

TEACHER COLLABORATIVE GRANT PROGRAM: AN OVERVIEW



Technical Assistance

August 3, 2021

Meeting Objectives

- Gain understanding of the legislation through which the Teacher Collaborative Grant program is funded
- Understand the grant required components
- Review the Notice of Funding Availability (NOFA)



Teacher Collaborative MSDE Contact

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Teacher Collaborative Overview

- Competitive grant
- \$2,500,000 during each fiscal year 2022, 2023, and 2024
- Purpose:
 - to improve teacher education to prepare teachers for higher teacher standards and integrate teacher induction, professional development, and advancement to meet the goals of House Bill 1300 *Blueprint for Maryland's Future*
 - for the MSDE to recommend that one or multiple programs be replicated in other school districts throughout the state
- MSDE Grants page: click [here](#)

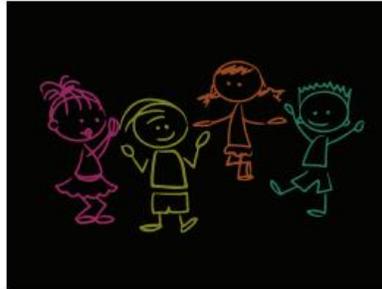
The Driving Force

Kirwan Commission
on Innovation and
Excellence in
Education, January
2019 Interim Report

Teacher
Collaborative Grant
Program, §6-123

House Bill 1300
*Blueprint for
Maryland's Future*

January 2019 Interim Report



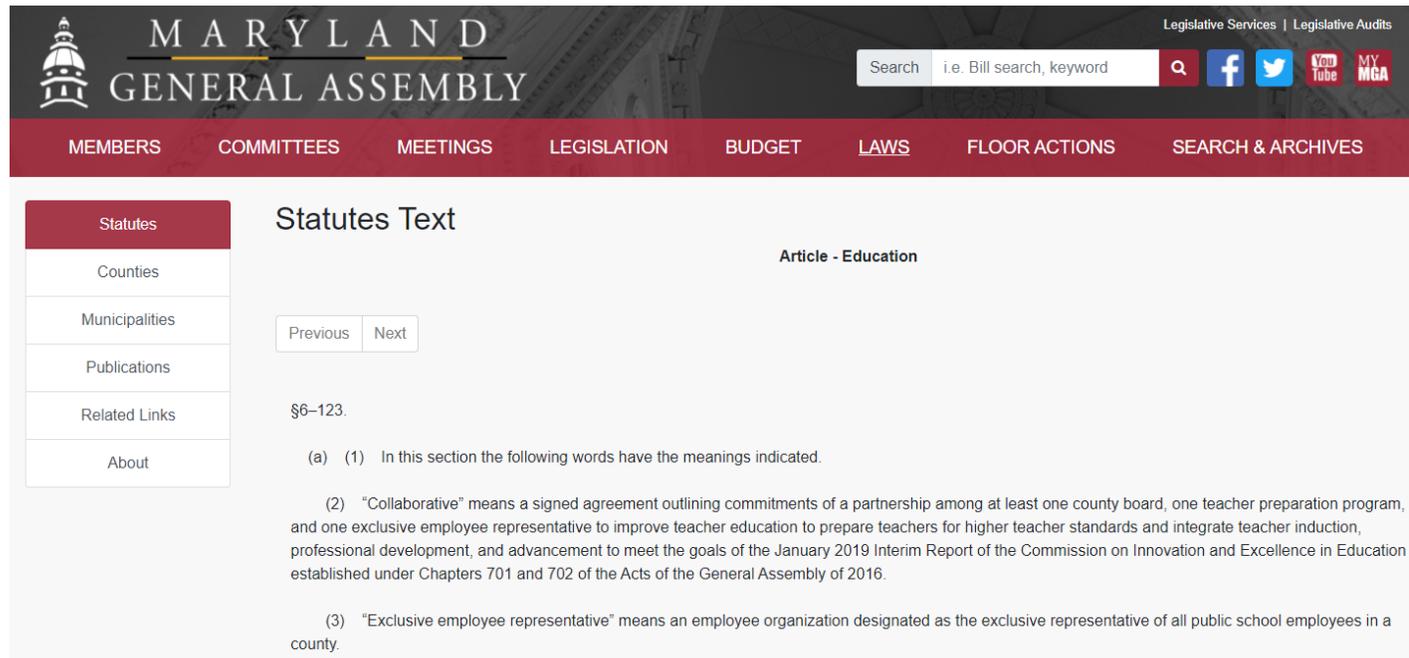
MARYLAND COMMISSION ON
INNOVATION &
EXCELLENCE IN
EDUCATION

Interim Report

January 2019

Maryland Education Article §6-123

- Statute governing the Teacher Collaborative Grant Program
- Describes the purpose of the program and its requirements
- Click [here](#) to access the statute



The screenshot shows the Maryland General Assembly website. The header includes the logo, a search bar with the text "i.e. Bill search, keyword", and social media icons for Facebook, Twitter, YouTube, and MY MGA. The navigation menu includes MEMBERS, COMMITTEES, MEETINGS, LEGISLATION, BUDGET, LAWS, FLOOR ACTIONS, and SEARCH & ARCHIVES. The main content area is titled "Statutes Text" and "Article - Education". A sidebar on the left lists navigation options: Statutes (selected), Counties, Municipalities, Publications, Related Links, and About. The main text displays §6-123 with the following content:

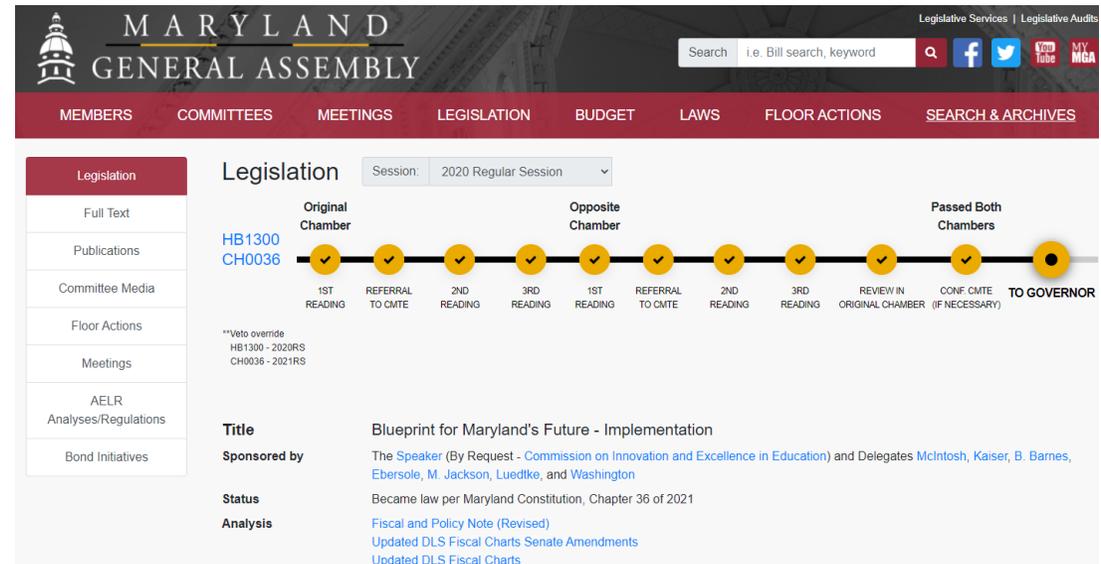
(a) (1) In this section the following words have the meanings indicated.

(2) "Collaborative" means a signed agreement outlining commitments of a partnership among at least one county board, one teacher preparation program, and one exclusive employee representative to improve teacher education to prepare teachers for higher teacher standards and integrate teacher induction, professional development, and advancement to meet the goals of the January 2019 Interim Report of the Commission on Innovation and Excellence in Education established under Chapters 701 and 702 of the Acts of the General Assembly of 2016.

(3) "Exclusive employee representative" means an employee organization designated as the exclusive representative of all public school employees in a county.

HB1300 *Blueprint for Maryland's Future*

- 2020 legislative session, House Bill 1300 *Blueprint for Maryland's Future* became law
- extends funding for the Teacher Collaborative grant program and establishes criteria for the 21st practicum, professional development, career ladder, and peer and assistance review program
- to access HB 1300, click [here](#)



The screenshot shows the Maryland General Assembly website for the 2020 Regular Session. The navigation bar includes MEMBERS, COMMITTEES, MEETINGS, LEGISLATION, BUDGET, LAWS, FLOOR ACTIONS, and SEARCH & ARCHIVES. The main content area displays the legislative process for HB1300 (CH0036) in the Original Chamber. The process is shown as a horizontal timeline with yellow checkmarks indicating completion at each step: 1ST READING, REFERRAL TO CMTE, 2ND READING, 3RD READING, 1ST READING, REFERRAL TO CMTE, 2ND READING, 3RD READING, REVIEW IN ORIGINAL CHAMBER, CONF. CMTE (IF NECESSARY), and TO GOVERNOR. The bill is marked as 'Passed Both Chambers'. Below the timeline, the title is 'Blueprint for Maryland's Future - Implementation', sponsored by 'The Speaker (By Request - Commission on Innovation and Excellence in Education) and Delegates McIntosh, Kaiser, B. Barnes, Ebersole, M. Jackson, Luedtke, and Washington'. The status is 'Became law per Maryland Constitution, Chapter 36 of 2021'. Analysis links include 'Fiscal and Policy Note (Revised)', 'Updated DLS Fiscal Charts Senate Amendments', and 'Updated DLS Fiscal Charts'. A note indicates a veto override: '**Veto override HB1300 - 2020RS CH0036 - 2021RS**'.



Notice of Funding Availability (NOFA)

- Pages 1-4: Overview of grant required components
- Pages 5-6: Grant information, proposal review process
- Pages 6-7: Reporting requirements
- Page 8: Proposal package requirements
- Page 9: Definitions
- Pages 10-11: Program contacts
- Pages 12-26: Proposal requirements

PROPOSALS DUE: September 12, 2021 by 12:00pm

Proposals Must Contain (page 2 of NOFA)

- State-of-the-art professional education for prospective and current teachers that reflect international and national best practices
- Evidence that collaboration among partners is a common thread among all decisions, planning, and implementation efforts
- A method for regularly communicating and collaborating
- Implementation of a career ladder in schools in which the practicum or peer assistance and review program is offered, as it is described in Education Article §6-123
- A signed partnership among at least one county board, one teacher preparation program, and one exclusive employee representative

Grant Required Components

(pages 2-4 of NOFA)

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:

A 21st-Century Practicum for teacher candidates to gain a full school year of teaching experience in the classroom

A Professional Development program for prospective and current teachers in key focus areas

A Peer Assistance and Review program to support induction and mentoring programs for new and struggling teachers, and effective evaluation systems

A 21st-Century Practicum (page 3 of NOFA)

- Teacher candidates at the EPP complete a full-school year practicum;
- A county board and teacher prep program jointly identify a placement of the candidate, and compensate a mentor teacher;
- Schools offering the practicum must be organized in a career ladder, or plan to by year 2 of the grant program;
- Must consist of diverse student bodies that reflect the diversity of the state or the geographic area where the school is located;

A 21st-Century Practicum continued (page 3 of NOFA)

- Professor Distinguished Teachers on the Teacher Leadership Track to serve as adjunct faculty in the teacher prep program, or plan to by year 2;
- Lead and Distinguished Teachers on the career ladder must be responsible for designing the public school's induction and mentoring program for new and struggling teachers;
- Faculty of the teacher prep program and the public school faculty are fully trained in international and national best teaching practices.

A Professional Development program (page 3 of NOFA)

- Culturally responsive pedagogy, content knowledge, and best practices in teaching diverse students and communication with diverse student families;
- Evaluation and effective use of research, data, and high-quality instructional materials to improve student performance;
- Effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches;
- Conducting assessments of typical learning challenges for a student and methods to help the student overcome those challenges, including effective tools to meet the needs of students with IEPs and 504 plans; and
- Recognition of student mental health disorders.

A Peer Assistance and Review Program (page 4 of NOFA)

- Schools in which the program is implemented must be organized in a career ladder;
- Lead or Distinguished Teachers mentor new and struggling teachers;
- Utilizes an effective teacher evaluation system that provides actionable feedback grounded in data, and that is aligned to the state evaluation model;
- Utilizes documented performance measures to provide personalized feedback;

A Peer Assistance and Review Program continued (page 4 of NOFA)

- Align with Subtitle 6-1010 of HB1300;
- Uses a peer-observation process that is linked to learning outcomes and includes a post-observation conference to encourage reflection;
- Ensures that stakeholders must be trained in the program;
- The competency of the evaluator must also be assessed.

Grant Information

(pages 4-5 of NOFA)

- Signed partnership between a county board, a teacher preparation program, and an exclusive employee representative
- Notification of approval will be sent by email within 30 days of the deadline
- 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.
- Funding available: \$2,500,000 during each fiscal year 2022, 2023, and 2024
- July 1, 2021 - June 30, 2024

Four-Part Review Process

(page 5 of NOFA)

1. Applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screen requirements will not be reviewed.
2. A review committee will evaluate written applications using the Review Criteria and Scoring Rubric.
3. Applicants may be scheduled for an oral program presentation.
4. Final approval of 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.

Review Criteria

Extent of Need (5 points)

Criteria

- Clearly states the problem.
- Uses national data relevant to the p
- Uses local data relevant to the prob
- Uses multiple data sources (e.g. tea
- Uses both quantitative (e.g. test sco
- Identifies target population.
- Supports the problem with properl



Reporting Requirements

(pages 6-7 of NOFA)

- Evidence that approved grant required components are being implemented
- Financial reports reflecting expenditures
- A midyear report
- An annual report
- Steering Committee meeting agendas and/or meeting notes
- Outcomes data collected by the Collaborative
- Annual site visits
- A final evaluation
- Any other evidence or documentation requested by the MSDE



Proposal Package (page 8 of NOFA)

Proposals must contain and be assembled in the following order:

1. Cover Sheet
2. Project Abstract
3. Table of Contents
4. Project Narrative (90 points)
5. Budget Narrative (10 points)
6. Appendices

Proposal Package: Cover Sheet (page 12 of NOFA)

- Should include a project statement that briefly describes the project's outcomes and strategies
- Must not exceed 100-word limit
- Dated signature of Superintendent of Schools / Head of Grantee Agency



Proposal Package: Project Abstract (page 12 of NOFA)

- 1-page limit
- Introduce the project to the reader
- Should be factual, brief, focused on the organization's efforts
- Describes the problem, population served, goals and objectives, strategies to address the problem, and who the collaborative partners are



Proposal Package: Table of Contents (page 13 of NOFA)

- An important aid for the reader and review committee
- Cover sheet is considered page “i”
- Project abstract is considered page “ii”
- Extent of Need is page 1
- Budget is numbered as “B-1, B-2”
- Appendices are labeled “Appendix A, Appendix B”



Proposal Package: Project Narrative (begins on page 12 of NOFA)

- 90 / 100 points
- 20-page limit
- Should encompass the entire life of the project
- Be succinct and clear
- Define all acronyms
- Proofread before sending to the MSDE
- Be as detailed as possible, and use appendices to include information that may be important but will not fit within the narrative



Proposal Package: Extent of Need (page 14 of NOFA)

- 5 / 90 points
- Clearly state the main problem in the first paragraph
- Cite research from multiple data sources
- State who is affected by the problem
- Document current or past efforts to address the problem, and why those efforts failed
- Discuss the consequences in not dealing with the problem

Proposal Package: Goals, Objectives, Milestones, (page 14 of NOFA)

- 10 / 90 points
- How will the project's target population improve?
- Outcomes must be attainable and measurable, and have deadlines
- Goal: State the overall goal(s) of the project
- Objectives: Directly related to the goal, and break the long-term goal into steps
- Milestones: Directly related to an objective, and measure formative progress during the year

Proposal Package: Plan of Operation (pages 16-19 of NOFA)

- 20 / 90 points
- The Teacher Collaborative must design and implement at least 2 of the following:
 - Design of a 21st-Century Practicum for teacher candidates (10 points)
 - A Professional Development program for existing teachers (10 points)
 - A Peer Assistance and Review Program (10 points)

Proposal Package: Evaluation and Dissemination (page 20 of NOFA)

- 20 / 90 points
- What questions will the evaluation seek to answer?
- What approach will be taken to answer those questions?
- How will data be collected? How will baseline data be collected.
- Who will conduct the evaluation, and what are their qualifications?
- How will evaluation results be disseminated to various stakeholders?

Proposal Package: Management Plan / Key Personnel (pages 21-23 of NOFA)

- 20 / 90 points
- Present a clear discussion of partners, respective roles, and the specific contributions each will make to the project
- The Collaborative should have a Steering Committee to govern the project. Members should represent the major stakeholders in the project
- List the staff or personnel involved in implementation, individual qualifications, resumes, number of hours devoted to the project, and what plans are in place in case of staff turnover

Proposal Package: Integration with Education Reform (page 23 of NOFA)

- 10 / 90 points
- 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 school systems' (LSS) master plan?
- How does this project help meet State educational standards (e.g., MD College and Career Readiness Standards)?
- How does this project help meet national education goals or fit into national initiatives?
- Does this project coordinate efforts with other projects currently underway?
- Are there plans for future projects that will coordinate with this one?
- Will resources be shared to increase efficiency and cost effectiveness?



Proposal Package: Future Plans and Sustainability (page 24 of NOFA)

- 5 / 90 points
- Describe the Collaborative's plans for continuing the project beyond the funding cycle
- How will the project's partnerships be sustained?
- What is the plan in case of reduced funding?

Proposal Package: Budget Narrative (page 25 of NOFA)

- 10 / 100 points
- Justifies all expenses with an explanation as to how all costs are within market value
- Begin with a narrative, and explain how line item costs were calculated.
- Immediately following the narrative, include a line-item description by grouping items in the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers.*
- Each line must be specific and show the calculation. There is no page limit, so be as detailed as possible.

Proposal Package: Appendices (page 26 of NOFA)

- The following appendices must be included, but do not apply to the page limit of the Project Narrative:
 - Works Cited
 - Letters of Commitment
 - Resumes of Key Personnel
 - Signed Assurances page
- Include other appendices as deemed necessary

Submission Requirements: (page 8 of NOFA)

- 1-inch margins, line spacing of at least 1.5, and 12-point font
- Pages must be numbered
- Project statement on the cover sheet must not exceed 100 words
- Bound copies stapled in the upper left corner, and printed on 8½” x 11” paper
- The original cover sheet must be signed in blue ink



Submission Requirements: (continued)

(page 8 of NOFA)

- Electronic copy in Microsoft Word format should be sent by email to nicole.obregon@maryland.gov
- An unbound original proposal, together with 10 bound copies must be submitted to:

Maryland State Department of Education (MSDE)
Division of Educator Certification and Program Approval
200 West Baltimore Street
Baltimore, MD 21201-2595
Attention: Nicole Obregon

Considerations

- ❖ Ensure that every partner fully understands the grant requirements and plays an active role in the decision making of project activities.
- ❖ Anticipate the procedures and processes that will need to be developed so that data can be easily be shared among partners.
- ❖ Anticipate challenges impeding collaboration and work to establish necessary policies to facilitate collaboration between partners
- ❖ Be intentional in the selection of key personnel
- ❖ Consider partners' academic and financial schedules when establishing deadlines for program activities and reporting within the collaborative.

Questions & Answers

Question: Can an applicant implement the career ladder in a couple “sample” schools, as opposed to the entire district?

Answer: Yes; grant funding is for Collaboratives to pilot programs in schools that will ultimately be expanded throughout districts, and across the state.

Question: Who should the contact grantee be? The LSS (local school system) or the EPP (educator preparation program)?

Answer: Grants are awarded to collaboratives of at least one local school board, one teacher preparation program, and one teacher’s union. The partner who is designated as the grantee will manage the grant award and funding. The decision of who should be the grantee is up to the Collaborative.

Question: Can a partner who is currently receiving funding create a partnership with another Collaborative?

Answer: There is nothing that precludes a current grantee partner from forming a partnership with another Collaborative. The MSDE reserves the right to take into consideration geographic distribution when making awards.