



GRANT INFORMATION GUIDE

The Literacy Lab Leading Men Fellowship Grant (FY 23 and FY 24)

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
November 30, 2023
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The Literacy Lab’s Leading Men Fellowship creates career opportunities in the field of education for young men of color who have recently graduated from high school. The Leading Men Fellows participate in a year-long, residency-style experience in which they provide evidence-based literacy support to pre-kindergarten students. Through this program the Leading Men Fellows receive robust coaching, professional development, and gain valuable experience.

Authorization

[Maryland FY 2023 Budget Bill, R00A02.13](#)

GRANT OVERVIEW

Name of Grant Program

The Literacy Lab’s Leading Men Fellowship Grant

Purpose

The Leading Men Fellowship increases kindergarten readiness; creates rigorous opportunities to young men of color who are recent high school graduates; and diversifies the teacher pipeline.

Dissemination

This Grant Information Guide (GIG) was released on October 27, 2023.

Deadline

Proposals are due no later than 5pm on November 30, 2023.

Grant Period

July 1, 2022 -June 30, 2024

Funding Amount Available

Fiscal Year 2023 \$200,000.00 in funding available.

Fiscal Year 2024 \$200,000.00 in funding available

Estimated Number of Grants

One (1)

Eligibility

Learning Labs’ Leading Men Fellowship is the only eligible applicant.

Submission Instructions

The Fiscal Year 2023 and 2024 The Literacy Lab Leading Men Fellowship Grant Application can be downloaded from the [MSDE Grant Programs website](#). A signed electronic copy in PDF format must be submitted via email to Cecilia Roe at: cecilia.roe@maryland.gov by 5:00 p.m. on November 30, 2023.

Program Contact

Cecilia J. Roe

Director

Office of Teaching and Learning, Instructional Programs and Services

Phone: (410) 767-0574

cecilia.roe@maryland.gov

State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work. MSDE program staff will be available and make every effort to support on demand additional assistance when requested throughout the grant period. In addition, MSDE will monitor program implementation throughout the grant performance period to ensure each council is on target to meet its goals and fully expend its awarded program resources.

Use of Funds

The following are examples of approved uses for the grant funds in accordance with the purpose of the grant. Other costs not listed here may be presented to the grant manager for determination of allowable expenditures.

Funds may be used for:

- Salary or stipends;
- Materials and supplies;
- Contractual services;

Funds may not be used for:

- Construction;
- Capital purchases; and
- Equipment

Program Requirements

- Increase kindergarten readiness;
- Provide students in communities experiencing racial and/or economic inequities with evidence-based, culturally responsive literacy instruction;
- Embed full-time rigorously trained tutors in literacy;
- Create rigorous opportunities to young men of color who are recent high school graduates; and
- Diversify the teacher pipeline.

Application Requirements

COVER PAGE

Applications must include the cover sheet provided in the application. The cover page should not contain any graphics or additional information. It must contain all the required signatures.

EXTENT OF NEED

The application should include a description of the method used to identify each participating school/classroom, outlining the strategies and activities employed while utilizing multiple sources of data. This should encompass pinpointing areas of growth and opportunity, as well as areas requiring attention. Additionally, any potential barriers to success should be identified, accompanied by a data summary.

GOALS AND MEASURABLE OUTCOMES

Each activity must encompass specific goals and corresponding outcomes. Although there should be at least one outcome for each goal, the potential for multiple outcomes exists. However, it is important to note that a greater number of established goals can lead to increased project complexity. Goals must also have long-term deadlines.

Anticipated outcomes, termed measurable outcomes, need to be achieved and quantified for each goal. These outcomes function to break down long-term goals into manageable steps or to address factors contributing to the issues targeted by the goals.

Applicants must clearly and measurably define goals and outcomes for each activity and strategy. Consider the methods to gauge goal attainment for each outcome. If a goal lacks a measurable aspect, it should be rephrased.

To ensure clarity and measurability, goals must:

- Specify measures or data (e.g., state, or local literacy scores).
- Quantify impact (e.g., a 5% increase).
- Establish a link between program activities and outcomes.
- Indicate a period of time (e.g., spring assessment).
- Include a comparison group (e.g., non-participating students).

Below is an example of an appropriate Goal with measurable outcomes:

- Goal: By the end of the academic year, the program aims to improve literacy gains for 3- and 4-year-olds by implementing evidence-based instructional practices, thereby increasing kindergarten readiness, and addressing racial and economic inequities.
 - Outcome #1: By [date], 100% of the tutors in the program will have undergone rigorous training in evidence-based literacy instruction for preschoolers, ensuring that they are well-equipped to deliver effective literacy education.
 - Outcome #2: By [date], 100% of students enrolled in the program will receive tutoring sessions that adhere to evidence-based literacy instructional practices, fostering their language and reading development.
 - Outcome #3: By [date], at least 85% of the students enrolled in the program will demonstrate an average increase of 15% improvement in their oral literacy scores from the program's start to finish.

EVALUATION AND DISSEMINATION

Each activity within the application must encompass distinct measures, artifacts, or data for the assessment of individual activities. The evaluation process should be in harmony with the overarching goals and desired outcomes. These objectives should correspond to the quantifiable results set for each respective activity. The data gathered for evaluation might encompass surveys, observations, lesson plans, student artifacts, and assessment data. The Maryland State Department of Education (MSDE) stands ready to offer assistance and technical support for the evaluation of these activities.

PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE

The applicant shall provide an explanation about how the activities and strategies in the plan will accomplish its goals and will improve educational outcomes for students in historically marginalized neighborhoods, including increasing kindergarten readiness; creating rigorous opportunities to recent high school graduates; and diversifying the teacher pipeline. Data should be included, where applicable.

Staffing, Management Plan, and Key Personnel

Applicants shall list all key personnel responsible for the successful implementation and monitoring of the grant requirements. Include staff responsible for oversight of the initiative and/or supporting the tutors. Applicants are required to complete a management plan as part of the proposal. See a brief [sample](#) below.

Sample Management Plan Worksheet

Person Responsible	Title	Responsibilities Related to Leading Men Fellowship
Ms. Smith	Contact person to provide support from the LEA or school.	Provides oversight and support to the program, as needed. This includes implementation of program, as well as completion of the budget documents.

Person Responsible	Title	Responsibilities Related to Leading Men Fellowship
Mr. Jacobs	Program Manager	Supports Literacy Lab tutors and schools with training and resources; provides school-based oversight of the program; monitoring the implementation and data collection related to the program.
Ms. Mitchel	Operations Manager	Identifies participating schools/classrooms; prepares budgets, and reports.
Ms. Waters	Human Resources	Recruit and provide training to Leading Men Fellows.
Ms. Redding	Literacy Expert	Provides oversight to literacy training for the tutors; evidence-based literacy programs and activities; and analysis of data to determine student needs and program effectiveness.

Project timeline

A Project Timeline of the key activities that will take place during the grant period shall be included in the application. Applicants should consider all the key tasks or activities that need to be conducted to implement the program successfully. *The key activities should be aligned with the grant goals, objectives, and proposed plan.* It should contain the categories of management, implementation, and evaluation.

Management activities provide oversight and monitor grant requirements. Implementation activities directly support grant outcomes. Evaluation activities assess program quality and student progress. The project timeline should cover the entire grant year. See a brief [sample](#) timeline below.

Sample Leading Men Fellowship Pilot School Timeline

Key Activities	Individual(s) Responsible	Time Frame
Management Activities		
Meet with schools or LEA to analyze data, identify classrooms, and plan activities for 2023-24 school year and create draft of application.	Assistant Principal School Literacy Lead	September-October 2023
Meet to plan and create C-125-A and Budget Narrative.	Literacy Lab Operations Manager	September-October 2023
Identify tutors and schedule training.	Literacy Lab Program Manager	September- November 2023

Key Activities	Individual(s) Responsible	Time Frame
Implementation Activities		
Meet to plan, discuss, and provide feedback into implementation of activities.	Program Manager, Teachers, and tutors.	September- November 2023
Purchase supplies and materials to support activities.	Program Manager	Ongoing: October 2023 through August 2024.
Provide training to the tutors.	School based literacy lead in collaboration with Leading Men literacy expert.	Initial training: September- November 2023 Ongoing training as needed through August 2024.
Provide professional learning for implementation of the program.	Teachers and other school staff.	September 2023 through August 2024.
Evaluation Activities		
Survey participants participating in professional learning.	Program Manager	September 2023 through August 2024.
Observe and meet with teachers whose students are involved in the program.	Program Manager	September 2023 through August 2024.
Analyze student artifacts and data (state, local, formative) and adjust activities based upon data.	Program manager, tutors, teachers, and other school staff, as applicable.	September 2023 through August 2024.

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 organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.

Budget and Budget Narrative

Applicants must submit an *itemized C-125-A* budget form **and** an aligned *budget narrative*.

The budget narrative should detail all related project expenses in a separate itemized budget. If more than one school is included in the budget, the narrative should be clear regarding the expenses aligned to each school, if applicable. It should demonstrate the extent to which the budget is reasonable, and cost-effective. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget. There should be a clear alignment between the project activities, the budget line items on the C-125-A, and the budget narrative. All expenses must be reasonable with current market prices. Be sure to show how the expenses were calculated (formula used) for each line item. The budget narrative should be as detailed as possible. A *brief sample* budget narrative is below. Yours may be more detailed.

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

Contract Services

Line item	Calculation and Brief Description	Requested	In-Kind	Total
Name of Professional Learning Vendor	\$100/hour x 20 hours per week x 1 week. Professional learning provided to tutors on evidence-based literacy practices aligned to the science of reading.	\$2,000	\$0	\$2,000
Total for Contracted Services:		\$2,000	\$0	\$2,000

Supplies and Materials

Line item	Calculation	Requested	In-Kind	Total
Title of Textbook	1 workbook X 46 students X \$65.00 per textbook. Workbook will support instruction to address the instruction aligned to the science of reading.	\$2,990		\$2,990
	Total for Supplies and Materials:	\$2,990		\$2,990

Appendices

The following appendices must be included with an application. Include other appendices as deemed necessary.

Appendix A: Works Cited: A works cited page is required for any sources that are cited in the proposal.

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

Appendix C: A signed [C-1-25-A MSDE budget form](#)

Appendix D: A budget narrative aligned to the C-125-A.

The Review Process

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screen requirements may be returned to the applicant for revisions.
2. A review committee established by MSDE will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.
3. Final approval for awards will be determined by the review committee.

Review Committee

The committee will be composed of representatives from MSDE and the Office of Teaching and Learning. Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric. Each application will be reviewed and scored based on all documents submitted. Applications may be returned to the applicant if some or all criteria do not meet the criteria standard.

Leading Men Fellowship Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Extent of Need (20 points)</p>	<p>The data and method used to identify participating schools/classrooms is clear, concise, and demonstrates understanding of the need.</p> <p>The proposal details the schools/ classrooms needs, clearly and concisely supported by the data, and includes historical impacts on the target population(s).</p> <p>Current qualitative and quantitative data is cited and summarized to clearly illustrate the needs. Potential barriers to success are identified with proposed solutions. Data is derived from multiple sources, including state, local, and school data.</p> <p>Applicant demonstrates extensive history of expertise and aligns to evidence-based practices specific to the population they intend to serve. Applicant illustrates past success in the addressing the identified needs.</p>	<p>The data and method used to identify participating schools/classrooms is clear and concise.</p> <p>The proposal details the schools/ classrooms' needs, supported by the data.</p> <p>Data supports the identified need. Multiple sources of data are referenced to document the needs and includes demographic and other statistics.</p> <p>Applicant identifies demographics or other statistics relevant for the population(s) intended to be served.</p> <p>Applicant provides an example of their history of expertise or aligns to evidence-based practices specific to the population and the needs they intend to serve.</p>	<p>The data and method used to identify participating schools/classrooms is missing or is not clear.</p> <p>The proposal does not accurately identify the schools/ classrooms' needs.</p> <p>Data has not been identified or does not sufficiently support the stated need.</p> <p>Applicant does not identify demographics or other statistics of the population(s) intended to be served.</p> <p>No citations or research included in proposal,</p> <p>The proposal lacks details of expertise to address the problem.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Goals, and Measurable Outcomes (20 points)	<p>The goal(s) are measurable, clearly aligned to the extent of need, and ambitiously focused on effectuating change.</p> <p>Realistic and attainable outcomes illustrate a distinguishable effort to considerable progress.</p>	<p>The goal(s) are measurable and aligned to the extent of need.</p> <p>Outcomes are realistic and attainable.</p>	<p>The goal(s) are not measurable are not clearly aligned to the extent of need.</p> <p>Outcomes are not realistic or attainable.</p>
Evaluation and Dissemination (20 points)	<p>Evaluation plans are included for each goal with considerable guidance toward implementation of aligned strategies and can be effectively and meaningfully evaluated.</p> <p>Includes a clear evaluation strategy with alternative scenarios and criteria to ensure comprehensive evaluation.</p> <p>Multiple relevant, logical data types and collection methods are identified, including student artifacts and assessment data.</p> <p>Evaluators and their qualifications are indicated.</p> <p>There is a detailed dissemination plan on how the project findings will be shared to stakeholders including examples of how, when</p>	<p>Evaluations plans are based around the goal(s) and outcomes, provide guidance on the implementation, and can be evaluated.</p> <p>Includes a clear evaluation strategy.</p> <p>Relevant data type(s) and collection method(s) are identified.</p> <p>Evaluator is identified.</p> <p>The dissemination plan includes how the findings will be shared to stakeholders.</p>	<p>Limited or no examples of evaluation questions.</p> <p>No evidence of evaluation strategy</p> <p>The data type and collection method are unclear.</p> <p>Evaluator is not identified.</p> <p>The dissemination plan does not clearly identify how findings will be shared.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	and through what methods.		
Plan of Operation, Key Personnel and Timeline (20 points)	All requirements listed in the meets criteria are included and the applicant also provides information on how plan will meet the goals and will improve the intended outcomes. The strategies and activities have evidence of success in other schools, districts and/or states.	The Plan of Operation is clear and concise. There is a timeline for all key activities. Key personnel are selected that have relevant experience in the field. The names and titles of personnel are provided and the percentage of time they will dedicate to this program.	There is no clear plan of operation. The timeline is either missing or does not include dates for all activities. Key personnel information is incomplete.
Evidence of Impact (10 points)	<p>The proposal clearly describes the evidence-base of the proposed plan and provides two or more examples that explain the history of impact on the target population including discussion of past efforts, failures, and successes toward influencing change.</p> <p>The proposal clearly explains how it will lead to the desired impact and future impacts of the proposed activity/project. As well as how the target population is expected to be influenced by the efforts of specific to implementing this grant.</p>	<p>The proposal describes the evidence-base of the proposed plan and provides at least one example that explains the history of impact on the target population.</p> <p>The proposal describes the future impact of the activity/project and how the target population will be influenced by change.</p>	<p>No evidence-based and/or examples that explain the history of impact on the target population are included in the plan.</p> <p>The proposal does not describe the future impact of the activity/project.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Budget and Budget Narrative (10 points)</p>	<p>The budget narrative is detailed and comprehensive of all activities necessary for successful implementation of proposal. The budget aligns directly to the proposal. There are no mathematical errors, and all expenses are cost effective and appear necessary.</p>	<p>C-1-25 is submitted and aligns with budget narrative. The budget narrative is detailed and clear. The budget aligns to the proposal and is free of mathematical errors. Expenses are reasonable, allowable, and allocable. Staff listed on the budget show their %FTE as part of their annual salary.</p>	<p>Budget does not align with the proposal, includes cost that are not reasonable or allowable, or has several mathematical errors.</p>

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.
October 31, 2023	Final project narrative report, C-1-25D and final project evaluation (see evaluation section) for FY2023 is due for Fiscal Year 2023 funding .
October 31, 2023	First interim progress report (C-1-25 C) reflecting the months of July 1, 2023 – September 30, 2023, for Fiscal Year 2024 funding .
January 15, 2023	Second interim progress report (C-1-25-C) reflecting the months of October 1, 2023 – December 31, 2023, is due for Fiscal Year 2024 funding .
April 15, 2023	Third interim progress report (C-1-25-C) reflecting the months of January 1, 2024, to March 31, 2024, is due for Fiscal Year 2024 funding .
August 31, 2024	Final project narrative report, C-1-25D, and a final project evaluation (see evaluation section) must be received by MSDE on or before 60 days after the grant end date, June 30, 2024, for Fiscal Year 2024 funding .

Notes: Any requests for 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](#). Final invoices must be submitted no later than 60 days after the grant period ends.

Grant Application Timeline

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

Date	Timeline Event
October 27, 2023	The Grant Information Guide and the application for participating are released.
November 2, 2023 November 15, 2023	MSDE will hold virtual customer service support sessions for interested applicants.
November 30, 2023	The grant application period closes.
December 7, 2023	MSDE begins reviewing applications for completeness and minimum requirements.
December 15, 2023	MSDE will notify applicant of the award status.

Date	Timeline Event
July 1, 2022	The grant period begins for fiscal year 2023.
July 1, 2023	The grant period begins for fiscal year 2024.
December 29, 2023	The grant period ends for fiscal year 2023.
June 30, 2024	The grant period ends for fiscal year 2024.

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 to overcome barriers to equitable participation.

Customer Service Support Sessions

The MSDE Office of Teaching and Learning will hold technical assistance support sessions with the Literacy Lab: Leading Men Fellowship program manager. The session will be held on:

Customer Support Session:

Thursday, November 2, 2023

10:00 a.m. to 11:00a.m.

Friday, November 15, 2023

11:00a.m. – 12:00p.m.

MSDE staff will also be available to provide technical assistance throughout the grant application process. If you have questions about the application or the process, please contact:

Program Contact

Cecilia Roe

Director

Office of Teaching and Learning, Instructional Programs and Services

Cecilia.Roe@Maryland.gov

Phone: 410-767-0574

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