



Maryland Robotics FY26 Grant Grant Information Guide

Deadline: August 15, 2025

No later than 5:00 PM EDT

Division of College and Career Pathways

June 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

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Purpose

The Robotics Grant Program is an annual grant program that is administered by the Maryland State Department of Education (MSDE) to provide funding to Local Education Agencies (LEAs), schools, and nonprofit organizations associated with public schools. The program aims to support the development and expansion of robotics programs across the state and to provide students with the opportunity to engage in high-quality STEM education practices that prepare them for success in the 21st Century workforce. The grant is open to Local Education Agencies (LEAs) and non-profit organizations who are working with Maryland public K-12 schools.

The purpose of this grant is to provide opportunities for students to engage in robotics education programs that will help them develop critical thinking, problem-solving, and collaboration skills. This is achieved by introducing them to Career and Technical Education (CTE) programming at their local high school. The Robotics Grant Program is designed to ensure that all students in Maryland have access to robotics education programs that are aligned with the Maryland K-12 Computer Science Standards and/or the Standards for Technological and Engineering Literacy. These programs can be implemented within the school day or as extracurricular activities and may include the development of new programs or the expansion of existing programs.

GRANT OVERVIEW

Name of Grant Program

Maryland Robotics Grant Program FY 2026

Purpose

The Robotics Grant Program provides funding to Local Education Agencies (LEAs), schools, and nonprofit organizations associated with public schools. The program aims to support the development and expansion of robotics programs across the state and provide students with the opportunity to engage in high-quality STEM education that prepares them for success in the 21st-century workforce.

Authorization

Robotics Grant Program, [House Bill 115 \(2016\), Chapter 0682](#)

Dissemination

This Grant Information Guide (GIG) is scheduled to be released on July 8, 2025.

Deadline

Proposals are due no later than 5 pm on August 15, 2025.

Grant Period

July 1, 2025 - June 30, 2026

Funding Amount Available

\$350,000. Awards range between \$5,000 and \$20,000.

Estimated Number of Grants

Thirty-five (35), grant awards range between \$5,000 and \$20,000.

The number of grant awards will be based on the number of submissions and the availability of funds. MSDE may consider prior applicant performance and geographic distribution when making awards.

Eligibility

This funding opportunity is open to any Maryland public school, or nonprofit organization partnering with a public school, to support the development and expansion of robotics programming. Nonprofit organizations supporting a robotics program must validate that the majority (51% or more) of members are public school students. MSDE reserves the right to take into consideration geographic distribution when making awards.

Submission Instructions

The Maryland Robotics Grant Program FY 2026 Application can be downloaded from the MSDE grants webpage. A signed electronic copy in PDF format must be submitted by email to occpgrants.msde@maryland.gov by 5:00 pm on Friday, August 1, 2025.

PROGRAM CONTACT**Scott Nichols**

Coordinator, Postsecondary Programs
Office of College and Career Readiness
(410) 767-0177
charles.nichols@maryland.gov

State Responsibilities

MSDE will review all grant applications for eligibility and select the recipient programs based on the review criteria outlined in the Grant Information Guide. In addition to meeting the eligibility requirements and demonstrating a commitment to increasing access to high-quality robotics education, proposals will be evaluated based on the potential impact of the program, the feasibility of the proposed activities, the geographic location of the proposed program, and the capacity of the applicant to successfully implement the program.

Once the grants are awarded, MSDE will provide ongoing support and guidance to the grant recipients, including technical assistance, performance monitoring, and reporting requirements. MSDE will monitor grantee progress through quarterly project updates, financial reports, and an on-site or virtual monitoring visit for each Robotics Grant Program.

Use of Funds

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

Note to non-profit organizations: Approved program expenses will be reimbursed upon submission and approval of an invoice with supporting documentation (i.e., receipts, purchase orders, etc.). Please ensure that funding is available within your organization to cover any initial expenses.

FUNDS MAY BE USED TO:

- Purchase high-level technology and equipment that support robotics programs. All equipment and programs requiring LEA Internet must follow the LEA User Policies.
- Purchase materials and supplies to support robotics programs, including virtual robotics platforms and/or applications.
- Provide faculty stipends or fees for participation in robotics events (as needed, based on LEA policy).
- Support transportation and hotel costs for students and advisors participating in robotics competitions.
- Support registration or membership fees for students enrolled in robotics related competitions and organizations (including in-person or virtual competitions).

FUNDS MAY NOT BE USED FOR:

- Construction of temporary or permanent structures.
- Membership to non-robotics organizations.
- Food or meals.
- Equipment for administrative purposes.
- Renting or maintaining building space.
- Costs of finger printing for LSS educators.
- Supplementing salaries and/or stipends during the regular workday.
- Supplanting or supplementing an employee's existing salary if job duties and/or role are related to the robotics team/club (i.e., Coordinator, Program Director).

Application Requirements

PROPOSAL COVER PAGE

The cover page encompasses all contact and grant partnership information, including eligibility as a public school or non-profit, and status of the robotics program as developing or existing.

PROJECT ABSTRACT

The project abstract introduces 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, such as the populations serviced, brief description of the goals, strategies to meet them, and the roles of the partner(s).

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. Document current or past efforts to address the problem and show how those efforts addressed the need. Also discuss the applicant's history or expertise in dealing with the problem by implementing programming or engaging in other related activities informed by evidence and/or research. The most competitive applications will show a strong connection to CTE and STEM programming, and intentionally develop an awareness and recruitment pipeline into these programs.

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. Document current or past efforts to address the problem. Show why those efforts failed or are inadequate to address the total need. Discuss how past performance has informed the proposed activities, and the future impact your proposed key activities are likely to have on the target population. Briefly identify new or other proposed evidence-based strategies that will be implemented and how they will be measured to determine the impact on the target population.

GOALS, STRATEGIES, ACTIVITIES, BENCHMARKS, AND OUTCOMES

State the overall goals of the project. These goals should address the main obstacles identified at the beginning of the needs assessment. While there should be at least three goals, a stronger need is demonstrated through multiple goals. Make sure each goal is specific, measurable, attainable, realistic, time-bound, and inclusive/ equitable (S.M.A.R.T.I.E.) and aligned with the intended outcomes. Goal statements should also include the specific populations that the selected strategies aim to serve. Describe how these populations will be impacted by the project's activities and outcomes.

Since goals and strategies are not evaluated until the end of the year, activities and benchmarks must be established to measure progress during the year. Benchmarks are evaluated, either quarterly or semiannually. The most competitive applications will include measurable goals showing how the robotics program will intentionally develop an awareness of, and recruitment in to, aligned CTE and/or STEM programs. Below are some tips for writing goals:

- Tie your goals and outcomes directly to your need statement.
- Include all relevant groups and individuals in your target population.
- Think about how you will measure the change projected in each objective. If there is no way to measure a goal, it is not measurable and should be rewritten.

Strategies: Strategies are the specific steps that need to be taken in order to achieve the goals. They should be specific, measurable, achievable, relevant, time-bound, inclusive, and equitable (S.M.A.R.T.I.E.). Each goal should have associated strategies, which together form the roadmap for achieving the goal. Strategies should be designed with the specific needs of the target population in mind. Below are some tips for writing objectives:

- Specificity is key. Strategies should provide a clear description of what is to be done, by whom, and by when. They should be detailed enough that someone unfamiliar with the project could understand what is intended.
- Strategies should be measurable. There should be a way to assess whether each strategy has been achieved. This could be quantitative (e.g., a certain number or percentage) or qualitative (e.g., a specific outcome or change in behavior).
- Make sure your strategies are achievable. While it's good to be ambitious, strategies should also be grounded in reality. Consider your resources, constraints, and the specific context of your project when setting objectives.
- Strategies should be relevant. Each strategy should clearly relate to the overall goal and contribute to its achievement. Avoid including anything that is not directly aligned with the goal.

A well-written strategy might look like this: "Develop a comprehensive extracurricular robotics program that aligns with the Maryland K-12 Computer Science Standards and/or the Standards for Technological and Engineering Literacy."

Activities & Benchmarks: Ongoing evaluation is essential to the management of a project. Since goals and outcomes are not evaluated until the end of the year, benchmarks must be established to measure progress during the year. Benchmarks should be evaluated during the year, either quarterly or semiannually.

Since benchmarks are intended to indicate progress towards an outcome, each benchmark must be related to a stated activities. Keep in mind that benchmarks are indicators of progress and may not use the same measurement tool as the strategies and activities to which they are related. A project may take months before there is an impact on clients, or the rate of improvement may level off over time.

Measurable Outcomes: Measurable Outcomes are the anticipated outcomes to be accomplished for each year of the project and must be related to a goal. Outcomes break the long-term goal into steps or address the factors contributing to the problem addressed by the goal. It is imperative that outcomes 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 outcomes for both students and teachers. Below are some tips for writing measurable outcomes:

- State your outcome in quantifiable terms.
- Outcomes should specify the result of an activity.
- Outcomes should identify the target audience or community being served.
- Objectives need to be realistic and capable of being accomplished within the grant period.

Benchmarks should anticipate this and be gauged accordingly. Be sure that benchmarks are ambitious, yet attainable.

Goals, Strategies, Activities, Benchmarks, and Outcomes Worksheet

Consider the following example:

S.M.A.R.T.I.E. GOAL 1: By June 30, 2026, we will expand extracurricular CTE and STEM activities to increase awareness and K-12 participation in robotics.

Strategies	Activities	Benchmarks
Strategy 1: Develop a comprehensive extracurricular robotics program that aligns with the Maryland K-12 Computer Science Standards and/or the Standards for Technological and Engineering Literacy.	Activity 1: Research successful extracurricular robotics programs throughout the state to identify potential strategies and barriers.	Benchmark 1: By the end of September, the extracurricular robotics program will be fully operational with dedicated staff.
	Activity 2: Create project- and problem-based exercises that engage participants in real-world applications. Activity 3: Recruit faculty and staff that will lead the extracurricular sessions.	Benchmark 2: By the end of October, the extracurricular robotics program will be cross walked with the Maryland K-12 Computer Science Standards and the Standards for Technological Literacy.
Strategy 2: Design a strategic recruitment program that particularly focuses on attracting female students and other underrepresented groups.	Activity 1: Develop a clear and logical recruitment model that provides students with an accessible path to joining the robotics program.	Benchmark 1: By the end of the first semester, at least 50% of the students in the robotics program will be from traditionally underrepresented groups.
	Activity 2: Develop marketing materials that are geared towards the recruitment of female students and students from underrepresented population groups.	

GOAL 1 OUTCOME: By the end of the academic year, 70% of students in the robotics program demonstrate increased awareness of CTE/STEM related fields and postsecondary options via survey responses.

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. 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 on a quarterly basis, assists program leadership in making informed decisions to support continuous improvement.

SUSTAINABILITY PLAN

Describe plans for continuing the project beyond the funding cycle. Answer questions such as; how the project will be sustained after funding ends, what are the plans for maintaining the project's partnerships, and how are transitions of council members planned for and their impact on the effectiveness of the council.

Key Personnel

In the following table, list the key personnel associated with this project. Include their role or areas of responsibility as well as the time frame in which they will be working on this grant. In the Attachments section, include a one-page résumé for each key project team member. Please consult the Grant Information Guide for additional details.

Key Personnel	Areas of Responsibility	Time Frame

Budge and Budget Narrative

The [itemized budget form \(C-1-25\)](#) can be accessed through the MSDE grants website, and a proposed budget must be submitted with the application. If difficulties are encountered in categorizing the budget, consult with the appropriate financial agent from your institution. After submission and before final approval, adjustments may be required based on approved spending amounts. At that time, a final budget form must be signed by both the district's Budget Officer and the Superintendent or the Head of Agency/Non-profit.

The application form includes a space for applicants to provide the program's budget and a budget narrative. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget. Reviewers should be able to see a clear connection between the project activities and the budget line items.

To make sure that your budget totals correctly, please use the formula (fx) function in the "Table Layout" tab to calculate your costs. First, make sure there is an amount in each cell, even if it is \$0.00. Then, on the "Total" Row, use the formula function to **multiply**: =PRODUCT(LEFT) or to **add**: =SUM(LEFT). Next, on the last row, use the formula function to add all of the sums in the "Total" column: =SUM(ABOVE).

Line Item	Quantity	Price	Total
TOTAL			

Submit the budget on the MSDE Grant Budget C-1-25 form (Appendix B)

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

The Review Process

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

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

REVIEW COMMITTEE

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

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
<p>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.</p> <p>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.</p> <p>The applicant has demonstrated an established record of addressing issues related to identified needs using evidence- and research-informed practices.</p> <p>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.</p> <p>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.</p>	<p>The applicant has provided a needs assessment that identifies a skill or opportunity gap related to robotics education and provides some supporting data.</p> <p>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.</p> <p>The applicant has addressed issues related to identified needs using evidence- or research- informed practices.</p> <p>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.</p> <p>The needs assessment includes a discussion of past and current efforts to address the problem.</p>	<p>The applicant has not provided a needs assessment that clearly identifies a skill or opportunity gap related to robotics education or provides supporting data.</p> <p>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.</p> <p>The applicant has not demonstrated that they have implemented evidence- or research-informed practices related to stated needs.</p> <p>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.</p> <p>The needs assessment does not include a discussion of past and current efforts to address the problem.</p>

AREA: GOALS, STRATEGIES, ACTIVITIES, BENCHMARKS, AND OUTCOMES

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>The applicant has provided at least three clear goals that directly address the primary challenges identified in the needs assessment. Each goal follows the S.M.A.R.T.I.E. Goal format (specific, measurable, attainable, realistic, time-bound, and inclusive/equitable) and is aligned with the intended outcomes.</p> <p>For each goal statement, the applicant has identified a range of strategies that will be implemented. The applicant has explained the rationale behind selecting these strategies and how they are designed to support growth in the CTE/STEM pipeline.</p> <p>The applicant has identified several activities that will be employed and are aligned with the stated strategies.</p> <p>The applicant has identified several benchmarks as measures of success, as well as a timeline of when the benchmarks will be accomplished.</p> <p>The applicant has developed a clear, final outcome statement that is aligned to the goal and crafted in an “If/Then” format. The goals, strategies, activities, benchmarks, and outcomes, are well-aligned with the needs assessment, and demonstrate a clear and strategic approach to addressing the identified gaps.</p>	<p>The applicant has provided at least three clear goals that address some of the primary challenges identified in the needs assessment. Each goal follows the S.M.A.R.T.I.E. Goal format (specific, measurable, attainable, realistic, time-bound, and inclusive/equitable) and is aligned with the intended outcomes.</p> <p>For each goal statement, the applicant has identified some strategies that will be implemented. The applicant has somewhat explained the rationale behind selecting these strategies and how they are designed to support growth in the CTE/STEM pipeline.</p> <p>The applicant has identified some activities that will be employed and are aligned with the stated strategies.</p> <p>The applicant has identified some benchmarks as measures of success, as well as a vague timeline of when the benchmarks will be accomplished.</p> <p>The applicant has developed an outcome statement that is aligned to the goal and crafted in an “If/Then” format.</p> <p>The goals, strategies, activities, benchmarks, and outcomes, are aligned with the needs assessment, and demonstrate a strategic approach to addressing the identified gaps.</p>	<p>The applicant has not provided at least three clear goals that directly address the primary challenges identified in the needs assessment. Each goal follows the S.M.A.R.T.I.E. Goal format (specific, measurable, attainable, realistic, time-bound, and inclusive/equitable) and is aligned with the intended outcomes.</p> <p>The applicant has not identified a range of strategies that will be implemented. The applicant has vaguely explained the rationale behind any strategies identified.</p> <p>The applicant has not identified activities that will be employed and/or activities are not aligned with the stated strategies.</p> <p>The applicant has not identified benchmarks as measures of success and/or the applicant does not include a timeline of when the benchmarks will be accomplished.</p> <p>The applicant has not developed a clear, final outcome statement that is aligned to the goal and crafted in an “If/Then” format.</p> <p>The goals, strategies, activities, benchmarks, and outcomes, are not aligned with the needs assessment, and do not demonstrate a clear and strategic approach to addressing the identified gaps.</p>

AREA: PLAN OF OPERATION

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>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.</p> <p>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.</p> <p>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.</p> <p>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 made.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The applicant has not provided a clear or comprehensive plan of operation for the robotics program.</p> <p>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.</p> <p>The target student population is not clearly identified or the program's potential impact on these students is not well-articulated.</p> <p>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.</p> <p>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.</p>

AREAS: EVALUATION AND DISSEMINATION PLAN

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The applicant has provided a plan for annual evaluation reports and quarterly progress reports that are consistent with the project's goals and objectives.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The applicant has not provided a clear or well-developed evaluation and dissemination plan for the project.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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: AND KEY PERSONNEL

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>The applicant has provided a well-developed and detailed key personnel chart that lists all major management actions necessary to implement the project during the funding cycle.</p> <p>The key personnel chart is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.</p> <p>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.</p>	<p>The applicant has provided a well-developed and detailed key personnel chart that lists all major management actions necessary to implement the project during the funding cycle.</p> <p>The key personnel chart is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.</p> <p>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.</p>	<p>The applicant has provided a well-developed and detailed key personnel chart that lists all major management actions necessary to implement the project during the funding cycle.</p> <p>The key personnel chart is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.</p> <p>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.</p>

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.	<p>The budget reflects all program activities per strategy and does not exceed the allowable aggregated grant amount.</p> <p>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.</p>	<p>The budget does not reflect all program activities, and/or exceeds the allowable amount per strategy.</p> <p>There may be missing calculations and/or mathematical errors.</p>

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring; all invoices must be accompanied with supporting documentation.
October 15, 2025	Q1: Quarterly Project Updates
January 15, 2026	Q2: Quarterly Project Updates
April 15, 2026	Q3: Quarterly Project Updates
September 30, 2026	Final Evaluation Report (Narrative and Fiscal)

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Final invoices must be submitted no later than 60 days after the grant period ends.

Grant Application Timeline

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

Date	Timeline Event
July 8, 2025	The Grant Information Guide and the application for participating are released.
July 9, 2024	MSDE will hold a virtual customer service support session for interested applicants.
July 17, 2024	MSDE will hold a virtual customer service support session for interested applicants.
July 25, 2025	MSDE will hold a virtual customer service support session for interested applicants.
August 15, 2025	The grant application period closes.
August 15, 2025	MSDE begins reviewing applications for completeness and minimum requirements.
August 15-August 29, 2025	MSDE Review Committee will evaluate proposals.
August 29, 2025	MSDE will notify applicants of the award status.
July 1, 2025	The grant period begins.
June 30, 2026	The grant period ends.

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 Operations

Maryland State Department of Education

200 W. Baltimore Street - 2nd Floor

Baltimore, Maryland 21201-2595

410-767-0123 - voice

410-767-0431 - fax

Deaf and hard of hearing use Relay.

The General Education Provisions Act (GEPA) Sect 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation

Customer Service Support Sessions

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

WEDNESDAY, JULY 9, 2025

10:00 a.m. – 11:00 a.m.

Video call link: meet.google.com/wsz-tqty-xxn

THURSDAY, JULY 17, 2025

1:00 p.m. – 2:00 p.m.

Video call link: meet.google.com/wsz-tqty-xxn

FRIDAY, JULY 25, 2025

1:00 p.m. – 2:00 p.m.

Video call link: meet.google.com/wsz-tqty-xxn

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

PROGRAM CONTACT

Scott Nichols

Coordinator, Postsecondary Programs

(410) 767-0177

charles.nichols@maryland.gov

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

Attachment

Maryland Robotics Grant Program FY 2026 Application for Participation