



GRANT INFORMATION GUIDE

Maryland Tutoring Corps: Scaling High-Quality, School Day Tutoring Statewide

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

December 22, 2023
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Interim State Superintendent of Schools

Deann Collins, Ed.D.

Deputy Superintendent of Teaching and Learning

Wes Moore

Governor

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Letter from the Governor and Secretary Monteiro

Dear Maryland Educators, Leaders, and Community Members

We stand at a pivotal moment in Maryland's education system, where our commitment to the success of our students requires us to take bold and transformative action to ensure that we leave no one behind. Today, we join the Maryland State Department of Education to announce our unwavering support for the Maryland Tutoring Corps program, an initiative that not only aligns with our shared vision of academic excellence and student success, but also leverages the transformative power of service and civic innovation.

The Maryland Tutoring Corps program grant program is a highly competitive grant opportunity for local education agencies who partner with institutions of higher education, non-profit partners, or local governments to build the systems necessary to establish a permanent statewide tutoring corps to work directly with students who are not proficient in math. The program is not just an investment in our students' education—it is an investment in their futures, their dreams, and their potential.

As the second state in the nation to join the National Partnership for Student Success, Maryland is leading the way in answering President Biden's call to address the profound impact that the COVID-19 pandemic has had on our children's education. Through the Maryland Tutoring Corps program, our commitment to evidence-based, people-powered, and community-connected support will uplift our students. Funded through the American Rescue Plan, we are scaling high-quality school day tutoring for secondary math that will create a lasting impact on the educational landscape of our state.

By combining our commitment to service and civic innovation with the National Partnership for Student Success, we are paving the way for transformative educational experiences for all Maryland students. But the program's success will rely on the collective efforts of all stakeholders: we call upon you—our exceptional educators, leaders, and community members—to join us in this critical mission.

Together, we will craft innovative solutions to close the achievement gap for our students. We urge you to be champions of change through supporting the development and implementation of sustainable infrastructure to launch and scale high-quality, school day tutoring. We look forward to working hand in hand with each of you as we embark on this remarkable journey.

Thank you for your support.

Best,



Wes Moore Governor



Paul Monteiro
Maryland Department of Service and Civic Innovation Secretary

Program Description

The Maryland Tutoring Corps grant program is a highly competitive Maryland State Department of Education (MSDE) grant opportunity that will leverage remaining one-time American Rescue Plan Elementary and Secondary School Relief Funds (ESSER III) to make a substantial investment in launching and scaling high-quality, school day tutoring for secondary math that will mitigate long-term learning loss resulting from the COVID-19 pandemic. MSDE will award up to \$10,000,000 in grants to local education agencies (LEAs) or a group of LEAs who partner with institutions of higher education (IHEs), non-profit partners, or county/city governments to build the systems necessary to establish a permanent statewide tutoring corps inclusive of recruitment, training, and subsequent deployment of tutors to work directly with students who are not proficient in math.

To that end, grants will be awarded for work that prioritizes secondary students not proficient in math, particularly middle school students in grades 6-8, Algebra students of any grade level, and historically underserved students such as African American students, economically disadvantaged students, English learners, and students with special needs.

Applicants must address and provide a description of how planned activities align with the goals of the Maryland Tutoring Corps program and the expected impact of the work on math proficiency for secondary students. To do so, applicants should include detailed baseline data and clear and feasible but ambitious success criteria associated with program goals that demonstrate tangible progress towards increasing math proficiency and narrowing and closing the achievement and opportunity gaps for students in math.

Applicants must also ensure all goals and measurable success criteria are disaggregated by all student subgroups, particularly historically underserved groups to ensure that proposed plans address existing and persistent disparities in math proficiency.

Additionally, applicants are required to make a commitment to aid in the establishment and maintenance of a sustainable infrastructure for the initiation and expansion of high-quality, in-school tutoring programs during regular school days, as well as potential extensions into summer tutoring programs and extended-day tutoring services.

This commitment includes the development or adjustment of LEA policies, procedures, and methodologies to facilitate and sustain a tutoring corps that directly serves students. MSDE will partner with national leaders to provide selected applicants with technical assistance in program implementation.

AUTHORIZATION

[American Rescue Plan \(ARP\) Act of 2021](#)

GRANT OVERVIEW

Name of Grant Program

Maryland Tutoring Corps: Scaling High-Quality, School Day Tutoring Statewide

Purpose

The Maryland Tutoring Corps grant program, driven by the Maryland State Department of Education (MSDE), aims to address pandemic-induced learning loss in math proficiency among secondary students by leveraging the one-time ESSER III Funds. This grant program provides the resources to seed permanent strategic partnerships with local education agencies (LEAs), groups of LEAs, institutions of higher education (IHEs), non-profit organizations, and/or county/city governments. The primary focus of this initiative is to facilitate the creation and implementation of high-quality, school day tutoring programs, with a specific emphasis on students who have not yet demonstrated proficiency in math. This initiative aims to focus on historically underserved student populations and has the potential to extend successful school day tutoring programs into summer tutoring and extended-day tutoring infrastructure. This ambitious program commits to closing and narrowing the math achievement and opportunity gaps, improving middle school math and Algebra proficiency, and ensuring sustainable, inclusive educational practices through robust tutor recruitment, training, and deployment.

Dissemination

This updated Grant Information Guide was released on November 14, 2023.

Deadline

Applications are due no later than 5:00 p.m. EDT on December 22, 2023.

Grant Period

September 1, 2023 – September 30, 2024

Total Funding Available

Up to \$31,920,083

Estimated Number of Grants

Approximately 3 to 10

Submission Instructions

Applicants must submit the Maryland Tutoring Corps grant application and all required attachments by December 22, 2023, via email to MDtutors.msde@maryland.gov. All deliverables must meet current Web Content Accessibility Guidelines (WCAG 2.1 Level AA) and accessibility standards as outlined in Senate Bill 617.

State Responsibilities

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

Program Contact

Robert Richardson

Coordinator of Mathematics

Office of Teaching and Learning

(410) 767- 0509

robert.richardson@maryland.gov

Eligibility

Eligibility for the grant program is extended to all 24 primary LEAs in Maryland, including those that submitted applications during the initial application window, regardless of whether they were awarded a grant. MSDE reserves the right to take into consideration several goals when making awards: achieving a distribution of services and support that aligns with differences in geographic need; increasing the participation of underrepresented demographic subgroups; and broadening award recipients to applicants who have not previously been eligible for or successful in applying to a State grant program.

Use of Funds

Funds may be used for (not an exhaustive list):

- Salaries and wages, including staff stipends
- Instructional materials
- Collateral, engagement, informational, and marketing tools
- Translation services
- Consulting and technical assistance
- Supplies and materials
- Tutors' transportation

Funds may not be used for (not an exhaustive list):

- Capital expenditures
- Cost(s) incurred prior to the approval of the grant

Getting Started

LEARN

- Read this document in its entirety as it provides a comprehensive overview of the program expectations, application process, and grant program timeline. Continue to monitor the MSDE Office of Grants Administration and Compliance webpage for more information and updates.
- Explore the links to additional resources and readings identified as “Inspiration from the Field.”
- Learn more by attending live information sessions which will be recorded and posted online for asynchronous viewing.

CONSIDER

- Assess the capacity of the LEA to submit a strong application containing innovative ideas rooted in relevant supporting data and evidence that suggest a high likelihood of proposed program success.
- Consider how the proposed activities align to Blueprint Implementation Plans, existing federal program activities (e.g., IDEA, Title I, etc.), and LEA needs.
- Plan to use this opportunity to innovate and inspire while also planning for sustainability.

COLLABORATE

- Identify the primary point of contact and key collaborators responsible for the application submission.
- Establish connections with IHEs to secure a primary school day tutoring corps partner and potential partner for possible summer and extended-day tutoring programs.
- Build in opportunities to gather input from subject matter experts, relevant LEA programs offices, and other stakeholders.
- Utilize the information sessions and office hours hosted by MSDE to pressure test ideas, gain new insights, and refine applications.

APPLY

- Attend one General Information Session. (Required)
- Submit the online grant application, by the application deadline, with all required appendices. (Required)

High-Leverage Strategy

DEVELOPING INFRASTRUCTURE AND ESTABLISHING A PERMANENT TUTORING CORPS TO SUPPORT THE IMPLEMENTATION OF HIGH-QUALITY SCHOOL DAY TUTORING

Math scores across the nation have decreased significantly since the onset of the pandemic as evidenced by the 2022 administration of the National Assessment of Educational Progress (NAEP) and have not been this low since 1990.¹ The same trend holds true for students in Maryland where students continue to fall behind in mathematics – a trend exacerbated by the pandemic but one that existed prior. A growing body of research supports that high-quality, school day tutoring is one of the most effective educational practices that can enhance student learning, particularly in mathematics for older students.² Research shows that tutoring provides personalized support for students that results in both accelerated achievement – anywhere from a few months to more than a year – and increased positive relationships with school.

A study by the National Bureau of Economic Research found that an initiative in Chicago Public Schools produced enormous math gains for students attending regular math tutoring.³ The program model included a 2:1 student-to-tutor ratio with tutoring sessions scheduled at least three times per week for thirty minutes or more. Tutors were recent college graduates working with high school math students. The study revealed that students who participated in the program doubled their math growth in one year while those who continued the program grew even more the following year.

Tutoring as an academic intervention is not new, but it can be costly – and implementation fidelity varies. As a result, in the past, access to tutoring has often been limited to families who could afford it, a circumstance that has left historically underrepresented students without access and falling behind academically, further exacerbating inequities in the education system. Recent research demonstrates that with the right systems and structures in place, high-quality, school day tutoring can be scaled and accessible to all students.

The Maryland Tutoring Corps grant program serves as a catalyst for local education agencies (LEAs), in partnership with institutions of higher education, non-profit organizations, and/or county/city governments, to build a permanent infrastructure to support and scale high-quality, school day tutoring for secondary students in mathematics (middle school and students participating in Algebra I) not proficient in mathematics, an investment that will significantly reduce the existing inequities in the education system, mitigate learning loss caused by the pandemic, and narrow and close achievement gaps for students.

¹ NAEP Report Card: NAEP Mathematics Assessment, <https://www.nationsreportcard.gov/highlights/mathematics/2022/>

² *Accelerating Student Learning with High-Dosage Tutoring*, EdResearch for Recovery, https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf (February 2021).

³ Study: *Chicago Tutoring Program Delivered Huge Math Gains; Personalization May Be the Key*, The 74, <https://www.the74million.org/study-chicago-tutoring-program-delivered-huge-math-gains-personalization-may-be-the-key/> (March 8, 2021).

CALL TO ACTION

The Maryland State Department of Education seeks LEAs or groups of LEAs to partner with institutions of higher education (IHE), non-profit organizations, and/or county/city governments for program implementation. An IHE must be a party to the application as a partner. Applicants must describe how their proposed grant program plans will specifically and intentionally build permanent infrastructure and a tutoring corps to provide high-quality, school day tutoring to secondary students who are not proficient in math. MSDE will only consider applications that propose starting direct tutoring prior to the start of the 2024 - 2025 school year and will prioritize (and award additional points to) applications that propose beginning tutoring before Spring 2024 Maryland Comprehensive Assessment Program administration. To be eligible, applicants (including IHEs) must agree to participate in technical assistance, including train-the-trainer programming, offered by MSDE-identified technical assistance partners; and agree to participate in research on this grant program.

FOCUS AREAS

Grant applications must demonstrate a commitment to implementing all of the following focus areas.

- Conduct a needs assessment to identify secondary students who are not proficient in math, prioritizing middle school students in grades 6-8, Algebra students of any grade level, and historically underserved students such as African American students, economically disadvantaged students, English learners, and students with special needs.
- Create a staffing plan to recruit, hire, and retain tutors comprised of college students (in partnership with IHEs), retired educators, instructional assistants, high school graduates participating in Maryland Corps, including the Governor's Service-Year option, and community members. Additionally, LEAs must work with partner(s) to determine the model that best fits the needs of the community (e.g., a regional tutoring office housed at an IHE may hire and supply tutors to multiple LEAs).
- Develop and implement a high-quality, school day tutoring program that:
 - Has a clearly defined (with clear reasoning for) the geographic or school-based assignments of tutors,
 - Occurs during the school day as a separate class (i.e., intervention block) or within the regular classroom with a tutor who is not the classroom teacher,
 - Provides a consistent tutor to work with a maximum of four students at a time,
 - Allows for a minimum of three sessions per week of 30 minutes or more per session, and
 - Takes place in-person and/or live via videoconferencing (with the same tutor and same group of students in the videoconferencing sessions).
- Incorporate and ensure school-level buy-in, including school-level scheduling commitments that allow for high-quality, school day tutoring and the identification of school-based site leads.
- Build a permanent infrastructure to support and sustain high-quality, school day tutoring beyond the grant period, including:
 - Establishing a team and/or office whose only responsibility is the administration, support, and sustainability of high-quality, school day tutoring (this office could reside within an institution of higher education, non-profit organization, or county/city government);

- Assessing and redesigning school schedules to ensure students have consistent opportunities for tutoring to occur within the school day;
- Demonstrating how the LEA will ensure connection between tutoring and the individual needs of students, including collaboration with instructional staff and alignment with curriculum;
- Providing tutors with initial training and ongoing support related to math content, instructional pedagogy, and mentorship of students;
- Developing and maintaining equitable policies, processes, and practices for progress monitoring and program evaluation to ensure effective and successful implementation that leads to the desired impact on student achievement; and
- Creating a long-term funding plan that leverages multiple revenue sources to sustain infrastructure and high-quality, school day tutoring beyond the life of the grant.

Inspiration from the Field

[A High School Tutoring Partnership for Math in Chicago Public Schools](#)

The 74

[CPS Tutoring Corps: Supporting Students in an Unprecedented Way](#)

Chicago Public Schools

[Accelerating Student Learning with High-Dosage Tutoring](#)

EdResearch for Recovery

Additional Readings

- [Proof Points: Taking Stock of Tutoring – The Hechinger Report](#)
- [High-Dosage Tutoring is Still Hard. Here’s What Schools Have Learned. – Chalkbeat](#)
- [Why Connecting Tutoring to Curriculum Could Make It More Effective – Education Week](#)
- [Learn More: Academic Tutoring – National Partnership for Student Success](#)
- [High-Impact Tutoring: District Playbook – National Student Support Accelerator](#)
- [The Impact of Summer Programs on Student Mathematics Achievement: A Meta-Analysis – Harvard School of Education.](#)
- [Why Should HEIs Consider High-Impact Tutoring Partnerships with K-12 Districts? – National Student Support Accelerator](#)
- [Tackling Math through Tutoring: Making Gains with the Help of UMBC Coaches – Baltimore City Public Schools](#)

APPLICANT FUND MATCHING

One of the key components of the Maryland Tutoring Corps grant program is its fund matching aspect. This is designed to stimulate a partnership commitment from applicants in a collective effort to bolster the resources available for enhancing math proficiency in our students.

1:1 MATCHING FUNDS

MSDE anticipates that each applicant will be able to provide at least a 1:1 match to provide evidence of sustainability. This implies that for every dollar that MSDE grants to an applicant, the applicant should also be able to match it with one dollar from other sources during Years 2 and 3.

SOURCES OF MATCHING FUNDS

Matching funds can originate from a variety of sources that are not strictly limited to LEA resources. For example, applicants are encouraged to seek funds from private philanthropy or other non-LEA sources, which might include local businesses, community organizations, or other non-governmental sources of funding. In addition, to provide evidence of sustainability, matching funds must be identified in Years 2 and 3 of program implementation. The match is not required in Year 1.

This flexibility in funding sources is designed to allow applicants to tap into a broad array of potential funding streams and foster widespread community involvement in this critical initiative. This collaborative financial commitment is key to the overall success of the program, as it expands the impact of the initial grant and facilitates a deeper engagement with the community.

FUNDING CAP

It is crucial to note that MSDE has committed up to \$10,000,000 to fund the Maryland Tutoring Corps program within individual LEAs. While this substantial investment signals MSDE's unwavering dedication to addressing learning loss due to the COVID-19 pandemic, MSDE intends for each dollar provided by MSDE to be matched with \$1 from the applicant. This would result in a total investment of up to \$20,000,000 – a testament to the collective commitment to the future success of Maryland's students.

The fund matching component of the Maryland Tutoring Corps program amplifies the impact of each grant and represents a shared investment in students' futures. MSDE encourages each applicant to seize this opportunity to magnify their contribution to improving math proficiency in Maryland's secondary students and to establish a permanent program to deliver high-quality, school day tutoring for Maryland students, particularly those who have been historically underserved.

Application Requirements

COVER PAGE

Applicants must provide contact information and the total amount of funding being requested. All applications must be signed by the head of the applying organization. The cover page must also list all partners, which should include at least one institution of higher education. The cover page must also include: applicant (including any participating IHEs listed in the application) attestation of agreement to participate in technical assistance, including train-the-trainer programming; and agreement to participate in evaluation research related to this grant program.

Complete applications, including all appendices, should be submitted by the deadline as a PDF document via email to MDTutors.msde@maryland.gov. MSDE will only consider applications that propose starting direct tutoring prior to the start of the 2024-2025 school year.

INFORMATION SESSION ATTENDANCE

Applicants are expected to attest to and provide the name and titles of all individuals associated with their organization who have attended (or watched the recorded) information sessions MSDE is hosting for the Maryland Tutoring Corps program.

PROJECT ABSTRACT (1 PAGE)

In the Project Abstract, introduce the project to the reader. The abstract 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 served, a brief description of the goals, the strategies to meet them, and the roles of the partners.

PROJECT NARRATIVE (10-PAGE LIMIT)

Describe the proposed activities and how they align to required focus areas. Applications must address all focus areas as described in this Grant Information Guide, including plans to ensure high-quality tutoring is offered during the school day; and the necessary infrastructure is in place to sustain the program (e.g., centrally-supported program leadership, a sustainable flow of tutors from participating IHEs, Maryland Corps-participating entities, including those participating in the Governor's Service-Year option).

- Extent of Need
- Goals and Measurable Outcomes
- Plan of Operation, Key Personnel, and Timeline
- Evaluation and Evidence of Impact
- Budget and Budget Narrative

EXTENT OF NEED

Discuss and provide specific details, timelines, and milestones for conducting a needs assessment to identify secondary students who are not proficient in math, prioritizing middle school students in grades 6-8, Algebra students of any grade level, and historically underserved students such as African American students, economically disadvantaged students, English learners, and students with special needs.

GOALS AND MEASURABLE OUTCOMES

Goals

All applicants must include goals related to the number of tutors that will be hired and the number of students that will be served. 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 tie directly to required Maryland Tutoring Corps program focus areas.

Example:

- XX% of the LEA's students in grades 6-8 are not proficient in math. To provide high-quality, school day tutoring to students, the LEA needs to hire Y tutors.
- The applicant could suggest that a project goal is to hire a cadre of tutors comprised of XX% college students, YY% retired educators, and ZZ% community members;
- The applicant could describe near-term goals related to developing a marketing and communications plan to recruit tutors;
- The applicant could articulate mid-term goals related to training and supporting tutors in math, pedagogy, and student mentoring;
- The applicant could suggest long-term goals associated with the results of tutoring for specific student(s) and/or student group(s).

Measuring Success

Since all applicants must include goals related to the number of tutors and students participating in high-quality, school day tutoring, applicants should be sure to identify and include the corresponding measure of success. Be sure to integrate sustainability into the measures of success.

Describe what success for this project would look like and what criteria will be used to determine success. LEA 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 already described above. For example, if cited evidence suggests a likelihood of achieving a given result (e.g., an increase in academic achievement in math) for certain activities and resources, the success criteria should use similar expectations.

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

The Plan of Operation includes the strategies and activities that will be implemented to achieve the project's goals, outcomes, and milestones. Create a plan of operation in chart form that addresses, at a minimum, the key components of the program's implementation or expansion. Include a timeline and the key personnel associated with each component of the plan of operation. For key personnel, include the roles, responsibilities, tasks, and deadlines of key contributors required for program success. Ensure that all administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured here. The plan must clearly define the roles, responsibilities, and tasks of key contributors to make sure the program is a success. Ensure that all administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured here. The personnel plan must also capture how the LEA will recruit and utilize school-based site leads to ensure program implementation fidelity at each participating school site. Here is a **sample table** for key personnel. Share the actual information in the application.

Name	Title, Organization	Responsibilities
Jessica Morris	Director, Mathematics PreK-12, City Public Schools	<ul style="list-style-type: none"> Selection of high-quality instructional materials to support tutoring. Coordinate with IHE partner to develop tutoring resources and professional learning opportunities.
LeeAnne Smith	Director, Community Outreach, Sherman University	<ul style="list-style-type: none"> Recruit University student tutors. Provide ongoing coaching/training to support University tutors. Serve as liaison between the University and District and ensure tutoring support initiatives are aligned with the District's high-impact tutoring model.

Timeline

Use the table below to outline proposed activities and the anticipated dates of implementation throughout the grant period. Here is a **sample table** for the timeline. Share the actual information in the application.

Proposed Activities and Milestones	Approximate Date of Implementation
Conduct a needs assessment to determine and prioritize the students who will participate in tutoring	January 2024
Develop a recruitment and hiring plan for tutors	February 2024

EVALUATION AND 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 any existing work in which the applicant is directly involved that exemplifies leveraging effective practices to achieve desired outcomes. Use this section to demonstrate any track record of success in implementing successful, high-quality programs with evidence of results.

Within this section, also include a plan for program/process evaluation. This should include a model for continuous improvement and include the metrics outlined in the Measuring Success section.

Historically Underserved Groups

Describe how the proposed activities will increase participation and have a positive impact on historically underserved groups.

Budget and Budget Narrative

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. Each line must be detailed and specific. General expenses should be broken down into specific line items. Be as detailed as possible. The budget should tie to and match the applicant's submitted C-1-25 budget form. MSDE anticipates that each applicant will be able to provide at least a 1-1 match. This implies that for every dollar that MSDE grants to an applicant, the applicant should also be able to match it with one dollar from their sources. As stated earlier, matching funds must be incorporated in Years 2 and 3 of program implementation and are not required in Year 1. MSDE will give award preference to applicants that demonstrate or pre-identify additional sources of revenue in their application for these matching funds and commit to using funds outside this award to ensure long-term sustainability. For LEAs, this could refer to braiding existing funds with this grant program. Matching amounts should be reflected as in-kind in proposed budgets and planned spending should include locally matched funds.

1. Salaries and Wages (list separately for each position)

Line item	Calculation	Requested	In-Kind (Year 2)	In-Kind (Year 3)	Total
LEA Tutoring Program Liaison	\$25,000/yr. x 3 years	\$25,000	\$50,000	0	\$75,000
University Student Math Tutor Stipend	\$20/hr. x 15 hrs. per week x 20 weeks x 3 years x 100 tutors	\$600,000	\$1,200,000	0	\$1,800,000
	Total for salaries and Wages:	\$625,000	\$1,250,000	0	\$1,875,000

2. Contracted Services

Line item	Calculation	Requested	In-Kind (Year 2)	In-Kind (Year 3)	Total
Tutor Background Checks	\$62 x 100 tutors	\$6,200	0	\$1,000	\$6,300
Curriculum training for tutors and IHE partners	\$8,000/session x 8 sessions	\$64,000	0	\$1,000	\$65,000
	Total for contracted services:	\$70,200	0	\$2,000	\$71,300

Appendices

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative:

Appendix A: [A signed C-1-25 MSDE Budget Form](#)

Appendix B: [A signed recipient assurances page](#)

Appendix C: Letters of support from partners (must include at least one from an institution of higher education)

The Review Process

The review of proposals will be done on a rolling basis beginning December 4, 2023 and will include the following steps:

- Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screening requirements will not be reviewed.
- A review committee established by MSDE will evaluate applications using the scoring rubric in this Grant Information Guide.
- Applicants may be scheduled for an oral program presentation as determined by the review committee.
- Final approval for awards will be determined by the review committee.
- MSDE will issue notice of award on a rolling basis upon final approval. Notices of non-award will also be issued.

Due to the anticipated volume of applicants, MSDE will not consider appeals for grant applicants. MSDE reserves the right to take into consideration several goals when making awards: achieving a distribution of services and support that aligns with differences in geographic need; increasing the participation of underrepresented demographic subgroups; and broadening award recipients to applicants who have not previously been eligible for or successful in applying to a State grant program.

Maryland Tutoring Corps Grant Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Extent of Need	<p>The applicant provides a comprehensive specification of infrastructure needs, coupled with a compelling rationale.</p> <p>The applicant communicates and demonstrates precise data-driven targeting for secondary math support, with a strong emphasis on grades 6-8, Algebra students, and historically underserved groups.</p>	<p>The applicant offers a detailed account of infrastructure requirements and the underlying rationale. Utilizes data-driven targeting for secondary math support, including a focus on grades 6-8, Algebra students, and underserved groups.</p>	<p>The application lacks specificity in describing infrastructure needs and the reasoning behind them. Data-driven targeting for secondary math support is either absent or not clearly defined.</p>
Goals and Measurable Outcomes	<p>The applicant identifies highly achievable goals for both the number of tutors and students served. The applicant clearly articulates specific near-, mid-, and long-term outcomes that are aligned with the program's strategy.</p> <p>The applicant communicates and demonstrates a direct correlation between goals, needs identified in the application, and data-driven metrics, setting success targets firmly rooted in evidence of impact.</p>	<p>The applicant identifies achievable goals related to the number of tutors and students served.</p> <p>The applicant defines specific near-, med-, and long-term outcomes that are aligned with the program's strategy.</p> <p>The applicant communicates goals that correlate with the needs identified in the application, and some data-driven metrics are used to set success targets.</p>	<p>The applicant provides vague or unclear goals for the number of tutors and students served.</p> <p>The application lacks clarity in defining specific near-, mid-, and long-term outcomes aligned with the program's strategy.</p> <p>The applicant's goals may not align with identified needs in the application.</p> <p>The use of data-driven metrics for setting success targets is missing or inadequately addressed.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Plan of Operation, Key Personnel, and Timeline</p>	<p>The applicant provides highly detailed information about the school day tutoring arrangement, whether it's in a separate class or within a regular classroom with a dedicated tutor. The applicant offers an exceptionally comprehensive and well-thought-out scheduling plan for integrating tutoring. The applicant articulates a clear, innovative, and dedicated team strategy with roles, responsibilities, and tasks meticulously defined to ensure program success.</p>	<p>The applicant details the school day tutoring arrangement, whether in a separate class or within a regular classroom with a dedicated tutor. The application includes a comprehensive scheduling plan for tutoring integration. The applicant presents a dedicated team strategy with roles, responsibilities, and tasks that contribute to program success, but some aspects may be less detailed.</p>	<p>The application lacks specific details regarding the school day tutoring arrangement. The applicant provides an incomplete or vague scheduling plan for tutoring integration. The applicant's dedicated team strategy is unclear, and roles, responsibilities, and tasks for program success are not well-defined or are missing.</p>
<p>Evaluation of Evidence of Impact</p>	<p>The applicant provides a highly detailed description of what success for the project entails, along with specific criteria to evaluate success. The applicant presents a clear and proactive strategy for active engagement in grant program research. The applicant communicates how the proposed plan and strategies are not only evidence-based, but also how they are directly linked to achieving the desired impact.</p>	<p>The applicant describes what success for the project looks like with specific criteria for evaluating success. The applicant includes a clear strategy for engagement in grant program research. The applicant indicates that the proposed plan and strategies are evidence-based and align with the desired impact.</p>	<p>The application lacks specificity in describing what success for the project entails or the criteria for evaluating it. The applicant's strategy for active engagement in grant program research is either missing or not clearly defined. The link, presented by the applicant, between the proposed plan/strategies and being evidence-based or leading to the desired impact is not evident or not well-explained.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Budget and Budget Narrative</p>	<p>The applicant’s budget and accompanying budget narrative are exceptionally clear, providing a detailed justification for each budget item.</p> <p>The applicant’s budget allocation shows a high degree of cost-effectiveness and rationality.</p> <p>The applicant integrates additional sources of funding in a strategic manner, ensuring long-term sustainability, and clearly articulates the commitment to using external funds.</p>	<p>The applicant’s budget and budget narrative are clear, offering reasonable justifications for the budget items.</p> <p>The applicant’s demonstrates cost-effectiveness in the budget allocation.</p> <p>The applicant identifies additional sources of revenue in the application and shows commitment to using external funds for long-term sustainability.</p>	<p>The applicant’s budget and budget narrative lack clarity or do not provide sufficient justification for the allocated funds.</p> <p>The applicant’s cost-effectiveness and rationality in budget allocation are unclear or inadequately demonstrated.</p> <p>The applicant fails to identify additional sources of revenue or does not express a commitment to using external funds for long-term sustainability.</p>

Reporting Requirements

Grantee must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and programmatic monitoring
April 15, 2024	Interim Progress Narrative Report (C-1-25 C)
September 30, 2024	Final Progress Narrative Report (C-1-25 D)
November 30, 2024	Final Progress Narrative and Financial Report; Annual Evaluation Report

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-1-25 B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Final invoices must be submitted no later than 60 days after the grant period ends.

Grant Timeline

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

Date	Activity
November 14, 2023	The Grant Information Guide and the application for participating are released
November 28, 2023 December 8, 2023 December 12, 2023	MSDE will hold three virtual customer service support session for interested applicants
December 22, 2023	The grant application period closes
December 4, 2023	MSDE Review Committee will begin evaluating proposals on a rolling basis
September 1, 2023	Grant period begins
September 30, 2024	Grant period ends

MSDE will provide participating eligible applicants with a more detailed implementation timeline once the grant period commences. In addition to the activities above, it will include detailed information related to meetings with MSDE staff and technical assistance partners, ensuring continued connection, collaboration, and support throughout the grant period.

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)

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 to overcome barriers to equitable participation.

Customer Service Support Sessions

MSDE will hold three customer service support sessions for the applicant. During the session, MSDE personnel will provide an overview of the application process. The sessions will be held on:

Tuesday, November 28, 2023

3:00 pm – 4:00 pm

Google Meet joining info.

Video call link: <https://meet.google.com/vzs-aqzy-awg?hs=122&authuser=0>

Or dial: (US) +1 614-948-6309, PIN: 180 056 101#

Friday, December 8, 2023

1:00 pm – 2:00 pm

Google Meet joining info.

Video call link: <https://meet.google.com/ypg-zqya-qpa?hs=122&authuser=0>

Or dial: (US) +1 402-704-6756, PIN: 344 209 658#

Tuesday, December 12, 2023

11:30 am – 12:30 pm

Google Meet joining info.

Video call link: <https://meet.google.com/qut-bwuh-ffh?hs=122&authuser=0>

Or dial: (US) +1 518-551-0076, PIN: 830 507 217#

MSDE staff will also be available to provide technical assistance throughout the grant application process. Contact Robert Richardson at robert.richardson@maryland.gov with questions related to the Maryland Tutoring Corps Grant.

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

Attachment

Maryland Tutoring Corps Grant Application for funding