deadline.....	4
Grant period.....	4
Funding Amount Available.....	4
Estimated Number of Grants.....	5
Grant Amount.....	5
Submission Instructions.....	5
State Responsibilities.....	5
Program Contact.....	5
Eligibility.....	5
Use of Funds.....	5
Program Requirements.....	6
Professional Development program.....	7
21 st Century Practicum.....	7
Peer Assistance and Review program.....	8
Proposal for Funding.....	9
Proposal Cover Page (1 page).....	9
Table of Contents.....	9
Project Abstract (1 page).....	9

Project Narrative (30-page limit)9

 Extent of Need9

 Goals and Outcomes9

 Evidence of Impact12

 Management Plan and Key Personnel12

 Project Timeline.....12

 Alignment with State Priorities.....13

 Future and Sustainability Plans.....13

Budget and Budget Narrative (no page limit) 13

Appendix 14

The Review Process..... 15

 Review Committee..... 15

 Award Notification..... 15

Reporting Requirements 16

Non-Discrimination Statement..... 16

The General Education Provisions Act (GEPA), Section 427 17

Customer Service Support Sessions..... 17

Questions 17

Grant Timeline..... 18

Appendix..... 18

Program Description

The Teacher Collaborative Grant program was established to provide seed grant funds to Collaboratives to develop state-of-the-art professional education for prospective and current teachers that reflects international and national best practices that can subsequently be replicated in local education agencies and increase the quality and diversity of the teacher candidate pipeline.

A completed grant application must identify a signed partnership agreement among at least one local education agency (LEA), one educator preparation program (EPP), and one exclusive employee representative to form a teacher collaborative to design and implement **at least two** of the following:

- A 21st-century full-year practicum for teacher candidates; practicum placements must be organized in a career ladder as described in Education Articles [§6-1001](#) through [§6-1007](#);
- A Professional Development program that provides state-of-the-art training and education in key focus areas; and/or
- A Peer Assistance and Review program to support induction and mentoring programs for new and struggling teachers; schools implementing this program must be organized in a career ladder as described in Education Articles [§6-1001](#) through [§6-1007](#).

NAME OF GRANT PROGRAM

Teacher Collaborative Grant

AUTHORIZATION

Authorized through [Senate Bill 1030](#), funding continued through [House Bill 1300](#) Blueprint for Maryland's Future, [Education Article §6-123](#)

PURPOSE

The Teacher Collaborative Grant is designed to improve teacher education, prepare teachers for higher teacher standards, and integrate teacher induction, professional development, and advancement to meet the goals of the Blueprint for Maryland's Future.

DISSEMINATION

This Grant Information Guide (GIG) was released on January 17, 2022.

DEADLINE

Proposals are due no later than 5pm on March 17, 2023.

GRANT PERIOD

May 1, 2023, through April 30, 2026

FUNDING AMOUNT AVAILABLE

There is \$2,166,621 in funding available. Continuation of grant funding for year 2 and year 3 is dependent on funding availability.

ESTIMATED NUMBER OF GRANTS

The number of grants awarded will be based on the number of submissions and the availability of funds. All eligible applications will be considered for funding. The MSDE shall ensure, to the extent practicable, geographic diversity among the grantees.

GRANT AMOUNT

Grants are competitive with awards based on the thoroughness of the submission, the alignment with the statutory requirements, and the estimated need for funding. Collaboratives should carefully consider resources needed to successfully implement the proposed project and present realistic budgets and expectations that accurately project costs and outcomes. A sample budget is provided in the appendix.

SUBMISSION INSTRUCTIONS

The Teacher Collaborative Grant Application can be downloaded on the [Teacher Collaborative Grant website](#). A signed electronic copy in **PDF** format, must be submitted by email to kelly.meadows@maryland.gov.

STATE RESPONSIBILITIES

The MSDE is responsible for providing required documentation, and technical assistance to facilitate the grantee's performance of the work and will provide additional assistance when requested.

PROGRAM CONTACT

Kelly Meadows
Assistant State Superintendent
Division of Education Certification and Program Approval
410-767-0385
kelly.meadows@maryland.gov

Eligibility

An application shall identify a signed partnership agreement among at least one of each of the following:

- A Local Education Agency (LEA);
- An Educator Preparation Program (EPP); and
- An exclusive employee representative (an employee organization designated as the exclusive representative of all public-school employees in a county).

An LEA or EPP may submit an application to the MSDE to receive a grant to form a teacher collaborative.

The MSDE reserves the right to take into consideration geographic distribution when making awards.

Use of Funds

Funds may be used for:

- Compensation of employees for time devoted to grant activities;
- Cost of materials acquired, consumed, or expended in support of grant activities;
- Contracts specifically for the purpose of the grant;

- Travel expenses incurred specifically to carry out the grant; and
- Indirect costs.

Funds may not be used for:

- Supplanting existing services;
- Capital improvements; or
- Cost(s) incurred prior to the approval of the grant.

Program Requirements

Proposals for funding must contain the following to be considered for funding:

- State-of-the-art professional education for prospective and current teachers that reflects international and national best practices, and that can be replicated in LEAs across the State.
- Evidence that collaboration among partners is a common thread among all decisions, planning, and implementation efforts.
- Implementation of a career ladder in schools as it is described in Education Articles [§6-1001](#) through [§6-1007](#), which was established by the *Blueprint for Maryland's Future*, in which the practicum or peer assistance and review program is offered.
- An application shall identify a signed partnership agreement among at least one county board, one teacher preparation program, and one exclusive employee representative to form a teacher collaborative to design and implement **at least two** of the following:
 1. A Professional Development Program for existing teachers;
 2. A 21st-Century Practicum; and/or
 3. A Peer Assistance and Review Program to support induction and mentoring programs that use an effective teacher evaluation system.

The signed partnership agreement must be signed by all partners and meet the following provisions:

- A method for regularly communicating and collaborating including, if necessary, through memoranda of understanding on timeline, calendars, schedules, budget, payroll, billing procedures, etc.
- The Local Education Agency (LEA) and Educator Preparation Program (EPP) will align calendars to the greatest extent possible, to ensure that the 21st century practicum for teacher candidates is equivalent to a full school year (if applicable).
- The LEA and the EPP commit to working jointly to identify practicum placements as required in Education Article §6-120 and a mentor teacher for the candidate (if applicable).
- The LEA agrees to compensate mentor teachers.
- Prioritize the time for the steering committee members to convene.
- Develop a means of sharing data as it pertains to the successful implementation and evaluation of the Teacher Collaborative Grant program.

- The LEA commits to school stability and agrees to alert the Teacher Collaborative Grant Program Monitor of any change in school leadership and will consider any change in leadership as a continuation of grant activities.
- The LEA and the exclusive employee representative will collaborate on matters that pertain to the career ladder as it is described in Education Articles §6-1001 through §6-1007, which was established by the Blueprint for Maryland's Future.
- The exclusive employee representative commits to providing input on the design and implementation of the career ladder in the partner school.

PROFESSIONAL DEVELOPMENT PROGRAM

Professional Development (PD) designed under the program shall provide training and education for existing teachers in one or more of the following focus areas:

- Culturally responsive pedagogy, content knowledge, and best practices in teaching diverse students and communication with diverse student families, including individuals of all races, religions, sexual orientations, and gender identities;
- Evaluation and effective use of research, formative and summative data, and high-quality instructional materials, including digital resources and technology, to improve student performance, including but not limited to researched-based literacy instruction aligned to the science of reading, and research-based strategies for English Learners;
- Effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches to meet student needs;
- Conducting assessments of typical learning challenges for a student and methods to help the student overcome those challenges, including effective tools and strategies to meet the needs of students with disabilities and implement individualized education programs and 504 plans; and
- Recognition of student mental health disorders.

Note: Preference will be given to programs that provide professional development in multiple areas.

21ST CENTURY PRACTICUM

A 21st-century practicum for candidates to gain experience in the classroom designed under this program must include the following requirements:

- A detailed description of the proposed 21st-century practicum design for teacher candidates.
- Prospective teachers will complete a full school year of practical teaching experience at a partner school(s) before completing a teacher preparation program that:
 - Shall be completed within the existing degree requirements to graduate from the teacher preparation program, if possible; and
 - May be completed at any time during the teacher preparation program as determined by the Collaborative.
- An LEA and an EPP will jointly identify a placement at a partner school(s) for a teacher candidate, and a mentor teacher on the career ladder who will supervise and coach the teacher candidate, and who will be compensated.

Partner schools offering the practicum must:

- Consist of diverse student bodies that reflect the diversity of public schools in the State or the geographic area where the school is located.
- Be organized in the career ladder as it is described in Education Articles [§6-1001](#) through [§6-1007](#), which was established by the Blueprint for Maryland's Future, or a plan to adopt such a career ladder by year two of the program, including:
 - Members of the partner school faculty who are Professor Distinguished Teachers on the [Teacher Leadership Track](#) of the career ladder to hold appointments to teach as adjunct faculty at the teacher preparation program, or a plan to hold this position by year two of the program;
 - Members of the partner school faculty who are Lead or Distinguished Teachers on the [Teacher Leadership Track](#) of the career ladder to be responsible for designing the school's induction and mentoring program for new and struggling teachers; and
- Members of the partner school faculty and the teacher preparation program faculty to be fully trained to understand and implement international and national best practices for teacher preparation and professional development.

Note: Preference will be given to programs that strengthen the teacher pipeline by recruiting from within communities to bring diversity into schools.

PEER ASSISTANCE AND REVIEW PROGRAM

A peer assistance and review program under this program is designed to support induction and mentoring programs for new and struggling teachers, and effective evaluation systems. Peer assistance and review programs developed under the program must:

- Implement a career ladder in schools as it is described in Education Articles [§6-1001](#) through [§6-1007](#) where lead teachers or distinguished teachers on the ladder mentor new teachers and support existing teachers who are struggling or low performing; and
- Implement an effective teacher evaluation system to provide rigorous, reliable, and relevant feedback for educators, consistent with [Education Article §6-1010](#) and [COMAR 13A.07.04 Evaluation of Professional Certificated Personnel](#).

A teacher evaluation system developed under the program shall:

- Define the knowledge and skills expected of a teacher;
- Utilize documented performance measures to provide personalized feedback that is aligned with the teacher's strengths, needs, and professional learning context; and
- Use a peer observation-based process to evaluate a teacher that:
 - Can be linked to student learning outcomes;
 - Requires the competency of the evaluator to be assessed;
 - Requires stakeholders, teachers and teacher candidates, and evaluators to be fully trained to understand the evaluation process; and
 - Includes post-observation conferences between the teacher and evaluator to encourage reflection of the teacher's teaching practice

Proposal for Funding

PROPOSAL COVER PAGE (1 PAGE)

Proposals must have the Proposal Cover Page provided in the application for participation that includes a project statement. The Proposal Cover Page should be printed and signed by the Superintendent or Head of Agency for each partner.

The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do, and how it will be accomplished). Do not exceed the 100-word limit.

TABLE OF CONTENTS

The Table of Contents is an important aid for the reader. The table of contents should be formatted to the page numbers and sections of the application for participation.

PROJECT ABSTRACT (1 PAGE)

In the Project Abstract, introduce the project to the reader. It should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The project abstract should cover the core aspects of the proposed project, such as the populations services, brief description of the goals, strategies to meet them, and the roles of the partners.

PROJECT NARRATIVE (30-PAGE LIMIT)

Extent of Need

A compelling proposal will have a clearly defined problem supported by a needs assessment. Based on your collaborative partnership, please address the following in your statement of need:

- Clearly state the main problem in the first paragraph and who is affected by the problem. Discuss the consequences of not dealing with the problem.
- Cite research supporting the need for the project.
- State what data were collected to confirm the existence of the problem, the sources of the data, and methods used to collect them. Data must include quantitative and qualitative data.
- Use local data to document the problem in the local area. Include relevant demographics and other statistics about each population to be served. Include all relevant data from the Maryland Report Card (including comparison data for benchmarking).
- Document current or past efforts to address the problem and explain why those efforts failed or are inadequate to address the total need.

Goals, Outcomes, and Milestones

Articulate clear goals and the related near-, mid-, and long-term outcomes that will drive achievement of those grant program goals. Goals should be specific and tied directly to a required Teacher Collaborative program (i.e., 21st Century Practicum, Peer Assistance and Review Program, Professional Development Program). Goals should also align to needs identified in the application's needs assessment.

For example:

- The needs assessment notes that current higher education academic calendars do not align with those implemented in the P-12 schools where teacher candidates complete their full-year practicum experience.
- The applicant could suggest that a project goal is to ensure higher education academic calendars do not restrict the types of potential placements that would allow a candidate to experience the beginning and ending of a school year;
 - The applicant could describe near-term goals related to identifying a subcommittee of collaborative partners to develop flexible options for the educator preparation program to choose from when placing candidates in practicum placements that require the candidate to experience the beginning and/or end of the school year;
 - The application could articulate mid-term goals related to having, by a certain date, completed work by the subcommittee to identify a specific number of schedule options for practicum placements that include the beginning and ending of the school year, as well as communications and guidance for educator preparation programs to implement the new schedule options;
 - The applicant could suggest long-term goals associated with the adoption and implementation of those scheduling options.

Another example:

- The needs assessment notes that the number of National Board-Certified Teachers (NBCT) required to implement a career ladder is significantly greater than the number currently employed in a Partner School.
- The applicant could suggest that a project goal is to increase the number of NBCTs in the Partner School to meet the minimum number required to implement a career ladder;
 - The applicant could describe near-term goals related to the recruitment of National Board Certification (NBC) candidates to complete an NBC candidacy;
 - The application could articulate mid-term goals related to providing NBC candidates the support required to successfully complete the assessments and portfolios required during the candidacy process;
 - The applicant could suggest long-term goals associated with expanding the recruitment and support initiatives to multiple schools within the Local Education Agency.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and outcomes are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

Because milestones are intended to indicate progress towards an outcome, each milestone must be related to a stated outcome. Keep in mind that milestones are indicators of progress and may not use the same

measurement tool as the objective to which they are related. A project may take months before there is a significant impact, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly.

Measuring Success

Describe what success for this project would be like and what criteria will be used to determine success. Applicants should identify clear, data-driven metrics and provide baseline data and realistic expected success targets anchored in and tied to the evidence of impact. For example, if cited evidence suggests a likelihood of achieving a given result (increasing the number of National Board-Certified Teachers) for certain activities and resources, the success criteria should use similar expectations. Applicants should identify processes for ensuring collaborative partners stay on track with stated goals, outcomes, and success criteria.

Plan of Operation

In the Plan of Operation, design the program and discuss the strategies and activities to be used to accomplish the outcomes.

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish outcomes. Begin this section with a justification as to why the strategies were chosen and how they will help to achieve the outcomes. The justification should cite research to support the strategies. It is essential that the project includes strategies for each outcome, and outcomes for each strategy that are grounded in existing research.

Upon identifying the strategies, discuss how they will be adapted to fit the particular project. Who are the target clients, and how will they be affected by the project services? How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how these numbers were derived.

Activities

Activities are specific steps taken to accomplish the project objectives, and involve direct service to clients (e.g., teacher candidates, struggling and novice teachers, mentor teachers). Examples include specific professional development opportunities, peer review feedback, and mentoring sessions. They may take place on a single date (e.g., recruitment event) or over a period of time (e.g., National Board Certification candidacy).

Actions outlined in the management plan are not activities. While these actions are needed to facilitate direct service, they do not render direct service themselves. Examples include the purchasing of equipment, the hiring of staff, evaluation procedures, and steering committee meetings. Do not address the elements of the management plan in this section.

List the activities that the project will implement and relate each activity to a strategy. Activities should be grouped with respective strategies. Discuss how the activities relate to the respective strategies. Finally, identify which clients and how many will be serviced by each activity.

Evidence of Impact

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the collaborative’s own experience in terms of effective practices leading to the desired outcomes. Strategies should be aligned to the proposed activities and grounded in clearly cited high-quality research based on existing literature and evidence.

Management Plan and Key Personnel

Submit a detailed and time-specific management plan with pre-assigned responsibilities. In this section, present a clear discussion of partners, respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented. A signed partnership agreement must be included that outlines the roles, responsibilities, and contributions of each partner.

The project should have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project. (e.g., representatives from project partners, parents, principals, Board of Education). Steering committees that are too large are often non-productive. Project directors act as advisors to the committee. The duties, members and meeting dates of the committee should be identified in this section of the project proposal.

List the staff or personnel involved in the project’s implementation. What are their individual qualifications? Append résumés of key personnel. How much of the Project Director’s time is devoted to this project? Are there sufficient staff hours devoted to the project to ensure proper implementation? What plans are in place to ensure the project will continue if there are problems with staff turnover?

Applicants will be asked to complete the following management plan chart as part of the proposal.

Management Plan

Name	Title, Partner Organization	Responsibilities	Time devoted

Project Timeline

The Project timeline is a Gantt chart with columns representing the months of the funding cycle. A Project Timeline should be created for each year of the project. It should contain three sections: management, implementation, and evaluation. See sample below:

Year 1 (May 1, 2023 – April 30, 2024)

Management Activity	1	2	3	4	5	6	7	8	9	10	11	12
Hire project manager												

Hire Lead Teachers to facilitate PD		■										
Convene Steering Committee	■			■			■			■		
Implementation Activity	1	2	3	4	5	6	7	8	9	10	11	12
Hold PD session 1				■								
Hold debriefing session with participants					■							
Evaluation Activity	1	2	3	4	5	6	7	8	9	10	11	12
Collect exit surveys from participants					■							

Alignment with State Priorities

If a project is to be successful, it must be aligned with the goals, efforts and plans of Federal, State, and local governments. This section illustrates how the project is part of overall LEA and state priorities. This section should address the following questions:

- How does this project help meet the goals and objectives of the [Blueprint for Maryland’s Future](#)?
- How does this project fit into the local education agency’s (LEA’s) master plan?
- How does this project help meet State educational standards (e.g., MD College and Career Readiness Standards)?
- Does this project coordinate efforts with other projects currently underway?

Future and Sustainability Plans

The activities proposed in your plan represent a long-term investment in the teaching profession. Describe the Collaborative’s plans for continuing the project beyond the funding cycle. How will the project’s partnerships be sustained when the grant period has ended? How will teachers and teacher candidates continue to be supported, without relying on grant funding?

BUDGET AND BUDGET NARRATIVE (NO PAGE LIMIT)

The project’s budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

Group line items according to the following categories: Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (indirect costs). Total each category.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, “meeting expenses” can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item if applicable. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. Show how the expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective. See a sample budget below:

1. Salaries & wages (list separately for each position)

Line item	Calculation	Requested	In-Kind	Total
Project Manager, LEA staff member	\$50/hr. x 40 hrs. per week x 52 weeks	\$83,200	\$20,800	\$104,000
Total for salaries & wages:		\$83,200	\$20,800	\$104,000

2. Contracted Services

Line item	Calculation	Requested	In-Kind	Total
4 LEA Distinguished Teachers to co-develop PD session 1	\$1,500 stipends x 4 Distinguished Teachers	\$6,000	0	\$6,000
4 IHE Faculty members to co-develop PD session 1	\$1,500 stipends x 4 faculty members	\$6,000	0	\$6,000
2 LEA Distinguished Teachers to co-facilitate PD session 1	\$1,000 stipends x 2 Distinguished Teachers	\$2,000	0	\$2,000
20 LEA teacher participants to attend PD session 1	\$125/session x 20 participants	\$2,500	0	\$2,500
20 teacher candidate stipends during 21 st century practicum	\$10,000 per full year practicum x 20 candidates	\$150,000	\$50,000	\$200,000
Total for contracted services:		\$166,500	\$50,000	\$216,500

APPENDIX

The following appendices must be included but do not apply to the page limit of the Project Narrative. Include other appendices as deemed necessary.

- Works Cited: Use a standard format such as MLA or Chicago Manual of Style
- Resumes of Key Personnel: A one-page resume for each person playing a key role in the project, only information relevant to the project should be included
- Job descriptions for any new positions that are created for this project
- Evidence of LEA teacher status on the career ladder
- [A signed C-1-25 MSDE budget form](#)
- A signed partnership agreement that meets the provisions of this program, and signed by all partners

- A [signed recipient assurances page](#)

The Review Process

The review of proposals will be a four-part process:

1. Written applications will be pre-screened by the Program Monitor for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed.
2. A review committee established by the MSDE will evaluate applications using the scoring rubric. Please review the [scoring rubric](#) in advance.
3. The MSDE may schedule an oral program presentation as determined by the review committee.
4. Final approval for awards will be determined by the review committee. All revised proposals and budgets must be resolved by conclusion of the first quarter or risk forfeiture of award.

Note:

The MSDE reserves the right to take into consideration geographic distribution when making awards.

Proposals must demonstrate a minimum of Level 2 for each of the following areas to be considered for funding:

- Extent of Need
- Goals, Outcomes and Milestones
- Plan of Operation
- Evidence of Impact
- Management Plan/Key Personnel
- Future Plans and Sustainability
- Budget and Budget Narrative

Proposals that demonstrate a Level 3 for the areas above will be prioritized for funding.

REVIEW COMMITTEE

The committee will be composed of representatives from the MSDE and the Maryland Higher Education Commission. Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric.

AWARD NOTIFICATION

Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting requirements for each year
Ongoing	Fiscal and program monitoring; all invoices must be accompanied with supporting documentation to substantiate expenses
August 31	Progress report due (the C-125-C form can be found on the MSDE grants webpage)
Fall	Site visits conducted
June 1	Annual progress report due (the annual progress report due can be found on the MSDE grants webpage) Final financial expenditure report due (the C-125-D form can be found on the MSDE Grants Budget webpage)

Notes:

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Programs must also submit and receive approval for amendment requests before implementing programmatic and budgetary adjustments.

Final invoices must be submitted no later than 60 days after the grant period ends.

In addition to the above reporting requirements, the MSDE will conduct an evaluation at least once during each grant period to determine whether to recommend that one or multiple programs should be replicated throughout the State. The MSDE will provide the template for the summative evaluation at a later date.

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations
Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595 410-767-0123 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

Customer Service Support Sessions

The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the program, the requirements, and the scoring rubric. To attend a virtual session, send an email to kelly.meadows@maryland.gov:

- January 30, 2023, from 4pm-5pm
- February 8, 2023, from 10am-11am
- March 3, 2023, from 12pm – 1pm

Additionally, the MSDE will have open office hours for interested applicants who would prefer a 1:1 discussion during the following times;

- January 17, 2023, from 9am-11am
- February 10, 2023, from 4pm-6pm

Interested parties should call 410-767-0386 for assistance.

Questions

If you have questions about the application or the process, please contact the Program Monitor:

Kelly Meadows
Assistant State Superintendent
Division of Education Certification and Program Approval
410-767-0385 or kelly.meadows@maryland.gov

A list of Frequently Asked Questions (FAQ) and answers will be posted to the [Teacher Collaborative Grant website](#) following customer service support sessions.

Grant Timeline

This funding opportunity, including all attachments and updates, are found on the [website](#).

Date	Program Milestone
January 17, 2023	The grant application period opens
January 30, 2023, from 4pm-5pm February 8, 2023, from 10am-11am March 3, 2023, from 12pm-1pm	The MSDE will hold a virtual customer service support session for interested applicants
January 17, 2023, from 9am-11am February 10, 2023, from 4pm-6pm	The MSDE program monitor will be available for questions during open office hours
March 15, 2023	The grant application period closes
March 16, 2023	The MSDE begins reviewing applications for completeness and minimum requirements
March 2023	The MSDE Review Committee will convene and evaluate complete proposals
April 15, 2023	The MSDE will notify applicants of the award status
May 1, 2023	The grant period begins
April 30, 2026	The grant period ends

Appendix

[APPLICATION FOR PARTICIPATION](#)

[SCORING RUBRIC](#)