

# LEA Application

**Title I, Part A  
School  
Improvement  
Grant Funds  
Section 1003(a)**

**Approaching Targets**



**Request for Proposal**

**School Year 2014-2015**

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

**Deadline for Submission**

**August 27, 2014  
3:00 PM**

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## PROGRAM DESCRIPTION

|  |   |
|--|---|
| <b>Name of Grant Program:</b>              | Title I, Part A School Improvement Grant Funds Section 1003(a) Approaching Targets LEA Application  |
| <b>Authorization :</b>                     | No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1/ESEA Flexibility Waiver   |
| <b>Deadline for Receipt of Application</b> | <b>August 27, 2014</b><br><b>Application package must be received by 3:00 p.m. at the Maryland State Department of Education on August 27, 2014. No email or fax transmittals will be accepted.</b>   |
| <b>Purpose:</b>                            | <p>Section 1003(a) of the Elementary and Secondary Education Act, as amended, requires that State Education Agencies (SEAs) reserve funds to allocate to local education agencies (LEAs) to support Title I schools identified for improvement, corrective action, or restructuring. Further, Section 1003(a) of ESEA requires the SEA to distribute not less than 95 percent of the reserved funds to LEAs for use in schools identified for improvement, corrective action, or restructuring. However, Maryland's approved ESEA Flexibility waiver request waives the requirement to identify schools for improvement, corrective action, or restructuring and instead requires Maryland to identify Priority, Focus, and Approaching Targets schools. Accordingly, to meet its obligations under ESEA section 1003(a), Maryland has determined that it will allocate a share of these funds to LEAs to provide services to Approaching Targets schools, which are Title I Schools that did not meet their Annual Measurable Objectives (AMO).</p> <p>LEAs must target these funds to support Approaching Targets schools in their area(s) of identification.</p> |
| <b>Eligible Applicants:</b>                | Funds will be available annually to LEAs with schools identified as Approaching Targets Schools under Maryland's Approved ESEA Flexibility Plan. Schools identified as Approaching Targets schools are those Title I schools that did not meet their AMO in the previous school year. However, the Maryland State Department of Education will not identify new Approaching Targets schools for the 2014-2015 school year based on 2013-2014 school year State assessments. Instead, the 2014-2015 school year Approaching Targets grants will be awarded to LEAs as continuation grants. Title I schools that will receive services under this grant are those that did not meet their AMO for the 2012-2013 school year in reading and/or math in one or more subgroups, received Approaching Targets grant services in the 2013-2014 school year, and continue to be designated as Title I schools in the 2014-2015 school year.   |

Title I, Part A School Improvement Grant Funds Section 1003(a) Approaching Targets Schools

**Total Funds Available** **4,576,876**  
(LEA funds are subject to adjustments based on any reduction in funds for Title I, Part A or adjustments to the State's Title I, Part A allocations to LEAs.)

**Estimated LEA Allocations** The LEA's allocation will be based on the number of eligible schools that did not meet their AMO times \$19,393.00

**Use of Funds:** Title I 1003(a) School Improvement Funds shall be used in accordance with the *No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1, Section 1116 (b)(4) and Maryland's Approved ESEA Flexibility Plan*. Federal funds shall not be used for administrative purposes.

Grant funds will be awarded for use by LEAs with currently eligible Title I schools that were served as Approaching Targets school in the 2013-2014 school year. No grants will be made to individual schools.

LEA grantees will use the funds for Approaching Targets schools to provide coordination, technical assistance, and professional development (PD) strategies aligned to school improvement plans. Based on analyses of the needs of the schools, strategies may include ones that were implemented in schools during the 2013-2014 school year, may include new strategies, or may utilize a combination of new and continuing strategies.

LEAs receiving grants must serve all of their eligible Approaching Targets schools. LEAs may differentiate the use of funds based on school needs (i.e. cluster of schools), but the LEAs must show that the grant funds will be used to implement strategies that address the academic needs of all eligible schools based on their data.

***Note:** This may mean that some schools will focus on strategies for reading instruction, others on strategies for mathematics, as long as the data support these needs and strategies to improve the performance of the lowest performing students in the schools that are to receive services.*

**The LEA will provide technical assistance to schools identified as Title I schools that did not meet their AMO in reading and/or math in one or more subgroups, as they develop and implement their school improvement plans.**

**The LEA will select one or more strategies that will meet the identified need(s). The range of required strategies (A – F) is described below.**

- A. The LEA will develop a plan that is designed to build the capacity of the school staff and is informed by student achievement and outcome-related measures.

Each LEA will work with the schools to create the plan that takes into consideration the various needs of the instructional staff. The plan must be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge and use of best practices. The plan must:

1. Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies;
2. Align with the Maryland Professional Development Standards for Staff Development that focus on context, process, and content standards:  
[http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof\\_standards](http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards)); and
3. Provide time for all staff to collaborate and plan strategy implementation.

***Note:*** Using these funds to provide professional development to learn about or implement Maryland's College and Career Ready Standards is not allowable.

- B. LEAs will target research-based strategies to change instructional practice in order to address the academic achievement challenges that led to the school not making their AMO(s).
- C. Each LEA will develop a single plan that clearly identifies the expected outcomes for students. Plans will include but not be limited to data retreats, professional learning communities, and continual self-monitoring of individually targeted student progress.

Additionally, each LEA will explore tools that identify the local alignment of curricula, curriculum mapping, or other tools that align with Maryland's College and Career Ready Standards. This will provide the schools with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the

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schools will need to write strategies that support these efforts. The schools and the district must approach educating targeted students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and/or differentiated instruction, parental involvement, and access to a standards-aligned core curriculum.

- D. LEAs may create partnerships among external entities to obtain technical assistance, professional development, and management advice. Grantees are encouraged to create partnerships that can be cultivated to leverage assistance in meeting the individual needs of participating schools.
- E. LEAs may consider strengthening the parental involvement component of the school improvement plan and may work with other technical assistance providers to provide opportunities for parents to become more involved in the educational process.
- F. LEAs may implement other strategies determined by the school district, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning. Schools will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes.

**See Appendix C for examples of allowable expenditures for carrying out the range of required strategies A-F.**

**Technical assistance *may* be provided to LEAs by the Statewide System of Support (i.e. The Breakthrough Center).**

**The General Education Provisions Act (GEPA) Section 427**

Each applicant must include a succinct description of the steps the applicant will take to ensure equitable access to, and participation in, this federally-assisted program for students, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability, or age. Based on the circumstances of the local school system, the applicant should determine whether these or other barriers may prevent students, teachers, or other program beneficiaries from access to, or participation in, this federally funded project or activity.

**Grant Period July 1, 2014 -October 31, 2015**

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Schools

**Reporting  
Requirements**

Grantees must submit:

- Interim Progress Report – March 31, 2015
- Grant Site Visit and Desk Monitoring Question Sheet – March 31, 2015
- Final Progress Report – December 31, 2015
- Final Financial Report – December 31, 2015

In addition, if requested, grantees will host at least one on-site visit or desk monitoring per funding cycle.

**Submission  
Procedures:**

MSDE will provide a technical assistance teleconference for all applicants on Wednesday, August 6, 2014 from 10:00 a.m. – 12:00 p.m. MSDE will also provide additional assistance upon request during the development of the application. **The grant application may be downloaded from the MSDE Title I website at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).**

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

1. Proposal Cover Sheet
2. Assurances
3. Proposal Narrative Components
  - Section A - Needs Assessment
    - Table A – List of Eligible Approaching Targets Schools
  - Section B - Plan of Operation
    - Table B – Plan of Operation Worksheet
  - Section C - Measuring Progress
    - Table C—Measuring Progress Questions
  - Section D - Management Plan, Grant Reports and Key Personnel
    - Table D – Management Plan and Grant Reports Worksheet
  - Section E - Budget and Cost Effectiveness
    - Table E – Signed C-1-25
    - Table E1 – LEA Budget Narrative
    - Table E2 – Contracting with Consultants Document
4. The General Education Provisions Statement

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An application package, excluding proposal cover sheet, table of contents, Table A- list of eligible schools, Table B - strategies/activities worksheets, budget and budget narratives, signed assurances, and appendices should not exceed **fifteen (15) pages and meet the following criteria.**

- The narrative must use line spacing of at least 1.5, and a 12- point font size, Times New Roman.
- All pages of the project narrative must use one-inch margins and be numbered. Charts may use single spacing and a 10-point font.
- The unbound original RFP should be on a standard size (8 1/2 x 11) paper of regular weight.
- **All signatures on the original application should be signed with a blue pen.**

**An unbound original and one bound copy stapled in the upper left corner should be submitted to:**

Maryland State Department of Education  
Division of Student, Family, and School Support - 4<sup>th</sup> Floor  
Program Improvement and Family Support Branch  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

**Attention:  
Mary M. Cross, Ph.D., Lead Specialist, Section 1003(a)  
Approaching Targets Grants**

The Maryland State Department of Education does not discriminate on the basis of age, ancestry, color, creed, gender identity and expression, genetic information, marital status, disability, national origin, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact:

Equity Assurance and Compliance Office  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595  
410.767.0433 (voice)  
410.767.0431 (fax)  
410.333.6442 (TTY/TDD)

**LEA REQUEST FOR PROPOSAL COVER SHEET  
SCHOOL YEAR 2013-2014**

**LOCAL EDUCATION AGENCY:** \_\_\_\_\_

**CONTACT PERSON:** \_\_\_\_\_

**POSITION/TITLE:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TELEPHONE / FAX NUMBER:** \_\_\_\_\_

**E-MAIL:** \_\_\_\_\_

**MSDE PROJECT CONTACT:**

Mary M. Cross, Ph.D., Lead Specialist, 1003(a), Approaching Targets Grants

Office: (410) 767-0281

Fax: (410) 333-8010

Email: [mcross@msde.state.md.us](mailto:mcross@msde.state.md.us) with a copy to Ms. Larina Mouzon at

[lmouzon@msde.state.md.us](mailto:lmouzon@msde.state.md.us)

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Schools

**Title I, Part A School Improvement Grant Funds Section 1003(a) - Approaching Targets  
Schools**  
**GENERAL ASSURANCES**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. **Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.**
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, **including maintaining proper documentation and records as required by pertinent federal and State statute and regulations**, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

|   |             |
|---|-------------|
|   |             |
| <b>Superintendent of Schools/Head of Grantee Agency</b> | <b>Date</b> |

**Section A – Needs Assessment**

**1. Table A. List of Eligible Approaching Targets Schools for the School Year 2014-2015**

**Only 2014-2015 school year Title I schools that were Approaching Targets Schools during the 2013-2014 school year should be listed, and receive services.**

Complete the chart below. List **all** eligible Approaching Targets schools, ID number, grade levels, content area(s) and subgroups where the AMO were not **met for each school. If the schools have not changed, LEAs may insert the same table that was displayed in last year’s Approaching Targets application.**

| Name of School                             | TA or SW | ID No. | Grade Levels | AMO(s) Not Met in the following content area(s) (Reading/Math) | Subgroup(s) Where AMO Targets was not met for each content area |
|--|----------|--------|--------------|--|---|
| <i>(Example)</i><br>Right Start Elementary | SW       | 0000   | PreK-5       | Reading .....▶<br>Math .....▶                                  | Farms, ELL<br>Farms, ELL, Special Education                     |
|  |          |        |              |  |   |
|  |          |        |              |  |   |
|  |          |        |              |  |   |
|  |          |        |              |  |   |
|  |          |        |              |  |   |
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|  |          |        |              |  |   |
|  |          |        |              |  |   |

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| Name of School | TA or SW | ID No. | Grade Levels | AMO(s) Not Met in the following content area(s) (Reading/Math) | Subgroup(s) Where AMO Targets was not met for each content area |
|----------------|----------|--------|--------------|--|---|
|                |          |        |              |  |   |
|                |          |        |              |  |   |

**2. Differentiated Support the LEA will provide to their Approaching Targets Schools**

**Each LEA receiving funds under 1003(a) must complete a needs assessment. LEAs must describe the process/steps used to differentiate the support that will be provided to their schools.** LEAs may propose to continue to implement the same strategies in the same schools as last year, increase the number of schools, staff, or students who will receive the services they were provided last year, or propose to continue the same services in some schools and new services in other schools, based on the needs of the Approaching Targets schools. In all cases, LEAs should briefly summarize pertinent information, including data analyses, used to guide these decisions.

In the case of new strategies being proposed, the LEA should use multiple data sources (e.g., trend data, county benchmarks, and other standardized assessment data). LEAs will summarize the results of the data analyses, including the data sources used to identify the priority needs(s) of the schools.

In either situation described above, the LEA will describe the different strategies to be employed to serve different schools, or cluster of schools, if applicable. The data must support the needs and the strategies that will be implemented to improve the performance of the lowest performing students in all schools.

***Note: Be sure to target the funds towards the particular content area(s) for which schools were identified. Failure to apply grant funds to eligible schools to address required content areas will be deemed a failure to comply with the terms of the grant.***

## Section B – Plan of Operation

**Table B Plan of Operation Worksheet**

1. **Describe the strategies that the LEA will provide to its Approaching Targets schools.** For each strategy, indicate the schools that will be involved, whether the strategy is a new or continuing one, and for which AT schools this is a new strategy, if any. Also, include the rationale for the selection of the strategy, an approximate timeframe for the implementation of the strategy in the schools involved, and the methods to be used to assess the strategy for its effectiveness. **Be sure to target the funds towards the particular content area in which schools were identified.**

|   |  |
|---|--|
| <b>Describe the specific strategy:</b>  |  |
| <b>New or Continuing Strategy?</b>  |  |
| <b>Schools Involved:</b>  |  |
| <b>List AT Schools for which this is a New Strategy, if any</b>   |  |
| <b>Rationale:</b>   |  |
| <b>Timeframe:</b>   |  |
| <b>How will the effectiveness of this strategy be determined? LEAs should discuss:</b>  |  |
| <ul style="list-style-type: none"> <li>• What assessments will be used to determine if the selected strategy/activity has been effective?</li> <li>• Provide the estimated timeline for each assessment strategy (e.g., quarterly, end of school year, etc.)</li> </ul> |  |

|   |  |
|---|--|
| <b>Describe the specific strategy:</b>  |  |
| <b>New or Continuing Strategy?</b>  |  |
| <b>Schools Involved:</b>  |  |
| <b>List AT Schools for which this is a New Strategy, if any</b>   |  |
| <b>Rationale:</b>   |  |
| <b>Timeframe:</b>   |  |
| <b>How will the effectiveness of this strategy be determined? LEAs should discuss:</b>  |  |
| <ul style="list-style-type: none"> <li>• What assessments will be used to determine if the selected strategy/activity has been effective?</li> <li>• Provide the estimated timeline for each assessment strategy (e.g., quarterly, end of school year, etc.)</li> </ul> |  |

Title I, Part A School Improvement Grant Funds Section 1003(a) Approaching Targets Schools

|  |  |
|--|--|
| <b>Describe the specific strategy:</b>   |  |
| <b>New or Continuing Strategy?</b>   |  |
| <b>Schools Involved:</b>   |  |
| <b>List AT Schools for which this is a New Strategy, if any</b>  |  |
| <b>Rationale:</b>  |  |
| <b>Timeframe:</b>  |  |
| <b>How will the effectiveness of this strategy be determined? LEAs should discuss:</b> <ul style="list-style-type: none"> <li>• What assessments will be used to determine if the selected strategy/activity has been effective?</li> <li>• Provide the estimated timeline for each assessment strategy (e.g., quarterly, end of school year, etc.)</li> </ul> |  |

|  |  |
|--|--|
| <b>Describe the specific strategy:</b>   |  |
| <b>New or Continuing Strategy?</b>   |  |
| <b>Schools Involved:</b>   |  |
| <b>List AT Schools for which this is a New Strategy</b>  |  |
| <b>Rationale:</b>  |  |
| <b>Timeframe:</b>  |  |
| <b>How will the effectiveness of this strategy be determined? LEAs should discuss:</b> <ul style="list-style-type: none"> <li>• What assessments will be used to determine if the selected strategy/activity has been effective?</li> <li>• Provide the estimated timeline for each assessment strategy (e.g., quarterly, end of school year, etc.)</li> </ul> |  |

|   |  |
|---|--|
| <b>Describe the specific strategy:</b>                  |  |
| <b>New or Continuing Strategy?</b>                      |  |
| <b>Schools Involved:</b>                                |  |
| <b>List AT Schools for which this is a New Strategy</b> |  |
| <b>Rationale:</b>                                       |  |

Title I, Part A School Improvement Grant Funds Section 1003(a) Approaching Targets Schools

|   |  |
|---|--|
|   |  |
| <b>Timeframe:</b>   |  |
| <b>How will the effectiveness of this strategy be determined? LEAs should discuss:</b> <ul style="list-style-type: none"><li>• What assessments will be used to determine if the selected strategy/activity has been effective?</li><li>• Provide the estimated timeline for each assessment strategy (e.g., quarterly, end of school year, etc.)</li></ul> |  |

2. If the LEA plans to use funds from other sources (e.g., Title I, Part A, a Special 1003(a) Grant) to support activities for Approaching Targets schools, briefly describe the funding source(s), the amount of additional funding, the schools that will benefit, and the strategies that will receive additional funding here.

### Section C – Measuring Progress

#### **Table C Measuring Progress Questions**

An effective ongoing plan that evaluates milestones will enable the LEA to make informed decisions about changes the project may need along the way. Please provide a concise response for each item below.

|   |
|---|
| 1. Who will analyze the data?   |
| 2. How will data be communicated to principals, classroom teachers, school improvement teams, and other stakeholders?                             |
| 3. Who will monitor if the data is being used to guide classroom instruction?   |
| 4. Provide details on how the project’s findings will be disseminated to the major stakeholders and individuals with an interest in your project. |

### Section D - Management Plan, Grant Reports and Key Personnel

- The Management Plan supports the project’s implementation but does not contain direct service activities. Direct service activities are to be described under Plan of Operation. Examples of management activities include the following: project oversight, contracting services, purchasing and maintaining equipment, evaluation activities, etc. The Management Plan must include internal controls to ensure accuracy throughout the application packet.

List on your Management Plan Worksheet in chronological order, **all major management actions necessary to implement the project**. 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 each action to a management team member**. Indicate on the worksheet the names of those responsible for accomplishing each task, even if those named may change in the future.

MSDE grant reporting requirements should also be included in your management plan. These include submission of an Interim Progress Report, Final Progress Report, and a Final Financial Report to MSDE. The Final Progress Report will be your final evaluation. Reports are due on the dates listed on the Management Plan Worksheet.

**Table D Management Plan and Grant Reports Worksheet**

| Management Action | Beginning and Ending Dates | Name and Position of Responsible Person(s) |
|-------------------|----------------------------|--|
| #1                |                            |  |
| #2                |                            |  |
| #3                |                            |  |
| #4                |                            |  |
| #5                |                            |  |
| #6                |                            |  |
| #7                |                            |  |
| #8                |                            |  |

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| Name of Report                                      | Due Date          | Name and Position of Responsible Person(s) |
|---|-------------------|--|
| Interim Progress Report                             | March 31, 2015    |  |
| Grant Site Visit and Desk Monitoring Question Sheet | March 31, 2015    |  |
| Final Progress Report                               | December 31, 2015 |  |
| Final Financial Report                              | December 31, 2015 |  |

Title I, Part A School Improvement Grant Funds Section 1003(a) Approaching Targets Schools  
**Section E - Budget and Budget Narrative**

**Budget Narrative**

The project's budget should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All strategies/activities described in the Plan of Operation with associated costs will appear in the budget narrative and must have a corresponding entry in the itemized budget (C-1-25) for that year.

On the Budget Narrative Template (Table E-1), group line items according to the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers*. There is no page limit for the budget. Provide detailed descriptions. The derivation of each cost must be shown.

**Indirect Cost is allowable in the 1003(a) Approaching Targets Grant Funds.**

Show how the expense was calculated for each line item and total each category. Reviewers will use this information to determine if your budget is reasonable and cost effective.

**The MSDE Proposed C-1-25 Budget Form**

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the RFP. If you are having difficulties categorizing your budget, consult with the financial officer in your local school system.

**This form must be signed by both your district's Finance Officer and the Superintendent.**

Only the most current grant budget forms will be accepted, so please use the forms found on MSDE's website.

1. <http://marylandpublicschools.org/MSDE>
2. <http://marylandpublicschools.org/MSDE/aboutmsde/highlights>
3. <http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/overview.htm>
4. <http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information>

Or

Go to the <http://marylandpublicschools.org/MSDE> website  
Click More Highlights (on the left side under Highlights) Click Grants

**Table E Page for C-1-25**

**Insert C-125**

<http://www.marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information>

**Table E1 LEA Budget Narrative**

| <b>Line Item</b>                | <b>Description</b> | <b>Total</b> |
|---------------------------------|--------------------|--------------|
| <i>Salaries &amp; Wages</i>     |                    |              |
|                                 |                    |              |
| <i>Contracted Services</i>      |                    |              |
| <i>Supplies &amp; Materials</i> |                    |              |
| <i>Other Charges</i>            |                    |              |
| <i>Equipment</i>                |                    |              |
| <b>Total Fixed Charges</b>      |                    |              |
| <b>Total Costs</b>              |                    |              |

**Table E2 Contracting with Consultants Questions**

*When planning to contract with a consultant, provide all of the information below for each consultant:*

|   |  |
|---|--|
| Consultant Company Firm Name / Address / Phone / E-mail / Website   |  |
| Lead Consultant's Name(s) / Address / Phone / E-mail / Website  |  |
| Has the consultant been contacted for their availability of services?   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Has the consultant tentatively agreed to provide the services to the school(s)?   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <p>Describe what constitutes the consultant's fee. Include the following:</p> <p>Number of professional development hours per day and per week committed to the school: _____</p> <p>Number of planning hours committed to the school: _____</p> <p>Proposed start/end dates: _____ To _____</p> <p>Type of professional development to be delivered (training sessions, classroom coaching, online sessions, etc.):</p> <p>Type of support the consultant will provide to the school(s) to monitor implementation of professional development:</p> <p>Type of support to the school(s) to evaluate the success of the professional development:</p> <p>Provide copy of monitoring tool and/or evaluation rubric:</p> <p>Description of "job embedded" professional development, if applicable.</p> |  |
| Explain how the consultant's services are aligned to district and school instructional programs?  |  |
| <p>Professional developers are required to use the MSDE Professional Development Planning Guide.<br/> <b>Provide a statement confirming</b> that contracted professional developers will use the guide as they service the LEA and schools.</p>   |  |

**Section F**

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

Describe the steps proposed to ensure equitable access to, and equitable participation in the project by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

**Section G**

**APPENDICES**

Appendix A

**Qualifying LEAs with the number of Title I Schools that Have Not Met their AMO**

1. Allegany – 5
2. Anne Arundel - 9
3. Baltimore City - 84
4. Baltimore County - 21
5. Calvert - 2
6. Caroline - 2
7. Carroll - 1
8. Cecil - 6
9. Charles -3
10. Dorchester - 3
11. Frederick - 6
12. Garrett - 3
13. Harford - 2
14. Howard - 5
15. Kent - 1
16. Montgomery - 20
17. Prince George's - 43
18. Queen Anne's - 2
19. St. Mary's - 1
20. Somerset - 3
21. Talbot - 1
22. Washington - 6
23. Wicomico - 7

**Total Number of Schools: 236**

Appendix B

**Grant Site Visit and Desk Monitoring Question Sheet**  
**TITLE I, PART A SCHOOL IMPROVEMENT GRANT FUNDS SECTION 1003(a)**  
**APPROACHING TARGETS SCHOOLS**

**Due to MSDE on March 31, 2015**

| From your approved application, list the strategies in the Plan of Operation section | Give a brief description, using information collected, of how each of the strategies listed is promoting improvement in instruction or greater student academic achievement. | If the strategies are not producing the expected results, what changes were made or are being planned? |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Has the Management Plan been implemented on schedule?  YES  NO If not, explain.

---

Appendix C

**Examples of Strategies and Allowable Expenditures**

| Strategies  | Allowable Expenditures  |
|---|---|
| <p>Research-based support in content areas for teachers and administrators designed to improve teaching and learning. PD must be aligned with State Professional Development Standards.</p>   | <ul style="list-style-type: none"> <li>• Consultants (Fees- per diem , travel expenses, lodging)</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> <li>• FICA, unemployment, workers’ compensation</li> <li>• Materials to support PD for implementation</li> </ul>   |
| <p>Sustained PD for school staff on the use of technology to support instruction, analyze student data and assist teachers with self monitoring of student progress etc. Emphasis should be placed on the training of teachers and staff.</p> | <ul style="list-style-type: none"> <li>• Instructional Technology</li> <li>• Software</li> <li>• Consultants</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> <li>• Materials to support PD for implementation</li> </ul>  |
| <p>Action Research on research-based programs and intervention models designed to increase student achievement.</p>   | <ul style="list-style-type: none"> <li>• Intervention programs and materials</li> <li>• Consultants</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> </ul>   |
| <p>Professional development for teachers on interpreting and analyzing trend data to guide decision making when planning reform efforts for school improvement.</p>   | <ul style="list-style-type: none"> <li>• Stipends- Teachers</li> <li>• Substitutes</li> </ul>   |
| <p>Professional development to improve teaching and learning can be obtained by utilizing Maryland’s Statewide System of Support – <b>The Breakthrough Center</b>.</p>  | <ul style="list-style-type: none"> <li>• Consultants (brokered through Breakthrough Center)</li> <li>• Materials to support PD for adult learners</li> <li>• Stipends – Teachers</li> <li>• Substitutes</li> <li>• Services rendered for Breakthrough Center Staff (i.e. mileage / contracted employees)</li> </ul> |
| <p>Parent Involvement Training</p>  | <ul style="list-style-type: none"> <li>• Strategies for parents to help their children in reading or math.</li> </ul>   |

Appendix D

**Suggestions for Completing an Approvable Budget Narrative**

**a. Salaries & Wages:**

- Reviewers must find consistency within the plan. If there are 25 teachers who will receive professional development, the application should not list materials for 35 people.
- **A detailed financial breakdown is required.** Always provide the number of participants x the cost x the # of sessions = total. Providing “some” of the information will only cause the plan to be returned for revision.
- Sending staff to conferences should be limited to a small number, one per grade, team leaders, or essential staff of the school. The grant will fund *reasonable and necessary* requests for staff to attend conferences. Attending staff should be aware that they will provide follow-up to staff upon their return. Their required presentation of conference information to staff should be written into the plan.
- Calculations must be checked and rechecked using the LEA’s internal control process described in the management plan before it is submitted to MSDE.

**b. Contracts:**

- The LEA must ensure that contracts go through the bidding process.
- Persons listed under “Contracts” must complete the “Contracting with Consultants” form.
- Consultants should have a track record for providing quality training.

**c. Supplies and Materials:**

- Schools listing boxes of duplicating paper, construction paper, chart paper, index cards, Post-its, rulers, hole punchers, student workbooks, etc. as items for purchase will send a red flag that the grant funds may be used inappropriately. The grant funds are not to stock the school with supplies.
- Local funds or Title I, Part A should be used to purchase such supplies and materials to be used for delivering instruction.
- The grant will purchase *reasonable and necessary* supplies and materials for implementing strategies in their plans.

**d. Other Charges:**

- **Food:** The cost of food and beverages for professional development for teachers, principals, and other staff is unallowable under new guidance from USDE. The cost of food for parent training may be allowable. The following will be the “rule of thumb” for purchasing food for parent trainings:
  - Light snacks \$2 - \$3 or less;
  - Breakfast: \$3 - \$5 or less and;
  - Dinner: \$5 - \$8 per person.
  - The grant will fund *reasonable and necessary* food requests, only.
  - **Offsite Locations:** The grant will not fund the rental of a facility nor will it fund catering.

**5. Equipment:**

- Purchases that are only associated with activities described in the plan will be allowable. Include a description of how the purchase relates to the training needs at the schools.
- For example, purchasing Promethean Boards, clickers, tape recorders, flash drives, laptops, overheads, iPods, color printers, etc. will be approved on a case-by-case basis and only if the LEA has effectively explained how these purchases are needed for training and implementation activities.
- The plan must describe how teachers, other staff, and parents will be trained to use equipment being purchased.
- Be sure to check and recheck all calculations.

Appendix E

**SCORING RUBRIC SUMMARY**

Reviewer: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Date: \_\_\_\_\_

LEA: \_\_\_\_\_

| Sections  | Comprehensive<br>Responses were thorough with sufficient detail | Clarifications<br>Responses were satisfactory needing minor clarifications | Incomplete/Missing<br>Responses were attempted but lacking specificity or no response was given |
|---|---|--|---|
| <b>A. Needs Assessment</b>                        | Q1 Q2   | Q1 Q2  | Q1 Q2   |
| <b>B. Plan of Operation</b>                       | Q1 Q2   | Q1 Q2  | Q1 Q2   |
| <b>C. Measuring Progress</b>                      | Q1 Q2 Q3 Q4   | Q1 Q2 Q3 Q4  | Q1 Q2 Q3 Q4   |
| <b>D. Management Plan and Key Personnel</b>       | Q1  | Q1   | Q1  |
| <b>E. Budget and Budget Narrative</b>             | Q1 Q2 Q3  | Q1 Q2 Q3   | Q1 Q2 Q3  |
| <b>F. General Education Provisions Act (GEPA)</b> | Q1  | Q1   | Q1  |
| <b>G. General Assurances</b>                      | Q1  | Q1   | Q1  |

Decision - Please Check One:

Award Grant     Award Grant With Revisions     Do Not Award Grant

*[A circled question number in any column other than the Comprehensive column will require LEA revision.]*

*Review Comments on the Scoring Sheet*

**RUBRIC SCORING**

Directions: Review the responses to the questions in the LEA plan. Put a (✓) in the Comprehensive Column if the response is thorough with sufficient detail. Provide a comment under the Clarification Column if the response needs minor clarification. If the response lacks specificity or is missing denote comments under the Missing/Incomplete Column. Complete the Scoring Rubric Summary Sheet.

**A. Needs Assessment**

| Questions   | Comprehensive | Clarifications | Missing/Incomplete |
|---|---------------|----------------|--------------------|
| <p>1. <b>Table A.</b> The information listed in the chart should include each of the following:</p> <ul style="list-style-type: none"> <li>• School name</li> <li>• School ID</li> <li>• School grade levels</li> <li>• Content areas AMO(s) not met (Reading and/or Math)</li> <li>• Subgroup(s) where AMO(s) not met for each content area</li> </ul>   |               |                |                    |
| <p>2. Differentiated Support description to include a summary of the data analysis. Examples of multiple data sources may include the following:</p> <ul style="list-style-type: none"> <li>• County benchmarks</li> <li>• Other standardized assessment data</li> <li>• Priority needs of the schools</li> <li>• Different strategies to be employed to serve different schools or cluster of schools</li> </ul> |               |                |                    |
| <p>Comments:</p>  |               |                |                    |

**B. Plan of Operation**

| Questions   | Comprehensive | Clarifications | Missing/Incomplete |
|---|---------------|----------------|--------------------|
| <p><b>1. Table B.</b> The Plan of Operation worksheet includes the following:</p> <ul style="list-style-type: none"> <li>• Strategy Selected and description</li> <li>• New or Continuing Strategy</li> <li>• Schools involved</li> <li>• Schools for which this is a new strategy, if any.</li> <li>• Rationale</li> <li>• Timeframe</li> <li>• How the effectiveness of the strategy will be determined.</li> </ul> |               |                |                    |
| <p>Comments:</p>  |               |                |                    |

**C. Measuring Progress**

| Questions  | Comprehensive | Clarifications | Missing/Incomplete |
|--|---------------|----------------|--------------------|
| <p><b>Table C.</b><br/>1. Identified who will analyze the data.</p>  |               |                |                    |
| <p>2. Described how data will be communicated to:</p> <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals</li> <li>• School improvement teams</li> <li>• Other stakeholders</li> </ul> |               |                |                    |
| <p>3. Identified who will monitor if the student data is being used to guide classroom instruction.</p>  |               |                |                    |
| <p>4. Details were provided on how the project's findings will be disseminated to major stakeholders, MSDE, and individuals with interest in the project.</p>  |               |                |                    |

Comments:

**D. Management Plan and Grants Reports Worksheet**

| Questions   | Comprehensive | Clarifications | Missing/Incomplete |
|---|---------------|----------------|--------------------|
| <p><b>Table D.</b> Is completed and includes a detailed and time-specific management plan with the following:</p> <ul style="list-style-type: none"> <li>• Management actions</li> <li>• Beginning and ending dates</li> <li>• Responsible person(s)</li> </ul> |               |                |                    |
| <p>Comments:</p>  |               |                |                    |

**E. LEA Budget Narrative and Proposed Budget C-1-25**

| Questions   | Comprehensive | Clarifications | Missing/Incomplete |
|---|---------------|----------------|--------------------|
| <p>1. A budget narrative has been completed in the format requested in the application.</p> |               |                |                    |
| <p>2. A C-1-25 signed by the <b>Budget Officer and the Superintendent</b> is provided.</p>  |               |                |                    |
| <p>3. Completed Contracting with Consultants form (s), if applicable</p>                    |               |                |                    |
| <p>Comments:</p>  |               |                |                    |

Title I, Part A School Improvement Grant Funds Section 1003(a) Approaching Targets Schools

**F. General Education Provisions Act (GEPA), Section 427**

| Questions  | Comprehensive | Clarifications | Missing/Incomplete |
|--|---------------|----------------|--------------------|
| 1. A description to ensure equitable access and participation in the project is found. |               |                |                    |
| Comments:  |               |                |                    |

**G. General Assurances**

| Questions  | Comprehensive | Clarifications | Missing/Incomplete |
|--|---------------|----------------|--------------------|
| 1. A signed Assurances page by the Superintendent. |               |                |                    |
| Comments:  |               |                |                    |

