SCHOOL LEADERSHIP TRAINING PROGRAM GRANT INFORMATION GUIDE

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

June 9, 2024
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools

Deann Collins, Ed.D.
Deputy State Superintendent
Office of Teaching and Learning

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Table of Contents

Program Description

The School Leadership Training Program Grant is a competitive grant administered by the Office of Teaching and Learning at the Maryland State Department of Education (MSDE). It provides funding for the creation and implementation of a school leadership training program.

The Blueprint for Maryland's Future (Blueprint) seeks to train instructional leaders at the school, county, and State level across Maryland to give them the skills needed to grow in their capacity. MSDE is responsible for developing the program, in collaboration with the Accountability and Implementation Board (AIB). This program provides the resources for the establishment of a school leadership program for the State Superintendent, county superintendents, senior instruction-related staff, members of the Accountability and Implementation Board, members of the State Board, members of county boards, and school principals.

AUTHORIZATION

MD Code, Education, § 6-124 (as amended by Chapter 124 of 2024)

GRANT OVERVIEW

Name of Grant Program

School Leadership Training Program Grant

Purpose

To create and implement a school leadership training program for the State Superintendent, county superintendents, senior instruction-related staff, members of the Accountability and Implementation Board, members of the State Board, members of county boards, and school principals.

Dissemination

This Grant Information Guide (GIG) was released on May 15, 2024.

Deadline

Proposals are due no later than 5pm on June 9, 2024.

Grant Period

June 30, 2024 -June 30, 2025

Funding Amount Available

$2,000,000

Awards will vary based on application. MSDE may award components separately.

Estimated Number of Grants

At least one (1), MSDE may award components separately.

Eligibility

This funding opportunity is designed for colleges and universities, community-based organizations, and non-profit or for-profit organizations who develop and implement systems-wide school leadership training programs.

Submission Instructions

Grant applications must be submitted by 5:00pm June 09, 2024 via email to phil.lasser@maryland.gov.

Program Contact

Phil Lasser
Senior Executive Director, Strategic Initiatives
phil.lasser@maryland.gov

State Responsibilities

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

Use of Funds

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

Funds may be used for:

- Personnel costs, including payroll and salaries or similar compensation for an employee;

- Subgrantees with specific expertise;

- Materials and supplies in support of grant activities;

- Contracts specifically for the purpose of the grant;

- Cost of venue rentals;

- Food/beverage that is in conjunction with some form of deliverable (working meeting, breakfast roundtable, etc.)

- Travel expenses incurred specifically to carry out the grant; and

- Indirect costs.

Funds may not be used for:

- Supplanting existing program funds;

- Capital improvements;

- Purchase of gift cards;

- Purchase of office furniture and equipment; and

- Cost(s) incurred prior to the approval of the grant.

Program Requirements

As defined in MD Code, Education, § 6-124 (as amended by Chapter 127 of 2024), the proposal for the **School Leadership Training Program** must be**:**

1. For a duration of 12 months;

2. Cohort-based to encourage collaboration and shared learning, including through regional gatherings of education leaders and other meetings when appropriate;

3. To the extent practicable, job-embedded to allow for application of knowledge and techniques;

4. Tailored to program participants using self-diagnostics and school-level diagnostics;

5. Evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act;

6. Provided through both in-person and virtual sessions; and

7. Include training on the Blueprint for Maryland's Future, as defined in § 5–401.

In addition, the **School Leadership Training Program** must include the following components:

1. A review of education in the United States relative to countries with top preforming education systems and the implications of high performance for students, the economic security of the United States, and quality of life;

2. A model for strategic thinking that will assist education leaders to transform districts and redesign schools under their leadership;

3. Training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning;

4. A research-based model for coaching school leaders and instructional coaches;

5. A review of research regarding:

    i. The benefits to students from access to high-quality and diverse teachers;

    ii. Methods to attract high qualified teachers from diverse backgrounds who reflect the demographics of the students they teach; and

    iii. Best practices for teacher retention, including retention of teachers from diverse backgrounds;

6.   Lessons in transformational leadership;

7. A method for organizing schools to achieve high performance, including:

    i. Building instructional leadership teams;

    ii. Implementing career ladders for teachers;

       iii.   Overseeing teacher induction and mentoring systems; and

       iv.   Identifying, recruiting, and retaining high-quality and diverse school leaders;

8. Training to provide a deep understanding of standards-aligned instructional systems;

9. An overview of ethical leadership directly tied to the educational leaders' responsibility to drive equitable learning in their schools; and

10. A review of research regarding methods to attract and retain an inclusive workforce.

The following individuals are required to participate in the training: The State Superintendent, each local superintendent (24), and the Chairs and Vice Chairs of the State Board of Education, local boards of education, and the AIB.

Proposals should speak to how they will address all the above requirements. The initial leadership training cohort may include all of the required participants.

Application Requirements

PROPOSAL COVER PAGE

Proposals must include a completed Proposal Cover Page provided in the application for participation. The cover page should not contain any graphics or additional information and must be signed by the Head of Grantee Agency. Applicants can, but do not have to, create a plan for both programs. The proposal must clearly articulate which program they are designing and implementing.

PROJECT ABSTRACT

The project statement should briefly describe the project's overarching goals, outcome(s) and strategies (i.e., what the project will do and how it will do it.) Do not exceed the 100-word limit. This statement may be used in press releases, board exhibits, etc.

PROJECT NARRATIVE (10 PAGE LIMIT)

The project narrative consists of the following sections. These sections will be scored by reviewers.

- Evidence of Impact

- Goals and Measurable Outcomes

- Plan of Operation, Key Personnel, and Project Timeline

- Evaluation

EVIDENCE OF IMPACT

Discuss your history of impact on the target population or similar populations, what has worked, what has not worked, and your track record in effectuating change. Document current or past efforts to address the problem. 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 AND MEASURABLE OUTCOMES

Goals: State the overall goal(s) of the project. The goal(s) should be a broad statement that outlines the overall purpose of the program. The goal(s) should be high-level and should encompass multiple activities. If the project period covers multiple years, the goal should be set for the end of the project. Goals and objectives should directly align to the needs assessment. Include all relevant groups and individuals in the target population. The strongest applications will directly support the goals of the Blueprint for Maryland's Future.

Measurable Outcomes: Outcomes measure progress toward the 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. There should be multiple outcomes aligned to the same goal.

Goals and Outcomes: Sample Worksheet

Goal 1:	Increase school leaders' capacity to provide feedback to teachers aligned to the Science of Reading (SoR).
Outcome 1:	X% of school leaders will participate in quarterly the SoR training.
Outcome 2:	X% of school leaders will demonstrate increased understanding of the SoR and aligned practice.
Outcome 3:	X% of school leaders will partner with SoR coaches to complete classroom observations.
Outcome 4:	X% of teachers will indicate that the feedback they received was meaningful and relevant to their practice.

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

The Plan of Operation includes the activities that will be implemented to achieve your goals, and outcomes. Create a plan of operation in chart form that addresses, at a minimum, the key components of the program's implementation.

Activities

This section should include the broad approaches (methods, procedures, techniques) as well as specific steps taken to accomplish the measurable outcomes, and involve direct service to clients. Examples include specific professional development opportunities, peer review feedback, and mentoring sessions. They may take place on a single date or over a period of time.

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.

Key Personnel

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?

Project Timeline

A Project Timeline should be created for the project. It should contain three sections: management, implementation, and evaluation. There should also be a timeline for each activity.

EVALUATION

Applicants should include an evaluation plan for each measurable outcome. Grantees are required to submit an interim progress report that is consistent with the project's goal and objective(s). Keep in mind that the final evaluation summary 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.

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.

Begin the budget with a narrative, justifying any line-item expenses that are not obvious from the project narrative. Explain how the estimated cost of each line item was derived if the rationale is not obvious.

Following the budget narrative, 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. Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. Show how the expense was calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective. There is no page limit for the budget, so be as detailed as possible.

Use the format indicated by the following excerpt from a sample Budget Narrative.

Salaries and Wages (list separately for each position): Sample

Line item	Calculation	Requested	In-Kind	Total
Project Manager	$50/hr. x 40 hrs. per week x 52 weeks	$83,200	$20,800	$104,000
Total for salaries & wages:		$83,200	$20,800	$104,000

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-125 MSDE budget form

Appendix C: Job Descriptions of Key Personnel

Appendix D: Resumes of Key Personnel

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 Blueprint for Maryland's Future Accountability and Implementation Board (AIB). 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.

Scoring Rubric

PROJECT ABSTRACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The project abstract outlines a concise and comprehensive summary of overarching goals, measurable outcomes, and activities. Project abstract includes alignment to MSDE's vision and mission, the Strategic Plan, and the Blueprint for Maryland's Future law and the AIB's Blueprint Comprehensive Plan.	The project abstract addresses the overarching goals, measurable outcomes, and activities.	The project abstract is missing or does not address the required components.

EVIDENCE OF IMPACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The proposal provides two or more examples that explain the history of impact on the target population including discussion of past efforts, failures, and successes toward influencing change. The proposal clearly explains future impacts of the proposed activity/project and how the target population is expected to be influenced by the efforts of specific to implementing this grant.	The proposal provides at least one example that explains the history of impact on the target population. The proposal describes the future impact of the activity/project and how the target population will be influenced by change.	No examples that explain the history of impact on the target population. The proposal does not describe the future impact of the activity/project.

GOALS, AND MEASURABLE OUTCOMES

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The goal(s) are measurable, clearly aligned to the program requirements, and ambitiously focused on effectuating change. Realistic and attainable outcomes illustrate a distinguishable effort to significant progress.	The goal(s) are measurable and aligned to the program requirements. Outcomes are realistic and attainable.	The goal(s) are not measurable are not clearly aligned to the program requirements. Outcomes are not realistic or attainable.

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The proposal provides several rationales for selecting specific, evidence-based strategies, and precisely how they will be implemented to ensure outcomes are achieved. Multiple broad strategies are identified with detailed and systematic methods, procedures, or techniques for successful implementation. All relevant activities listed chronologically indicate a comprehensive management plan throughout the grant period. Key personnel are selected that are experts in the field. The names and titles of personnel are provided and the percentage of time they will dedicate to this program.	The proposal provides a clear rationale for selecting a specific strategy and how it will help achieve the outcome. Applicant provides broad strategies and includes the methods, procedures, techniques for implementation. Key personnel are selected that have relevant experience in the field. The names and titles of personnel are provided and the percentage of time they will dedicate to this program.	No rationale for selecting specific strategies and how they will help achieve the outcome. Applicant only states some of the strategies, but does not include the necessary methods, procedures, or techniques for implementing. Proposed curriculum and professional development are listed and may not be clearly aligned to a strategy. There is no clear plan of operation. The timeline is either missing or does not include dates for all activities. Key personnel information is incomplete.

EVALUATION

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Evaluation questions are included for each goal with considerable guidance toward implementation of aligned strategies and can be effectively and meaningfully evaluated. Clear evaluation strategy that includes alternative scenarios and criteria to ensure comprehensive evaluation. Multiple relevant, logical data types and collection methods are identified.	Evaluations questions are based around the goal(s) and outcomes, provide guidance on the implementation, and can be evaluated. A clear evaluation strategy is included. Clear data type(s) and collection method(s) are identified.	Limited or no examples of evaluation questions. No evidence of evaluation strategy The data type and collection method are unclear.

BUDGET AND BUDGET NARRATIVE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The budget narrative is detailed and comprehensive of all activities necessary for successful implementation of proposal. The budget aligns directly to the proposal and does not rely entirely on grant funds for successful implementation. There are no mathematical errors, and all expenses are cost effective and appear necessary.	The budget narrative is complete. The budget aligns to the proposal and is free of mathematical errors. Expenses are reasonable and allowable.	Budget does not align with the proposal, includes cost that are not reasonable or allowable, or has several mathematical errors.

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.
Ongoing	Informal check-ins will be held with MSDE on a monthly basis. Monitoring visit will be conducted.
September 30, 2024	First interim progress report (C-1-25 C) is due.
December 30, 2024	Second interim progress report (C-1-25 C) is due.
March 30, 2025	Third interim progress report (C-1-25-C) is due.
June 30, 2025	Fourth interim progress report (C-1-25-C) is due.
On or before 60 days after the grants ends	A final project evaluation (see evaluation section) must be received by MSDE on or before 60 days after the grant end date, June 30, 2025.

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.

Date	Timeline Event
May 15, 2024	The Grant Information Guide and the application for participating are released.
May 20, 2024 1:00 pm	MSDE will hold a virtual customer service support session for interested applicants.
May 22, 2024 11:00am	MSDE will hold a virtual customer service support session for interested applicants.
June 9, 2024	The grant application period closes.
Week of 6/10/2024	MSDE Review Committee will evaluate proposals.
Week of 6/17/2024	MSDE will notify applicants of the award status.
June 30, 2024	The grant period begins.
June 30, 2025	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:

May 20, 2024
Time: 1:00 pm
Video call link: meet.google.com/cks-rgem-rkn

May 22, 2024
Time: 11:00 am
Video call link: meet.google.com/fna-hrke-zcd

May 30, 2024
Time: 10:30 am
Video call link: meet.google.com/fnf-uyxd-iyo

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

Phil Lasser
Senior Executive Director, Strategic Initiatives
Office of Teaching and Learning
phil.lasser@maryland.gov

A list of frequently asked questions (FAQ) and answers will be posted to the MSDE Office of Grants Administration and Compliance website following customer service support sessions.

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

Attachment

School Leadership Training Grants Application for Participation