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

Deadline  
September 16, 2024  
No later than 5:00 p.m. EDT

Application for Participation

Maryland Robotics Grant Program FY 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools

**Deann Collins, Ed.D.**Deputy State SuperintendentOffice of Teaching and Learning

**Richard Kincaid**Senior Executive DirectorOffice of College and Career Pathways

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# Instructions

1. Complete this application electronically by typing directly into the fillable fields and charts.
2. Do not alter or remove sections.
3. When finished, save the application document as a pdf to your computer and obtain appropriate signatures.
4. The signed and completed application should be saved as a single pdf document and emailed as an attachment to [occpgrants.msde@maryland.gov](mailto:occpgrants.msde@maryland.gov) with the subject “Maryland Robotics Grant Program FY 2025 Application”.

Proposal Cover Page

Institution/Agency/Jurisdiction Name:

Name of Contact Person:

Institution/Agency Address:

Contact Person Phone:

Contact Person Email:

Number of Participating Schools:

Participating School:

School Address:

School Phone:

Grade Level:

Robotics Club Membership in School Year 2023-2024:

Principal Name:

Principal Phone:

Principal Email:

\* *Copy the above information as applicable for any additional participating schools*

Amount of the request for grant period (July 1, 2024 – June 30, 2025):

$

(Should agree with Proposed Budget and not to exceed $20,000)

Signature of Head of Lead Agency Date

Printed Name of Head of Lead Agency Title

# Project Narrative

## PROJECT Abstract (100 WORDS)

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

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## extent of need

Describe the conditions or needs to be addressed through the Robotics Grant Program. Include a clearly defined problem supported by a needs assessment and supporting data. Please refer to the Grant Information Guide for additional information.

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## Evidence of impact

Discuss your history of impact on the target population, what has worked, what has not worked, and your track record in effectuating change. Please refer to the Grant Information Guide for additional information.

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## GOALS, MEASURABLE OUTCOMES AND MILESTONES

State the overall goals of the project. These goals should address the main obstacles identified at the beginning of the needs assessment. Please refer to the Grant Information Guide for additional information.

|  |  |
| --- | --- |
| **Goal 1:** |  |
| **Outcome(s):** |  |
| **Milestone(s):** |  |

|  |  |
| --- | --- |
| **Goal 2:** |  |
| **Outcome(s):** |  |
| **Milestone(s):** |  |

|  |  |
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| **Goal 3:** |  |
| **Outcome(s):** |  |
| **Milestone(s):** |  |

*\*Add more tables if including additional goals.*

## Strategies

What strategies will be used to reach project milestones, accomplish outcomes, and achieve project goals? Discuss how and why these strategies were chosen and how they contribute to growth in the CTE/STEM pipeline. Please refer to the Grant Information Guide for additional information.

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Who are the targeted populations to be impacted by the strategies chosen? And how will they be impacted? Refer to the grant information guide for additional guidance.

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## Management Plan

Using the Management Plan Worksheet, list in chronological order, all major management actions necessary to implement the project during the funding cycle. Indicate on the worksheet who is responsible for accomplishing each action. Include in the Attachments a one-page résumé for each person playing a key role in the project. Please refer to the Grant Information Guide for additional information.

### Management Plan Worksheet

| Key Activities | Individual Responsible | Time Frame |
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*\*Add more rows as needed.*

## Evaluation and Dissemination

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. Please refer to the Grant Information Guide for additional information.

Applicants must evaluate the following required measures:

| Evaluation Measure | Goal |
| --- | --- |
| **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, specific 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 your evaluation? ￼ |  |

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| --- | --- |
| **Evaluation Measure** | **Goal** |
| **Data: The type of data and method of data collection depends on the program's nature, 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 specific qualifications? 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. Note: The evaluation will be an internal self-evaluation/reflection and can be completed by Chair/Co-Chair of the Council or a designee at no cost. ￼ |  |
| **Dissemination:** Details on how the project’s findings will be disseminated to the major stakeholders, individuals with an interest in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will there be a presence on the internet and/or attending important national conferences to present lessons from the project? How and when will demonstrations of your project be made available? Also consider including descriptions of the types of reports and other by-products that will be produced during the project. ￼ |  |

Evaluation and quarterly progress reports should be consistent with the project’s goals and objectives. An effective ongoing plan should evaluate milestones and help project staff make informed decisions.

## Sustainability Plan

Describe plans for continuing the project beyond the funding cycle. Please refer to the Grant Information Guide for additional information.

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## BUDGET AND BUDGET NARRATIVE

The project’s budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the management plan and the budget line items. Please refer to the Grant Information Guide for additional information. Complete and submit the MSDE C-1-25.

### Salaries and Wages (list separately for each position)

| Line item | Calculation | Requested | In-Kind | Total |
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| **TOTAL FOR SALARIES & WAGES:** | |  |  |  |

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost- effective.

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| Type response here. |

### Contracted Services

| Line item | Calculation | Requested | In-Kind | Total |
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| **TOTAL FOR CONTRACTED SERVICES:** | |  |  |  |

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost- effective.

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| Type response here. |

### Supplies & Materials

| Line item | Calculation | Requested | In-Kind | Total |
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| **TOTAL FOR SUPPLIES & MATERIALS:** | |  |  |  |

Using the space below, explain how the costs for supplies & Materials above are necessary, reasonable, and cost- effective.

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### Other Charges

| Line item | Calculation | Requested | In-Kind | Total |
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| **TOTAL FOR OTHER CHARGES:** | |  |  |  |

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost- effective.

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| Type response here. |

### Equipment

| Line item | Calculation | Requested | In-Kind | Total |
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| **TOTAL FOR EQUIPMENT:** | |  |  |  |

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost- effective.

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| Type response here. |

### Transfers (indirect costs)

| Line item | Calculation | Requested | In-Kind | Total |
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| **TOTAL FOR TRANSFERS:** | |  |  |  |

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost- effective.

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| Type response here. |

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| **Total Amount Requested:** |

# Maryland Robotics Grant Program Scoring Rubric

## Area: Needs Assessment and Evidence of Impact

| Level 3  Exceeds Criteria | Level 2  Meets Criteria | Level 1  Does Not Meet Criteria |
| --- | --- | --- |
| The applicant has provided a comprehensive and well-supported needs assessment that clearly identifies a skills or opportunity gaps related to robotics education and provides compelling data to support the need for the Robotics Grant Program.  The needs assessment clearly explains how the gap(s) affects the applicant's community and provides evidence of the applicant's experience and expertise in dealing with the problem.  The applicant has demonstrated an established record of addressing issues related to identified needs using evidence- and research- informed practices.  The applicant has demonstrated a strong connection to CTE and STEM programming and has proposed strategies for intentionally developing an awareness and recruitment pipeline into these programs.  The needs assessment includes a thorough discussion of past and current efforts to address the problem, including a critical evaluation of the effectiveness of those efforts. | The applicant has provided a needs assessment that identifies a skill or opportunity gap related to robotics education and provides some supporting data.  The needs assessment explains how the gap(s) affects the applicant's community and provides some evidence of the applicant's experience and expertise in dealing with the problem.  The applicant has addressed issues related to identified needs using evidence- or research- informed practices.  The applicant has demonstrated some connection to CTE and STEM programming and has proposed some strategies for developing an awareness and recruitment pipeline into these programs.  The needs assessment includes a discussion of past and current efforts to address the problem. | The applicant has not provided a needs assessment that clearly identifies a skill or opportunity gap related to robotics education or provides supporting data.  The needs assessment does not explain how the problem affects the applicant's community or provide evidence of the applicant's experience and expertise in dealing with the problem.  The applicant has not demonstrated that they have implemented evidence- or research- informed practices related to stated needs.  The applicant has not demonstrated a connection to CTE and STEM programming or proposed strategies for developing an awareness and recruitment pipeline into these programs.  The needs assessment does not include a discussion of past and current efforts to address the problem. |

## Area: Goals, Outcomes, and Milestones

| Level 3  Exceeds Criteria | Level 2  Meets Criteria | Level 1  Does Not Meet Criteria |
| --- | --- | --- |
| The applicant has provided clear and measurable goals that address the main gap(s) identified in the needs assessment and demonstrates a strong connection to CTE and STEM programming.  For each goal statement, the applicant has identified specific objectives and anticipated outcomes to be accomplished for every target population.  The applicant has established detailed, ambitious, and measurable milestones to track progress throughout the year and has included a plan for regular monitoring and evaluation of progress toward the goals and objectives.  The goals, objectives, and milestones are well- aligned with the needs assessment, and demonstrate a clear and strategic approach to addressing the identified gaps. | The applicant has provided goals that address the main gap(s) identified in the needs assessment and demonstrates some connection to CTE and STEM programming.  For each goal statement, the applicant has identified some objectives and anticipated outcomes to be accomplished for every target population.  The applicant has established some milestones to track progress throughout the year and has included some plan for monitoring and evaluation of progress toward the goals and objectives.  The goals, objectives, and milestones are aligned with the needs assessment, and demonstrate some approach to addressing the identified problem. | The applicant has not provided clear and measurable goals that address the main gap(s) identified in the needs assessment or demonstrate a connection to CTE and STEM programming.  For each goal statement, the applicant has not identified specific objectives or anticipated outcomes to be accomplished for every target population.  The applicant has not established clear milestones to track progress throughout the year or has not included a plan for monitoring and evaluation of progress toward the goals and objectives.  The goals, objectives, and milestones are not aligned with the needs assessment or demonstrate a clear approach to addressing the identified gap(s). |

## Area: Plan of Operation

| Level 3  Exceeds Criteria | Level 2  Meets Criteria | Level 1  Does Not Meet Criteria |
| --- | --- | --- |
| The applicant has provided a comprehensive and well-supported plan of operation that clearly explains how the robotics program will provide high- quality STEM education and engaging experiences for students.  The strategies and activities are closely aligned with the program's learning outcomes and are chosen based on their potential to benefit students and support their development of critical thinking, problem-solving, and collaboration skills.  The target student population is clearly identified, including demographic information such as grade level or special needs, and the program's potential impact on these students is well-articulated.  The applicant has provided detailed data on the number of students who will be directly or indirectly serviced by the program, including a clear explanation of how this data was derived and any assumptions or projections made.  The activities are specific, well-planned, and closely related to the chosen strategies, and the applicant has provided a clear explanation of how each activity will contribute to the program's overall learning outcomes and goals. | The applicant has provided a plan of operation that explains how the robotics program will provide high-quality STEM education and engaging experiences for students.  The strategies and activities are aligned with the program's learning outcomes and have the potential to benefit students and support their development of critical thinking, problem-solving, and collaboration skills.  The target student population is identified, including demographic information such as grade level or special needs, and the program's potential impact on these students is explained.  The applicant has provided data on the number of students who will be directly or indirectly serviced by the program and has explained how this data was derived.  The activities are specific and related to the chosen strategies, and the applicant has explained how each activity will contribute to the program's overall learning outcomes and goals. | The applicant has not provided a clear or comprehensive plan of operation for the robotics program.  The strategies and activities are not closely aligned with the program's learning outcomes or do not have the potential to benefit students and support their development of critical thinking, problem-solving, and collaboration skills.  The target student population is not clearly identified or the program's potential impact on these students is not well- articulated.  The applicant has not provided data on the number of students who will be directly or indirectly serviced by the program or has not explained how this data was derived.  The activities are not specific or well-planned, or the applicant has not explained how each activity will contribute to the program's overall learning outcomes and goals. |

## Area: Evaluation and Dissemination Plan

| Level 3  Exceeds Criteria | Level 2  Meets Criteria | Level 1  Does Not Meet Criteria |
| --- | --- | --- |
| The applicant has provided a detailed and well-planned evaluation and dissemination plan that includes annual evaluation reports and quarterly progress reports that are consistent with the project's goals and objectives.  The evaluation plan is designed to assess the entire project, beginning to end, and is an integral element in the project's planning, design, and implementation.  The applicant has provided a clear and effective ongoing plan to evaluate milestones on a quarterly basis, which will assist program leadership in making informed decisions to support continuous improvement.  The dissemination plan is well-developed and includes strategies for sharing the program's successes, challenges, and lessons learned with stakeholders both within and outside of the organization. | The applicant has provided a plan for annual evaluation reports and quarterly progress reports that are consistent with the project's goals and objectives.  The evaluation plan is designed to assess the project as a whole and is seen as an important part of the project's planning, design, and implementation.  The applicant has provided some plan for evaluating milestones on a quarterly basis, which will assist program leadership in making informed decisions to support continuous improvement.  The dissemination plan includes some strategies for sharing the program's successes, challenges, and lessons learned with stakeholders both within and outside of the organization. | The applicant has not provided a clear or well- developed evaluation and dissemination plan for the project.  The evaluation plan is not designed to assess the project as a whole or is not seen as an integral part of the project's planning, design, and implementation.  The applicant has not provided a clear plan for evaluating milestones on a quarterly basis or has not explained how this plan will assist program leadership in making informed decisions to support continuous improvement.  The dissemination plan is not well-developed or does not include strategies for sharing the program's successes, challenges, and lessons learned with stakeholders both within and outside of the organization. |

## Area: Management Plan and Key Personnel

| Level 3  Exceeds Criteria | Level 2  Meets Criteria | Level 1  Does Not Meet Criteria |
| --- | --- | --- |
| The applicant has provided a well-developed and detailed management plan that lists all major management actions necessary to implement the project during the funding cycle.  The management plan is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.  Each action is assigned to a specific management team member, and the worksheet clearly indicates who is responsible for accomplishing each action. The one-page résumés for each person playing a key role in the project are well-written, relevant, and demonstrate significant experience and expertise in their respective roles. | The applicant has provided a well-developed and detailed management plan that lists all major management actions necessary to implement the project during the funding cycle.  The management plan is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.  Each action is assigned to a specific management team member, and the worksheet clearly indicates who is responsible for accomplishing each action. The one-page résumés for each person playing a key role in the project are well-written, relevant, and demonstrate significant experience and expertise in their respective roles. | The applicant has provided a well-developed and detailed management plan that lists all major management actions necessary to implement the project during the funding cycle.  The management plan is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.  Each action is assigned to a specific management team member, and the worksheet clearly indicates who is responsible for accomplishing each action. The one-page résumés for each person playing a key role in the project are well-written, relevant, and demonstrate significant experience and expertise in their respective roles. |

## Area: Sustainability Plan

| Level 3  Exceeds Criteria | Level 2  Meets Criteria | Level 1  Does Not Meet Criteria |
| --- | --- | --- |
| The applicant provides a comprehensive plan for ensuring the ongoing success of the proposal beyond the funding cycle that includes identification of additional resources. A detailed plan for maintaining partnerships and their contribution to sustainability is described. | The applicant provides a continuation plan beyond the funding cycle and describes how partnerships will be maintained. | The application does not include a specific, time- limited, and realistic plan to exist after the funding cycle. |

## Area: Budget and Budget Narrative

| Level 3  Exceeds Criteria | Level 2  Meets Criteria | Level 1  Does Not Meet Criteria |
| --- | --- | --- |
| All requirements listed under meets criteria are met. In addition, the budget includes sufficient resources for successful execution of the proposed program. | The budget reflects all program activities per strategy and does not exceed the allowable aggregated grant amount. Justification is provided for all expenses. The costs are reasonable and allowable. All line items contain the calculations used to derive the expected cost. There are no mathematical errors. | The budget does not reflect all program activities, and/or exceeds the allowable amount per strategy.  There may be missing calculations and/or mathematical errors. |

# Appendices

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

Appendix A: [A signed recipient assurances page](https://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf)

Appendix B: [A signed C-1-25 MSDE budget form](https://marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls)

Appendix C: Letters of commitment from all project partners and principals of participating schools. These should be addressed to the superintendent or head of grantee agency acting as the head of agency. Letters should not be addressed to MSDE.

Appendix D: [Evidence](https://www.marylandpublicschools.org/programs/Pages/CTE/PerkinsV/Budget-and-Budget-Amendments.aspx) of status of a non-profit 501(c)(3) organization, if applicable

Appendix E: Resume(s) of Key Personnel

Appendix F: LEA documentation or URL to policies related to safety and privacy, including those related to non-system employees.