

**Ready for  
Kindergarten  
Professional  
Development  
Grants 2021-2022**



**Notice of Funding  
Availability**

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

**Friday, May 7, 2021**  
**No later than 4:00 p.m.**  
Maryland State Department of  
Education  
Division of Early Childhood  
200 W. Baltimore St.  
Baltimore, MD 21201  
Attention: Erika Anderson

# PROPOSAL DESCRIPTION

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**Name of Grant Program:**

Ready for Kindergarten Professional Development Grants

**Authorization:**

State Hoyer Funding

**Dissemination:**

Monday, March 29, 2021

**Deadline:**

Friday, May 7 2021, no later than 4:00 p.m.

**Purpose:**

Support for professional development activities to improve the school readiness of children with the Ready for Kindergarten (R4K) Early Childhood Comprehensive Assessment Program in the following areas:

**KRA Professional Development**

1. Train and support new and returning kindergarten teachers, and other certified teachers that will administer the KRA to implement the KRA with fidelity; Train and support para professionals who support administration/Proctor;
2. Train and support kindergarten and prekindergarten teachers in the analysis of KRA data and design instruction in order to address identified performance gaps, including areas identified where loss of learning impact kindergarten readiness (using prior Kindergarten Readiness Assessment (KRA) trend data and other forms of assessment data identified in the LLS's Recovery Plan);

**ELA Professional Development**

1. Train and support prekindergarten, kindergarten, and other certified teachers that will administer the ELA to implement the R4K Early Learning Assessment (ELA) with fidelity; Train para professionals in formative assessment data collection practices in collaboration and support of a certified teacher;
2. Train and support prekindergarten, kindergarten teachers and other teachers in roles that impact prekindergarten and kindergarten readiness outcomes to analyze data and design instruction based on the learning trajectories on the Early Learning Assessment (ELA);

**Domain Professional Development**

1. Professional development that addresses the domains of learning (KRA or ELA) for prekindergarten and kindergarten teachers that is research/evidence based, such as ELTRS training; and the Mathematical Learning Trajectories
2. Articulation of data and curriculum expectations among early childhood educators including The ELA Implementation Academy;

## **Proposal Requirement Components:**

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Proposals must contain the following to be considered for funding, assembled in the order indicated and electronically submitted:

- Cover Sheet;
- Abstract;
- Implementation Plan;
- Evaluation;
- Management Plan;
- Budget Worksheet;
- Grant Budget C-1-25; and
- Recipient Assurances.

### **Priorities:**

Additional funding may be awarded to LSS's that incorporate one or more of the following:

- Census administration of the KRA;
- Kindergarten professional development using data protocol and reports that include responsive teaching practices and address specific student needs;
- Administration and professional development of the ELA in general education classrooms; including participation with the ELA Implementation Academy;

### **Eligible Applicants:**

24 public school districts of Maryland

### **Proposal Review:**

The review of proposals will be a two-part process.

- Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all prescreen requirements will not be read.
- Final approval for awards will be determined by the Early Learning Branch of the Division of Early Childhood.

### **Award Notification:**

Notification of awards will be sent by email on or before, June 1, 2021.

### **Length of Grants:**

June 1, 2021 to June 30, 2022

### **Fund Use**

Cost(s) incurred prior to the approval of the grant will not be funded through the award.

## **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:

- Interim progress report (due Friday, December 31, 2021);
- Final progress report (due Friday, July 29, 2022); and
- Financial Report (due Wednesday, August 31, 2022).

### **Submission Requirements:**

- All copies of the proposal should be on standard size (8½" x 11") paper of regular weight.
- The prescribed coversheet must be the first page of the proposal.
- The original coversheet must be signed in **blue** ink with the superintendent's signature. Copies of the coversheet must not be color photocopied.
- The abstract must be signed in **blue** ink with the person serving as the Early Learning Supervisor. Copy of the abstract must not be color photocopied.

### **Submission and Program Contact:**

**All submissions should be submitted by electronically scanning the documents to:**

Erika Anderson, 410-767-0646 (telephone), 410-333-6226 (fax),  
[erika.anderson@maryland.gov](mailto:erika.anderson@maryland.gov) (email)

### **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

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Every 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 “Ready for Kindergarten Professional Development Grant.”
- Name of contact person.
- Address of contact person.
- Telephone, fax, and email address of contact person.
- Amount requested.
- Dated signature in **blue ink** of Superintendent of Schools/Head of Grantee Agency.

The Project Cover Sheet should be printed on plain white paper and contain neither graphics nor additional information.

## PROJECT ABSTRACT

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The Project Abstract should cover the core aspects of the proposed project (e.g., professional development needs based on prior kindergarten readiness data; number of professional development days, planning workshops for teachers and related services personnel), while addressing the following questions:

- What is the problem? (Evident of need should be demonstrated.)
- 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 their roles?

Signature in **blue** ink of the Early Learning Supervisor is required on the abstract.

## IMPLEMENTATION PLAN

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Complete this form for one or several objectives to be accomplished during the funding cycle that support the goal of improving the readiness of children in kindergarten. Additional objectives, milestones, and strategies can be added as needed by inserting or copying lines, sections or pages.

## **Objectives, and Milestones**

Objectives and milestones are both 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.

### **Outcome statements:**

- **Identify the target population.** Who is the specific population the outcome addresses?
- **Are realistic.** Outcomes must be attainable. Unrealistic outcomes set the project up for failure and are "red-flags" for reviewers.
- **Are measurable.** Outcomes must demonstrate clear achievement. An outcome statement references easily-quantified indicators.
- **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 outcome is both reasonable and ambitious, include local baseline data for comparison.

A proposal should identify two kinds of outcomes: objectives and milestones.

### **Objectives**

Objectives are the anticipated outcomes to be accomplished. 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.

## **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 can include data or 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 use or be affected by the project services? How many clients from each client group will ultimately be serviced?

## **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., workshop), 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 your 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.

## **Evaluation & Dissemination Plan**

An effective ongoing plan evaluates milestones to make informed decisions about needed changes. There should be a combination of quantitative and qualitative data identified. Data collected should support the outcomes of the proposal and provide evidence of the success of the initiative. Examples of data include teacher evaluations of workshops, artifacts, content and simulator assessment scores (e.g., KRA or ELA training), student results and sign-in sheets. Additional lines can be added as needed.

Grantees are required to submit interim and final progress reports that are consistent with the project's goal(s) and objective(s). Keep in mind that the final progress report 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.

# MANAGEMENT PLAN

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Where many projects fail is in their 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 their clearly-defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

Present a clear discussion of partners, their 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.

## Management Plan Worksheet

The Management Plan supports the implementation plan but does not contain direct service activities. Examples of management actions are scheduling workshops, contacting presenters, ordering materials, and holding 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 year of funding. 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 person responsible for accomplishing each action. Additional lines can be added as needed.

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

## BUDGET WORKSHEET

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Submit an itemized budget worksheet by grouping line items according to the six budget categories: **Salaries & Wages, Contract Services, Supplies & Materials, Other Charges, Equipment, and Transfers**. Please record which items will be funded by STATE and which will be funded In-Kind; round all expenses to the nearest dollar.

Justify any line item expense that is not obvious from the implementation plan by including a sentence of explanation. Explain the breakdown of the expense for a line item. How line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective.

Each line item must be detailed and specific by including the breakdown of the expense for each activity. For example, when calculating the Salaries & Wages expense for a workshop, include the breakdown of the cost a single substitute day, number of days per teacher, and the number of teachers participating (e.g., substitute day @ \$100 X 2 days X 25 K teachers = \$5,000). Clearly show the requested funds and in-kind contributions for each line item. Additional lines can be added as needed.

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 Worksheet.

# Sample Budget Worksheet

## Salaries & Wages

Line Item	Calculation	Requested	In-kind	Total
<i>e.g., Teacher stipend for PK and K articulation on KRA results (after school hours).</i>	$\$25 \text{ hr. rate} \times 2 \text{ hrs.} \times 80 \text{ teachers} =$	\$2,000	\$2,000	\$4,000
<b>Total Salaries &amp; Wages:</b>		<b>\$2,000</b>	<b>\$2,000</b>	<b>\$4,000</b>

## Contracted Services

Line Item	Calculation	Requested	In-kind	Total
<b>Total Contracted Services:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

## Supplies & Materials

Line Item	Calculation	Requested	In-kind	Total
<i>e.g., Book Study: How Children Learn Number Concepts (Kathy Richardson)</i>	$\$15 \text{ per book} \times 20 \text{ teachers} + \$10 \text{ shipping}$	\$310	\$0	\$310
<b>Total Supplies and Materials:</b>		<b>\$310</b>	<b>\$0</b>	<b>\$310</b>

## Equipment

Line Item	Calculation	Requested	In-kind	Total
<b>Total Equipment:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

## Total Direct Charges

Line Item	Requested	In-kind	Total
Total Salaries & Wages:	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$4,000</b>
Total Contracted Services:	\$0	\$0	\$0
Total Supplies and Materials:	<b>\$310</b>	<b>\$0</b>	<b>\$310</b>
Total Equipment:	\$0	\$0	\$0
<b>Total Direct Charges</b>	<b>\$2,310</b>	<b>\$2,000</b>	<b>\$4,312</b>

## Indirect Costs or Other Charges

Line Item	Requested	In-kind	Total
Fixed Charges: List percent charge here: 8% of Salaries & Wages (\$4,000)	\$160	\$160	\$320
Administrative Fee if Applicable: List percent charge here: 2% of \$2,470	\$49	\$0	\$0
<b>Total Indirect Costs or Other Chargers</b>	<b>\$209</b>	<b>\$160</b>	<b>\$320</b>

## Total Requested

Line Item	Requested	In-kind	Total
Total Direct Charges	\$2,310	\$2,000	\$4,312
Total Indirect Costs or Other Chargers	\$209	\$160	\$320
<b>Total Requested</b>	<b>\$2,519</b>	<b>\$2,160</b>	<b>\$4,679</b>

## **Itemized Budget Form**

The Budget Worksheet form must be submitted with the application. If difficulties are encountered in categorizing the budget, consult with the financial agent in the local school system. This form must be signed by both the district's Budget's Officer and the Superintendent or designee.

# APPENDICES

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The following Appendix must be included. Other Appendices may be included as you deem necessary.

## **Implementation Plan Worksheet**

### **Ready for Kindergarten: Improving School Readiness Results**

**Objective #\_\_:**

(e.g., By June 30, 2021, \_\_% of the local school system's kindergarten classrooms will implement early childhood assessment and instruction to support school readiness.)

**Milestone #\_\_:**

(e.g., By December 1, 2020, the local school system will provide assessment information on the common language standards of the domains of learning on the Kindergarten Readiness Assessment.)

## Strategies & Activities

Objective #: \_\_\_\_\_

### Strategy #1:

(e.g., 100% of kindergarten teachers will complete professional development in performance-based early childhood assessment and instructional practices to increase student readiness.)

Action Description	Date	Target Audience	Person Responsible
Brief Description Activity #1	Date of Implementation	Client(s) receiving direct services	Name or Position assigned to implement the activity

Strategy #: \_\_\_\_\_

Action Description	Date	Target Audience	Person Responsible

## Evaluation

<b>Data/Method To be Collected/Conducted</b>	<b>How Often Collected/Conducted</b>	<b>Person Responsible</b>
e.g., All teachers will score at least 80% on the content and simulator assessment.	e.g., October 1, 2020	



# Funder's Requirements

<b>Interim Progress Report Due</b>	<b>December 31, 2021</b>	<i>Name or Position</i>
<b>Final Progress Report Due</b>	<b>July 29, 2022</b>	<i>Name or Position</i>
<b>Financial Report Due</b>	<b>August 31, 2022</b>	<i>Name or Position</i>

## Budget Worksheet Template

### Salaries & Wages

Line Item	Calculation	Requested	In-kind	Total
<b>Total Salaries &amp; Wages:</b>		\$0	\$0	\$0

### Contracted Services

Line Item	Calculation	Requested	In-kind	Total
<b>Total Contracted Services:</b>		\$0	\$0	\$0

### Supplies & Materials

Line Item	Calculation	Requested	In-kind	Total
<b>Total Supplies and Materials:</b>		\$0	\$0	\$0

### Equipment

Line Item	Calculation	Requested	In-kind	Total
<b>Total Equipment:</b>		\$0	\$0	\$0

### Total Direct Charges

Line Item	Requested	In-kind	Total
Total Salaries & Wages:			
Total Contracted Services:			
Total Supplies and Materials:			
Total Equipment:			
<b>Total Direct Charges</b>	\$0	\$0	\$0

### Indirect Costs or Other Charges

Line Item	Requested	In-kind	Total
Fixed Charges: List percent charge here: 8% of Salaries & Wages (\$4,000)			
Administrative Fee if Applicable: List percent charge here: 2% of \$2,470			
<b>Total Indirect Costs or Other Chargers</b>	\$0	\$0	\$0

### Total Requested

Line Item	Requested	In-kind	Total
Total Direct Charges			
Total Indirect Costs or Other Chargers			
<b>Total Requested</b>	\$0	\$0	\$0

## 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 in **blue ink** and dated by the Superintendent of the school system or the head of the grantee agency.