

NOTICE OF
FUNDING
AVAILABILITY
(NOFA)



Teacher
Collaborative
Grant Program

**MARYLAND STATE
DEPARTMENT OF EDUCATION**

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline: No later than
Sunday, September 12, 2021

12:00 Noon EST

PROPOSAL DESCRIPTION

Name of Grant Program:

Teacher Collaborative Grant Program

Authorization:

Maryland Education Article §6-123

Dissemination:

July 9, 2021, posted on the Maryland State Department of Education website

Technical Meeting:

August 3, 2021, posted on the Maryland State Department of Education website

Deadline:

Sunday, September 12, 2021

No later than 12:00 Noon EST

Purpose:

The Maryland State Department of Education (hereafter referred to as the MSDE), in accordance with Maryland House Bill 1300 *Blueprint for Maryland's Future*, has developed a Teacher Collaborative Grant Program. The General Assembly finds and declares that *The Blueprint for Maryland's Future* is necessary 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. The purpose of the Teacher Collaborative Grant Program is to:

- Provide funds for Collaboratives to develop state-of-the-art professional education for prospective and current teachers that reflects international and national best practices;
- Award grants to multiple Collaboratives in various regions of the State that will develop model professional development programs that can be replicated in local school systems throughout the State.

Required Components:

Proposals must contain the following to be considered for funding:

- The Collaboratives that receive funding will develop state-of-the-art professional education for prospective and current teachers that reflect international and national best practices, and that can be replicated in local school systems across the State.
- Evidence that collaboration among partners is a common thread among all decisions, planning, and implementation efforts.
- Partners shall develop a method for regularly communicating and collaborating including, if necessary, through financial memoranda of understanding, to strengthen teacher preparation, induction, and professional development programs.
- The Collaboratives who receive funding will implement a career ladder in schools in which the practicum or peer assistance and review program is offered, as it is described in §6-123.

- 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 21st-century **Practicum** for teacher candidates to gain teaching experience in the classroom. A practicum design developed under the program shall require:
 - a. A description of the proposed 21st-century practicum design for teacher candidates;
 - b. Prospective teachers to complete a full school year of practical teaching experience at a partner school before completing a teacher preparation program that:
 - i. Shall be completed within the existing degree requirements to graduate from the teacher preparation program, if possible; and
 - ii. May be completed at any time during the teacher preparation program as determined by the Collaborative.
 - c. A county board and teacher preparation program jointly identify a placement at a partner school for a teacher candidate and compensate a mentor teacher on the to supervise and coach the teacher candidate;
 - d. Partner schools offering the practicum shall:
 - i. Be organized in the career ladder as it is described in Subtitle 10 of HB1300, *Blueprint for Maryland's Future*, or a plan to adopt such a career ladder by year two of the grant; and
 - ii. Consist of diverse student bodies that reflect the diversity of public schools in the State or the geographic area where the school is located.
 - e. 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 grant;
 - f. 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
 - g. 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.
 2. A **Professional Development** program for existing teachers. Professional Development designed under the Program shall provide training and education for existing teachers in one or more of the following focus areas:
 - a. 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;
 - b. Evaluation and effective use of research, formative and summative data, and high-quality instructional materials, including digital resources and technology, to improve student performance;
 - c. Effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches to meet student needs;
 - d. 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
 - e. Recognition of student mental health disorders.

3. A **Peer Assistance and Review** program to support induction and mentoring programs for new and struggling teachers, and effective evaluation systems. Peer assistance and review programs developed under the program shall:

- a. Use Lead or Distinguished Teachers on the career ladder as described in Subtitle 10 of HB1300, *Blueprint for Maryland's Future*, to mentor new teachers and existing teachers who are struggling or low performing; and
 - b. An effective teacher evaluation system to provide rigorous, reliable, and relevant feedback for educators, consistent with Subsection 6-1010 of HB 1300 *Blueprint for Maryland's Future* and COMAR 13A.07.04 *Evaluation of Professional Certificated Personnel*.
 - c. A teacher evaluation system developed under the program shall:
 - i. Define the knowledge and skills expected of a teacher;
 - ii. Utilize documented performance measures to provide personalized feedback that is aligned with the teacher's strengths, needs, and professional learning context; and
 - iii. Use a peer observation-based process to evaluate a teacher that:
 1. Can be linked to student learning outcomes;
 2. Requires the competency of the evaluator to be assessed;
 3. Requires stakeholders, teachers and teacher candidates, and evaluators to be fully trained to understand the evaluation process; and
 4. Includes post-observation conferences between the teacher and evaluator to encourage reflection of the teacher's teaching practice
- A county board or teacher preparation program may submit an application to the MSDE to receive a grant to form a Teacher Collaborative that is in furtherance of the purpose of the program.
 - An application should include:
 - A description of at least two of the proposed:
 - Practicum design for teacher candidate;
 - Professional development program for new and existing teachers; or
 - Peer assistance and review program.
 - Evidence that the teacher preparation program in the Collaborative submitted a grant application to a national program, if applicable, to increase the quality and diversity of the teacher candidate population.
 - All other information required by the MSDE.

Eligible Applicants:

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

- A county board,
- A teacher preparation program, and
- An exclusive employee representative (an employee organization designated as the exclusive representative of all public school employees in a county)

A county board or teacher preparation program may submit an application to the MSDE to receive a grant to form a teacher collaborative that is in furtherance of the purpose of the program.

Proposal Review:

The review of proposals will be a four-part process, and will be conducted in consultation with the Maryland Higher Education Commission.

- 1) Written applications will be pre-screened 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 Maryland State Department of Education (MSDE), will evaluate written applications. 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 Review Criteria and Scoring Rubric.
- 3) Applicants may be scheduled for 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.

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

Award Notifications:

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.

Total Funds Available:

For fiscal year 2022, the State shall distribute \$2,500,000 to the MSDE for the Teacher Collaborative Grant Program. Education Article §6-123 allocates \$2,500,000 for each of fiscal years 2023 and 2024; however, continuation of the grant is always dependent on funding by the General Assembly. The MSDE may retain up to 3% to administer the program.

Length of Grant:

July 1, 2021 - June 30, 2024

Estimated Number of Grants:

The number of grants awarded is 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.

Estimated Average 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.

Fund Use

Cost(s) incurred prior to the approval of the grant may not be funded through the award. Generally, a direct cost is one that is incurred specifically for one activity. Indirect costs are of a more general nature and are incurred for the benefit of several activities. Sub-grantees are never required to charge indirect costs.

Direct costs can be identified specifically with a particular final cost objective. Typical direct costs chargeable to awards are:

- Compensation of employees for time devoted and identified specifically to the performance of those awards;
- Cost of materials acquired, consumed, or expended specifically for the purpose of those awards;
- Contracts specifically for the purpose of the award; and
- Travel expenses incurred specifically to carry out the award

Funds may not be used for:

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

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

Each application must develop and describe the steps such 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.

Reporting Requirements:

Grantees must submit:

1. Biannual project reports, which include:
 - A. Detail of grant activity conducted by the Teacher Collaborative shall contain activity schedule, program management meetings, and data for the following:
 - a. The 21st Century Practicum Design**
 - i. Evidence of a full school year of practical teaching experience incorporated within the existing degree requirements;
 - ii. Evidence of collaboration between the county board and teacher preparation program;
 - iii. Evidence of implementation of the career ladder system as identified in this proposal and prescribed in Subtitle 10 of HB1300 *Blueprint for Maryland's Future*;
 - iv. Evidence of application of international and national best practices for teacher preparation and professional development; and
 - v. Evidence that the student bodies reflect the diversity of public schools in Maryland or the geographic area where the school is located.
 - b. The Professional Development Program for existing teachers with evidence that training has been provided in at least one of the following areas:**
 - i. Culturally responsive pedagogy, content knowledge and best

- practices in teaching a diverse student population;
 - ii. Evaluation and effective use of research, data, and high-quality instructional materials, including digital resources and technology to improve student performance;
 - iii. Effective management of student behaviors, including training in the use of restorative practices and trauma-informed approaches to meet student needs;
 - iv. 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;
 - v. Recognition of student mental health disorders
- c. The peer assistance and review program design:**
- i. Evidence that Lead and Distinguished Teachers on the career ladder, as described in Subtitle 10 of HB1300, *Blueprint for Maryland's Future*, serve as mentors to support new teachers and existing struggling teachers
 - ii. Evidence that a rigorous and reliable evaluation system is put in place to provide relevant and personalized feedback to teachers, and is consistent with Subsection 6-1010 of HB 1300 *Blueprint for Maryland's Future* and COMAR 13A.07.04 *Evaluation of Professional Certificated Personnel*;
 - iii. Evidence that the evaluation system uses a peer-observation based process and includes post-observation conferences between the teacher and evaluator to encourage reflection of the teacher's teaching practice; and
 - iv. Evidence that the collaborative participants have been fully trained to understand the evaluation process.
- B. Financial reports reflecting expenditures from the biannual activity
 - C. Steering Committee meeting agendas and/or meeting summaries
 - D. Outcomes data by the teacher collaborative.
2. A final evaluation, encompassing all funding cycles, within 60 days of the end of the grant period (if the grant is for multiple years)

Biannual reports must be submitted each year on the following dates:

Mid-year progress report due: March 1 of each year

Year-end progress report due: August 31 of each year

Site Visits and Evaluations:

The MSDE shall conduct, at a minimum, an annual site visit for each program funded by the grant. The first site visit may be conducted as early as October.

The MSDE shall conduct an evaluation at least once during each grant period of the practicum designs, professional development programs, and peer assistance and review programs in the Program to determine whether to recommend that one or multiple programs should be replicated throughout the State. The MSDE shall establish criteria for the evaluation, including the type and format of data to be collected by a teacher collaborative.

Proposals must contain the following information, assembled in the order indicated:

1. [Proposal Cover Sheet.](#)
2. [Project Abstract.](#)
3. [Table of Contents.](#)
4. [Project Narrative](#) (20-page limit).
 - 4.1. [Extent of Need.](#)
 - 4.2. [Goals, Objectives, and Milestones.](#)
 - 4.3. [Plan of Operation.](#)
 - 4.4. [Evaluation and Dissemination Plan.](#)
 - 4.5. [Management Plan/Key Personnel.](#)
 - 4.5.1. [Management Worksheet.](#)
 - 4.5.2. [Project Timeline.](#)
 - 4.6. [Integration with Education Reform.](#)
 - 4.7. [Future and Sustainability Plans.](#)
5. Budget Narrative.
 - 5.1. [Line Item Listing of Budgetary Expenses.](#)
 - 5.2. [Itemized Budget Form.](#)
6. [Appendices.](#) Do not append any required sections indicated above. Appendices are included below.
 - 6.1. [Works Cited](#)
 - 6.2. [Letters of commitment](#) from all project partners and principals of participating schools (as appropriate).
 - 6.3. Identification of Grant Manager who will serve as primary contact for implementation of grant
 - 6.4. Local school system contract establishing hours of academic week for teachers
 - 6.5. [Résumés of Key Personnel](#) that lead and support the grant execution
 - 6.5.1. Any new job descriptions subsequent to, or as a result of, the grant award
 - 6.6. [Signed assurances.](#)

Submission Requirements:

- All pages of the project narrative must use one-inch margins and be numbered according to the prescribed numbering convention. (See “Table of Contents” section)
- The project statement that appears on the cover sheet must not exceed 100 words.
- The abstract must not exceed one page.
- Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-point font.
- All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.
- Bound copies must be stapled in the upper left corner. They should not be bound by glue, spirals, wire, clasps, or any other means.
- The prescribed cover sheet must be the first page of the proposal.
- The original cover sheet must be signed in blue ink. Copies of the cover sheet must not be color photocopied.
- Application package **excluding** proposal cover sheet, table of contents, budget narrative, itemized budget form, signed assurances and appendices.
- All tables and charts must follow prescribed formats.
- Applicants must submit reasonable budgets based on resources needed to implement projects in each specific teacher collaborative. The budget should display a clear link between the specific project activities and the proposed budget items. Specifically, the budget should not contain any items that are not detailed in the project narrative. The budget narrative must support all costs

included in the budget, explain how the costs are determined, and how expenditures fulfill the overall goal of the project.

Definitions:

1. “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.
2. “Exclusive employee representative” means an employee organization designated as the exclusive representative of all public school employees in a county.
3. “Program” means the Teacher Collaborative Grant Program.
4. “Teacher preparation program” means a program of undergraduate or graduate studies that:
 - (i) prepares an individual to teach; and
 - (ii) is offered at an institution of higher education in the State that is accredited or approved to operate under this article.
5. “Public school employee” has the meaning stated in Education Article § 6–401.
6. “National Board Certification” means a national professional certification associated with advanced professional practices and issues by the National Board for Professional Teaching Standards.
7. “Lead Teacher” means a Nationally Board Certified teacher (or have a Master’s Degree in the teacher’s subject area if there is no comparable National Board assessment) who has the capacity to lead other teachers working in teams to improve the curriculum, instruction, and assessment in the school in an effective and disciplined way. The individual must have the skills and knowledge needed to mentor new teachers and other less skilled teachers to enable them to develop their skills, including mentoring teachers who are pursuing NBC, have sufficient expertise in research, especially action research, to lead other teams that will use research to develop programs, curriculum, teaching techniques and other interventions; conduct formal observations to determine the extent to which those interventions are successful, correct course as necessary to produce the outcomes for students they want; teach on average 50% of working hours and spend the remaining time mentoring newer and struggling teachers and teachers pursuing NBC, and leading workshops and demonstrations at the school level.
8. “Distinguished Teacher” means a Nationally Board Certified teacher (or have a Master’s Degree in the teacher’s subject area if there is no comparable National Board assessment) who has demonstrated exceptional skill as a Lead Teacher and is ready to lead the work of other Lead Teachers; teach on average 40% of working hours and spend the remaining time mentoring Lead Teachers, and leading workshops and demonstrations at the school and district level.
9. “Professor Distinguished Teacher” means a Nationally Board Certified professional and researcher who holds a doctorate, and who has published research papers to his/her credit as university professors, and is equally qualified to teach in university and school, and plays a leadership role in both places; primarily based at universities, serving as a mentor and instructor of teachers in training; mentoring new teachers in induction, and designing and lead professional development across the State; continued teaching responsibility of on average 20% of working hours unless they are out of the classroom (consulting teacher providing assistance; doing observations and/or evaluations) for a full year or longer, in which case, after a time specific, they must return to the classroom.

An unbound original proposal, together with 10 bound copies, and an electronic copy in Microsoft Word format, 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

Electronic copy should be sent by email to nicole.obregon@maryland.gov or on a USB flash drive.

Program Contacts:

Nicole Obregon, Teacher Collaborative Grant Specialist
nicole.obregon@maryland.gov
Office: 410-767-2939
FAX: 410-333-8963

Karla Henriquez, State and Federal Reporting Coordinator
Karla.Henriquez@maryland.gov
Office: 410-767-0389
FAX: 410-333-8963

Technical Assistance:

A technical assistance meeting will be held on August 3, 2021 at 11:00 a.m.

The technical assistance meeting will be held virtually to better accommodate interested applicants from across the state of Maryland. If you are interested in attending the meeting, send an email to nicole.obregon@maryland.gov requesting the link to the meeting.

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 Finance and Administration Maryland State
Department of Education
200 W. Baltimore Street - 6th Floor Baltimore,
Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

PROPOSAL COVER SHEET

Proposal must have a Proposal Cover Sheet. No other page may cover the proposal cover sheet. The subsequent information must be clearly stated in the following order:

- Name of applicant;
- Title of project;
- The words “**Teacher Collaborative Grant Program**”
- Name of contact person;
- Address of contact person;
- Telephone, fax, and email address of contact person;
- Project partners;
- Amount requested;
- Project statement (100-word limit); and
- Dated signature of Superintendent of Schools/Head of Grantee Agency.

The Proposal cover sheet should be printed on plain white paper and contain neither graphics nor additional information. The cover sheet should be signed by the Superintendent of Schools.

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. This statement will be used in press releases, board exhibits, etc.

PROJECT ABSTRACT

1-page limit

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, while addressing the following questions:

- What is the problem?
- What populations, schools, or geographic areas will be served by the project?
- What are the goals and objectives of the project? (For brevity, these should be paraphrased.)
- What strategies are to be employed to address the problem?
- Who are the partners, and what are the roles of each?

TABLE OF CONTENTS

The Table of Contents is an important aid for the reader. When writing the proposal and constructing the table of contents, use the following conventions:

- The Proposal Cover Sheet is not numbered but is considered to be page “i” (lower case, Roman numeral one);
- The Project Abstract is page “ii” (lower case, Roman numeral two);
- Do not list the Table of Contents as one of the pages in the table of contents;
- Table of Contents page(s) is/are numbered iii, iv, etc.;
- The extent of need is the first page of the project narrative and is numbered “1”; Subsequent pages are numbered consecutively;
- The Budget is numbered as follows: “B-1, B-2, B-3”; and
- Appendices are labeled “Appendix A, Appendix B, Appendix C “, etc.

PROJECT NARRATIVE

20-page limit

Part I Scoring - 90 points total (Out of 100 points with Part II)

The Project Narrative provides an opportunity to convince readers that the project is sound and deserves to be funded. The Project Narrative should encompass the entire life of the project. When writing the Project Narrative keep the following suggestions in mind:

- Be succinct and clear. Readers need to understand quickly and easily the components of the project and how they work together to address the stated needs.
- Do not assume the reader is familiar with the project; readers represent diverse backgrounds. Avoid jargon, and define all acronyms.
- Proofread the Narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone not familiar with the project read and critique the proposal before submitting it to MSDE.
- Be as detailed as possible. Use the entire page limit to explain the project. Use the Appendices to include information that may be important for the reader but will not fit within the Project Narrative. For clarity, it is important to reference in the body of the proposal any supplemental information included in the appendices.

Extent of Need

5 of 90 points

A compelling proposal will have a clearly-defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal.

Below are some suggestions for the needs assessment.

- Clearly state the main problem in the first paragraph.
- 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.
- Present easily measured quantitative data. (e.g., test scores, absentee rates).
- Present qualitative data in support of quantitative data (e.g., interviews, focus groups).
- Use multiple methods to document the problem (e.g., surveys, analysis of school records, previous studies, focus groups).
- Use multiple data sources (teachers, students, parents, etc.).
- Use national or state data to establish the problem's existence outside of the local area.
- Use local data to document the problem in the local area. Include relevant demographics and other statistics about each and every population to be served. Include all relevant data from the Maryland Report Card.
- State who is affected by the problem. State when and where the problem exists.
- Document the factors contributing to the problem.
- Document current or past efforts to address the problem.
- Show why those efforts failed or are inadequate to address the total need.
- Discuss the applicant's history or expertise in dealing with the problem.
- Discuss the consequences of not dealing with the problem.

Goals, Objectives, and Milestones

10 of 90 points

Goals, objectives, and milestones are all outcomes. Outcomes themselves are statements that tell how the project's target population would improve. Every outcome should describe a change in a target population. In addition, they set standards of progress towards alleviating the problems identified in the needs assessment. **Statements that describe strategies or management issues are not proper outcome statements.**

Outcome statements:

- **Identify the target population.** Who is the specific population the outcome addresses?
- **Are realistic.** Outcomes must be attainable. It is unrealistic to expect that all students will achieve 4.0 grade point averages. Unrealistic outcomes set the project up for failure and are "red-flags" for reviewers.
- **Are measurable.** Outcomes must demonstrate clear achievement. A good outcome statement references easily quantified indicators (e.g., test scores, absenteeism, grades, and promotion rates).
- **Have deadlines.** All outcome statements specify by when they are to be achieved.
- **Reference state, local, or school-defined baseline data or standards.** To determine if the goal is both reasonable and ambitious, include local baseline data for comparison.

A proposal should identify three kinds of outcomes: goals, objectives and milestones.

Goal

State the overall goal of the project. The goal should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established the more complex the project becomes.

Goals must have long-term deadlines. If the project period covers multiple years, the goal should be set for the end of the project. If the project period is one year or less, the goal may have a deadline that extends beyond the project period.

Objectives

Objectives are the anticipated outcomes to be accomplished for each year of the project. Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal.

It is imperative that objectives be established for every target population the project is designed to affect. For instance, if the project seeks to increase student achievement by training teachers, there must be objectives for both students and teachers.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and objectives 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 objective, each milestone must be related to an objective. 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 on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Don't set overly-ambitious milestones.

Plan of Operation

20 of 90 points

In the Plan of Operation, design the teaching practices 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 include strategies for each outcome, and outcomes for each strategy.

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 (students, teachers, parents). Examples include: specific teacher in-services, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip) or over a period of time (e.g., the use of an innovative curriculum).

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.

Teacher Collaborative Design and Implementation

1. 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:
 - A. A **21st-century practicum for teacher candidates** to gain experience in the classroom. A 21st-century practicum design developed under the program shall require:
 - i. A description of the proposed practicum design for teacher candidates
 - ii. Prospective teachers to complete a full school year of practical teaching experience before completing a teacher preparation program that:
 1. Shall be completed within the existing degree requirements to graduate from the teacher preparation program, if possible;
 2. May be completed at any time during the teacher preparation program as determined by the Collaborative.
 - iii. A county board and teacher preparation program jointly identify a placement for a teacher candidate and compensate a mentor teacher to supervise and coach the teacher candidates;
 - iv. Public schools offering the practicum to:
 1. Be organized in a career ladder system that reflects the requirements identified in Subtitle 10 of HB1300, or a plan to adopt such a system by year two of the grant;
 2. Consist of diverse student bodies that reflect the diversity of public schools in the State or the geographic area where the school is located;
 3. Consist of diverse student bodies that reflect the diversity of public schools in the state or the geographic area where the school is located.
 - v. Members of the public school who are Professor Distinguished Teachers on the career ladder to hold appointment to teach as clinical or adjunct faculty at the teacher preparation program, or a plan to hold this position by year two of the grant;
 - vi. Members of the public school faculty who are Lead or Distinguished Teachers on the career ladder to be responsible for designing the public school's induction and mentoring program for new teachers and struggling teachers; and
 - vii. Members of the public 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.
 - B. A **Professional Development** program for existing teachers developed under the program shall require a description of the training and education in one or more of the following areas:
 - i. Culturally responsive pedagogy, content knowledge and best practices in teaching a diverse student population;
 - ii. Evaluation and effective use of research, data, and high-quality instructional materials, including digital resources and technology to improve student performance;
 - iii. Effective management of student behaviors, including training in the use of restorative practices and trauma-informed approaches to meet student needs;
 - iv. 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;

- v. Recognition of student mental health disorders

C. A **Peer Assistance and Review** program shall require a description of the program and include the following:

- i. A Peer Assistance and Review program developed under the program shall use:
 - 1. Lead or Distinguished Teachers on the career ladder to mentor new teachers and support existing teachers who are struggling or low performing; and
 - 2. Evidence that a rigorous and reliable evaluation system is put in place to provide relevant and personalized feedback to teachers, and is consistent with Subsection 6-1010 of HB 1300 *Blueprint for Maryland's Future* and COMAR 13A.07.04 *Evaluation of Professional Certificated Personnel*.
- ii. A Teacher Evaluation system developed under this paragraph shall:
 - 1. Define the knowledge and skills expected of a teacher;
 - 2. Utilize documented performance measures to provide personalized feedback that is aligned with the teacher's strengths, needs, and professional learning context;
 - 3. Use a peer observation-based process to evaluation a teacher that:
 - a. Can be linked to student learning outcomes;
 - b. Requires the competency of the evaluator to be assessed;
 - c. Requires stakeholders, teachers and teacher candidates, and evaluators to be fully trained to understand the evaluation process;
 - d. Includes post-observation conference between the teacher and evaluator to encourage reflection of the teacher's teaching practice.

PLAN OF OPERATION

Please use a separate worksheet for each goal to be addressed with supporting objectives, strategies, activities and milestones. Extend the worksheet as necessary to accommodate the number of strategies or activities planned.

| |
|--|
| Need to be addressed: |
| Goal #1 (related to need): |
| Objective (marking progress toward Goal #1): |
| Strategy #1 (supporting Goal #1): |
| Activity #1 (supporting Strategy #1): |
| Activity #2 (supporting Strategy #1): |
| Activity #3 (supporting Strategy #1): |
| Activity #4 (supporting Strategy #1): |
| Milestones to document progress toward Goal #1): |

Evaluation & Dissemination Plan

20 of 100 points

Grantees are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project's goal and objective(s). Keep in mind that the final evaluation will consider the entire project, beginning to end. It should not be viewed as what is done after the project's completion, but as an integral element in the project's planning, design, and implementation. An effective ongoing plan that evaluates milestones quarterly lends to making informed decisions about needed changes.

Evaluation & Dissemination Narrative

The topics listed below provide the basis for review of the evaluation plan that should be addressed with specificity.

- **Evaluation Questions:** What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated consequences? Examine the relationship between the expected outcomes, efforts, and what is important to evaluate.
- **Evaluation Strategy:** What approach will be taken to find answers to the evaluation questions? What criteria will be used to assess lessons learned from the project? What populations will be included in the evaluation?
- **Data:** The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will the baseline be established? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, ensure that the resources are sufficient to use the proposed data collection techniques.
- **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are the qualifications of each? What are the responsibilities of key personnel?
- **Budgeting of resources and staffing for evaluation:** The application's budget should reflect sufficient funds to carry out a thorough and useful evaluation.
- **Dissemination:** Details on how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will information be posted on the Internet? Will presentations be made at important national conferences to present lessons from the project? How and when will demonstrations of the project be provided? Descriptions of the types of reports and other by products developed during the course of the project may be made available.

Management Plan/Key Personnel

20 of 100 points

Where many projects fail is in the management. Submit a detailed and time-specific management plan with pre-assigned responsibilities so as to avoid the following common errors:

- Failure to submit required reports.
- Failure to regularly monitor performance of the project during implementation.
- Failure to start the project on time.
- Failure to keep adequate project documentation.
- Failure to assure continuity and quality of the project in light of personnel turnover.
- Changing without approval from MSDE the overall project from that described in the grant proposal.
- Submission of biased or incomplete project evaluation data.
- Having no approved project fiscal procedure in place.
- Disposal of project supplies, equipment, or other assets in unauthorized ways.
- Budget deviations due to unauthorized transfers from one budget category to another.
- Failure to manage inherent conflicts of policies, perspectives, and philosophies between project's host agency and the funder.
- Failure to form partnerships in which all members recognize and fulfill clearly-defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

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. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically be familiar with a proposed partner, what that partner is capable of or willing to commit to the project, or why the partner is joining in on the project.

The project should have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing quarterly 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?

Management Plan Worksheet

The Management Plan supports the implementation plan but does not contain direct service activities. Direct service activities belong in the Plan of Operation. Examples of management actions are hiring staff, ordering equipment, developing curricula, and holding steering committee meetings. None of these actions render direct service itself, but enables direct service activities to take place.

List on the Management Plan Worksheet, in chronological order, all major management actions necessary to implement the project during the first year of funding. Worksheets for subsequent years will be included in the action plans for those years. Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. A well-considered management plan assigns responsibility for action to a management team member. Indicate on the worksheet the individual(s) responsible for accomplishing each action.

Requirements made by the funder, MSDE, should also be included in the management plan. These include the annual financial report, submission of progress reports to MSDE, and the final evaluation. The final report will serve as the final evaluation.

Management Plan Worksheet

| Action Description | Date | Person Responsible |
|------------------------------|-------------|-------------------------------|
| <i>Brief Description #1</i> | <i>Date</i> | <i>Name or Position</i> |
| <i>Brief Description #2</i> | <i>Date</i> | <i>Name or Position</i> |
| <i>Brief Description #3</i> | <i>Date</i> | <i>Name or Position</i> |
| | | |
| Funder's Requirements | | |
| Quarterly Report #1 Due | 10/29/21 | Grant Principal Administrator |
| Quarterly Report #2 Due | 1/28/22 | Grant Principal Administrator |
| Quarterly Report #3 Due | 4/29/22 | Grant Principal Administrator |
| Final Evaluation Process | 7/22/22 | Grant Principal Administrator |
| Financial Report Due | 7/22/22 | Grant Principal Administrator |
| Annual Evaluation Due | 7/22/22 | Grant Principal Administrator |

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.

| Year: _____ | | | | | | | | | | | | |
|----------------------------|-------|---|---|---|---|---|---|---|---|----|----|----|
| Activity | Month | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Management | | | | | | | | | | | | |
| Hire Project Manager | X | | | | | | | | | | | |
| Implementation | | | | | | | | | | | | |
| Teacher Training | X | | X | | | X | | | | X | | X |
| Evaluation | | | | | | | | | | | | |
| Submit Mid-Year Evaluation | | | | | | | | X | | | | |

Integration with Education Reform

10 of 100 points

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 education reform.

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 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?

Future and Sustainability Plans

5 of 100 points

Describe plans for continuing the project beyond the funding cycle.

How will it be sustained after funding ends? How will the project's partnerships be sustained?

Budget Narrative

10 of 100 points
(Out of 100 points with Part I)

The project's budget should detail every year of the project in a separate itemized budget for each year. 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.

Begin the budget with a narrative, justifying any line item expenses that are not obvious from the project narrative. Explain how line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective.

Immediately following the justification, include a line-item description using the format in the example below. Group line items according to the following categories: *Salaries & Wages*, *Contracted Services*, *Supplies & Materials*, *Other Charges*, *Equipment*, and *Transfers*. 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.

Use the format indicated by the following excerpt from a sample [Budget Narrative](#). The Budget Narrative can be accessed by copying and pasting the following link into the web browser: (<http://www.marylandpublicschools.org/about/Pages/Grants/BudgetInfo.aspx>).

Itemized Budget

The itemized budget form ([C-1-25](#)) can be accessed by copying and pasting the following link into the web browser (<http://www.marylandpublicschools.org/about/Pages/Grants/BudgetInfo.aspx>) and must be submitted with the application. If difficulties are encountered in categorizing the budget, consult with the appropriate financial agent. The form must be signed by both the district's Budget Officer and the Superintendent or designee.

APPENDICES

The following Appendices must be included but 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. Be consistent.

Letters of Commitment

Letters of commitment are required from all project partners, school principals, and local school systems participating in the project. A good letter should contain the following:

- A statement acknowledging and supporting the goal and objectives of the project;
- The participant's expected gains from the project;
- The expertise, resources and financial contributions the participant is making towards the project. Financial contributions (in-kind and cash) should be quantified;
- A clear statement detailing the responsibilities of the partners; and
- A clear statement that the partners intend to continue the partnership beyond the grant period.

Letters of commitment should be addressed to the Superintendent, Mohammed Choudhury, or head of the grantee agency acting as the lead agency. Letters should not be addressed to the MSDE. All letters should be included in the proposal and not sent directly to the MSDE. Any letters sent directly to the MSDE cannot be appended to the proposal.

Resumes of Key Personnel

Include a one-page resume for each person playing a key role in the project. Only information relevant to the project should be included in the resume.

Signed Assurances

Please carefully read and complete the [Recipient Assurances](http://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf) page, <http://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf>, which must be signed and dated by the Superintendent of the school system or the head of the grantee agency.