

**Striving Readers  
Comprehensive  
Literacy (SRCL)  
Grant**



**Request for  
Applications**

**Maryland State Department of  
Education**

**200 West Baltimore Street  
Baltimore, Maryland 21201**

**Deadline  
April 26, 2018  
3:00 p.m.**

**Name of Grant Program:**

Striving Readers Comprehensive Literacy (SRCL) Grant

**Authorization:**

PL PL 111-117 Title I, Part E Elementary and Secondary Education Act of 1965, as amended Striving Readers, 84.371C.

**Dissemination of Request for Application:**

February 13, 2018

**Deadline for Applications:**

April 26, 2018

\*NOTE: All print and electronic copies of applications must be received by the Maryland State Department of Education (MSDE) by 3:00 p.m. Applications received after this time will not be considered.

**Purpose:**

The purpose of the Striving Readers Comprehensive Literacy (SRCL) grant is to increase student achievement in literacy. Through the use of local needs assessments and evidence-based strategies, the grant will advance literacy for all children from birth through grade 12 and align literacy plans in Local Education Agencies (LEAs) across the state.

The focus of this grant aligns with Maryland's State Comprehensive Literacy Plan, *Maryland's Keys to Comprehensive Literacy*. The MSDE has collaborated with a stakeholder group who has assisted in the development of *Maryland's Keys to Comprehensive Literacy* and continues to provide guidance in other areas of the implementation of the grant. Representation in the stakeholder group includes LEA central office literacy supervisors; early childhood providers; pre-school educators; professors from institutes of higher education; content teachers; literacy experts; educators representing English Learners, Gifted and Talented; Special Education; and staff from public libraries.

*Maryland's Keys to Comprehensive Literacy* outlines five key components to improving literacy from birth to grade 12 and may be found at this link:

<http://marylandpublicschools.org/about/Documents/Grants/MarylandComprehensiveLiteracyProgram.pdf>

Key 1: Instructional Leadership

Key 2: Strategic Professional Learning

Key 3: Continuity of Standards-Based Instruction

Key 4: Comprehensive System of Assessments

Key 5: Tiered Instruction and Interventions

## **Required Components:**

Applications **MUST** contain the following to be considered for funding:

- a draft comprehensive literacy plan driven by a needs assessment and aligned to Maryland's State Comprehensive Literacy Plan, *Maryland's Keys to Comprehensive Literacy*;
- use of evidence-based strategies and interventions;
- a plan for each age span based upon the needs assessment (birth to age 5, Kindergarten to grade five, grades six to eight, and grades nine to twelve)
- a budget and budget narrative that includes a breakdown by grade spans for 15% of funding supporting birth to age five; 40% of funding supporting kindergarten to grade five; 20% of funding supporting grade six to grade 8; and 20% of funding supporting grade nine to grade 12; and
- a detailed evaluation and accountability plan that shows how the activities are expected to produce discernible outcomes in literacy related to educator practices and student outcomes.

## **Priorities:**

Priority will be given to applications that incorporate one of more of the following:

- emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.
- alignment from birth to grade 5;
- use of strategies, programs, and interventions with strong or moderate evidence;
- partnerships in early literacy with nonprofit providers of early childhood education, with a demonstrated record of effectiveness in improving language and early literacy development of children from birth to age five; and
- a strategic professional learning plan.

## **Eligible Applicants:**

All LEAs or partnerships of LEAs are eligible to apply for a sub-grant. All LEA partnership applications must identify one LEA as the lead and fiscal agent for the administration of the grant award.

Other partnerships are encouraged, such as:

- partnerships in early literacy with nonprofit providers of early childhood education, with a demonstrated record of effectiveness in improving language and early literacy development of children from birth to age five;
- community-based non-profit organizations, such as libraries or health care providers;
- institutes of higher education; and
- other organizations, including national and state organizations with a demonstrated record of effectiveness in improving literacy development and providing professional development in literacy.

**Proposal Review:**

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

1. 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.
2. A peer review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. Reviewers will comment upon the proposals and assign numerical scores.
3. Applicants may be scheduled for an oral program presentation as determined by the review committee or may be contacted with clarifying questions.
4. Final approval for awards will be determined by MSDE in collaboration with the peer review committee. Applications with exceptionally comprehensive proposals may be awarded additional funds. Additionally, when a proposal is less than outstanding, MSDE reserves the right to reduce the amount of an award, request revisions, or to reject the proposal altogether. MSDE also reserves the right to take into consideration, geographic distribution when making awards.

**Award Notification:**

Notification of awards will be sent by email on June 5, 2018.

**Total Funds Available:**

Available funds for SRCL Sub-Grants are \$14,250,000 a year to total \$42,750,000 over the three-year term of the grant.

**Length of Grants:**

June 5, 2018 through September 30, 2020.

**Estimated Number of Sub-Grants:**

The number of sub-grants awarded is not pre-determined; all applications meeting prescreen requirements will be considered for funding and peer reviewed.

**Estimated Average Sub-Grant Award Range:**

The estimated range of sub-grant awards is \$300,000 to \$1,000,000 per year or \$900,000 to \$3,000,000 over the three-year term of the grant. Each LEA should budget according to their needs, not necessarily their size. The Striving Readers grant ends on September 30, 2020. Year One is a shortened year and is defined in the grant as ending on September 30, 2018. However, Year One funding is eligible to be carried over into Year Two. Applicants may apply for the entire project period or a portion of the project period.

**Fund Use:**

Cost(s) incurred prior to the approval of the grant may 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:

- Quarterly project updates;
- Annual financial reports;
- Annual evaluation reports;
- A final evaluation, encompassing all funding cycles, within 60 days of the end of the grant period (if the grant is for multiple years).

In addition, grantees will host at least one site visit per funding cycle.

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

1. Proposal Cover Sheet.
2. Project Abstract.
3. Table of Contents.
4. Project Narrative (15 page limit).
  - 4.1. Extent of Need.
  - 4.2. Goals, Objectives, and Milestones.
  - 4.3. Plan of Operation including evidence-based strategies.
  - 4.4. Evaluation and Dissemination Plan.
  - 4.5. Management Plan/Key Personnel.
    - 4.5.1. Management Worksheet.
    - 4.5.2. Project Time Line.
  - 4.6. Integration with Education Reform.
  - 4.7. Future Plans.
5. Budget Narrative.
  - 5.1. Line Item Listing of Budgetary Expenses.
  - 5.2. Itemized Budget Form.
  - 5.3. Appropriate 15% of funding supporting birth to age five; 40% of funding supporting kindergarten to grade five; 20% of funding supporting grade six to grade 8; and 20% of funding supporting grade nine to grade 12.
6. Appendices. Do not append any required sections indicated above. Appendices are included below:
  - 6.1. Draft comprehensive literacy plan.
  - 6.2. Summary of data from Needs Assessment.
  - 6.3. Summary of data on disadvantaged children, including children living in poverty, English learners, and children with disabilities.
  - 6.4. Works Cited.
  - 6.5. Letters of commitment from all project partners and principals of participating schools.
  - 6.6. Résumés of Key Personnel.
  - 6.7. Signed assurances.

## **Submission Requirements:**

- All pages of the project narrative must use one-inch margins and be numbered according to the prescribed numbering convention. (See “Table of Contents” section)
- The project statement that appears on the cover sheet must not exceed 100 words.
- The abstract must not exceed one page.
- Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-point font.
- All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.
- Bound copies must be stapled in the upper left corner. They should not be bound by glue, spirals, wire, clasps, or any other means.
- The prescribed coversheet must be the first page of the proposal.

- The original coversheet must be signed in blue ink. Copies of the coversheet must not be color photocopied.
- All tables and charts must follow prescribed formats.

**An unbound original proposal, together with (3) bound copies, and an electronic copy in Microsoft Word format, MUST be submitted to:**

Maryland State Department of Education  
 Branch of Instructional Assessment, Professional Learning, and English/Language Arts  
 200 West Baltimore Street  
 Baltimore, MD 21201-2595  
 Attention: Cecilia Roe

Electronic copy should be sent by email to Ava Spencer (Ava.Spencer@Maryland.gov) or on a USB flash drive.

**Technical Assistance:**

An initial technical assistance live webinar will be held on February 14, 2018 at 10:00 a.m. to 11:00 a.m. The link to register for the webinar is below. If you are asked for a password, please use SRCLTA <https://msde.webex.com/msde/onstage/g.php?MTID=e819c9c57bc646e792b9b821e95c14b1b>

Additional webinars, regional meetings, workshops, and regional conferences are being planned to support LEA implementation of local literacy plans. Further technical assistance will be available from MSDE to the LEAs to assist in the:

- development of a needs assessment;
- creation of a local comprehensive literacy plan;
- completion of the grant application;
- implementation of local comprehensive literacy plans;
- monitoring children’s performance during the grant period;
- use of evidence-based strategies and interventions; and
- distribution of funding to support students in all age-bands birth to grade 12.

**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

## 1.0 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.
- The words “Striving Readers Comprehensive Literacy Grant.”
- Name of contact person.
- Address of contact person.
- Telephone, fax, and email address of contact person.
- Project partners.
- Amount requested.
- Project statement (100-word limit).
- Dated signature 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.

The project statement should briefly describe the project’s 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 will be used in press releases, board exhibits, etc.

## 2.0 PROJECT ABSTRACT

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*1-page limit*

In the Project Abstract introduce the project to the reader. It should be factual, brief, and focused on the organization’s efforts. Do not assume the reader is familiar with the proposed project.

The Project Abstract should cover the core aspects of the proposed project, while addressing the following questions:

- What is the problem?
- 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 the roles of each?

### 3.0 TABLE OF CONTENTS

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The Table of Contents is an important aid for the reader. When writing the proposal and constructing the table of contents, use the following conventions:

- The Proposal Cover Sheet is not numbered but is considered to be page “I” (lower case, Roman numeral one).
- The Project Abstract is page “ii” (lower case, Roman numeral two).
- Do not list the Table of Contents as one of the pages in the table of contents.
- Table of Contents page(s) is (are) numbered iii, iv, etc.
- The extent of need is the first page of the project narrative and is numbered “1”. Subsequent pages are numbered consecutively.
- The Budget is numbered as follows: “B-1, B-2, B-3”.
- Appendices are labeled “Appendix A, Appendix B, Appendix C”.

### 4.0 PROJECT NARRATIVE

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*15-page limit*

*90 Points Total*

The Project Narrative provides an opportunity to convince readers that the project is sound and deserves to receive funding. The Project Narrative should encompass the entire life of the project. When writing the Project Narrative, keep the following suggestions in mind:

- Be succinct and clear. Readers need to understand quickly and easily the components of the project and how they work together to address the stated needs.
- Do not assume the reader is familiar with the project; readers represent diverse backgrounds. Avoid jargon and define all acronyms.
- Proofread the Narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone not familiar with the project read and critique the proposal before submitting it to MSDE.
- Be as detailed as possible. Use the entire page limit to explain the project. Use the Appendices to include information that may be important for the reader but will not fit within the Project Narrative. For clarity, it is important to reference in the body of the proposal any supplemental information included in the appendices.

## 4.1 EXTENT OF NEED

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*10 of 90 points*

A compelling proposal will have a clearly-defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal.

Here are some suggestions for the needs assessment.

- Clearly state the main problem in the first paragraph.
- Cite research supporting the need for the project.
- State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
- Present easily-measured quantitative data (e.g., test scores, absentee rates).
- Present qualitative data in support of quantitative data (e.g., interviews, focus groups).
- Use multiple methods to document the problem (e.g., surveys, analysis of school records, previous studies, focus groups).
- Use multiple data sources (teachers, students, parents, etc.).
- Use national or state data to establish the problem's existence outside of the local area.
- Use local data to document the problem in the local area. Include relevant demographics and other statistics about each and every population to be served. Include all relevant data from the Maryland School Performance Program (MSPP).
- State who is affected by the problem. State when and where the problem exists.
- Document the factors contributing to the problem.
- Document current or past efforts to address the problem.
- Show why those efforts failed or are inadequate to address the total need.
- Discuss the applicant's history or expertise in dealing with the problem.
- Discuss the consequences of not dealing with the problem.

## 4.2 GOALS, OBJECTIVES, AND MILESTONES

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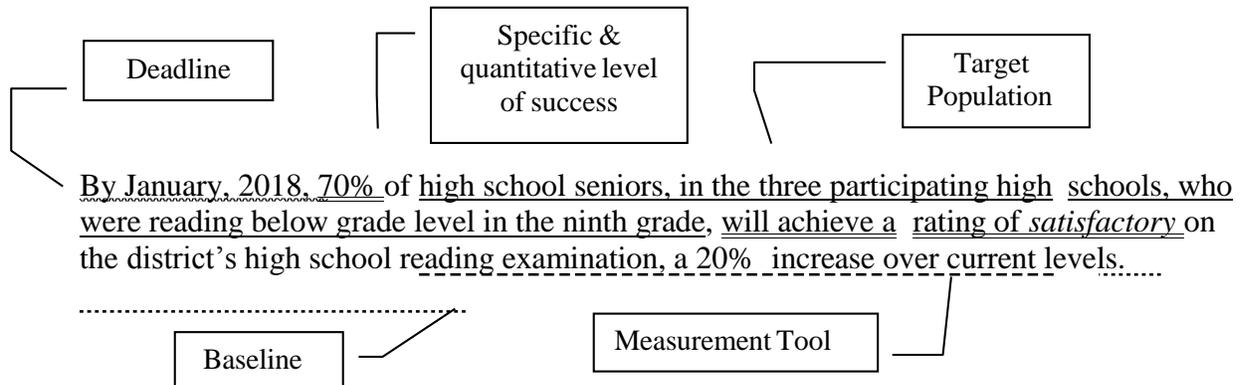
*10 of 90 points*

Goals, objectives, and milestones are all 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 toward alleviating the problems identified in the needs assessment. **Statements that describe strategies or management issues are not proper outcome statements.**

Outcome statements:

- **Identify the target population.** Who is the specific population the outcome addresses?
- **Are realistic.** Outcomes must be attainable. It is unrealistic to expect that all students will achieve 4.0 grade point averages. Unrealistic outcomes set the project up for failure and are "red-flags" for reviewers.
- **Are measurable.** Outcomes must demonstrate clear achievement. A good outcome statement references easily quantified indicators (e.g., test scores, absenteeism, grades, promotion rates).
- **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 goal is both reasonable and ambitious, include local baseline data for comparison.

This is an example of an outcome statement containing all of the above elements:



A proposal should identify three kinds of outcomes: goals, objectives and milestones.

## THE GOAL

State the overall goal of the project. The goal should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established the more complex the project becomes.

Goals must have long-term deadlines. If the project period covers multiple years, the goal should be set for the end of the project. If the project period is one year or less, the goal may have a deadline that extends beyond the project period.

## OBJECTIVES

Objectives are the anticipated outcomes to be accomplished for each year of the project.

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.

## 4.3 PLAN OF OPERATION

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20 of 90 points

In the Plan of Operation discuss the strategies and activities to be used to accomplish the outcomes.

### STRATEGIES

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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 should 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 by the project, both directly and indirectly? Explain how these numbers were derived.

### ACTIVITIES

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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., a field trip), 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 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.

## PLAN OF OPERATION WORKSHEET

Please use a separate worksheet for each goal to be addressed with supporting objectives, strategies, activities and milestones. Extend the worksheet as necessary to accommodate the number of strategies or activities planned.

<b>Need to be addressed:</b>
<b>Goal #1 (related to need):</b>
<b>Objective (marking progress toward Goal #1):</b>
<b>Strategy #1 (supporting Goal #1):</b>
<b>Activity #1 (supporting Strategy #1):</b>
<b>Activity #2 (supporting Strategy #1):</b>
<b>Activity #3 (supporting Strategy #1):</b>
<b>Activity #4 (supporting Strategy #1):</b>
<b>Milestones to document progress toward Goal #1):</b>

## 4.4 EVALUATION AND DISSEMINATION PLAN

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20 of 90 points

Grantees are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project's goal and objective(s). Keep in mind that the final evaluation will consider the entire project, beginning to end. It should not be viewed as what is done after the project's completion, but as an integral element in the project's planning, design, and implementation. An effective ongoing plan that evaluates milestones quarterly lends to making informed decisions about needed changes.

### EVALUATION AND DISSEMINATION NARRATIVE

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The topics listed below provide the basis for review of the evaluation plan that should be addressed with specificity.

- **Evaluation Questions:** What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated consequences? Examine the relationship between the expected outcomes, efforts, and what is important to evaluate.
- **Evaluation Strategy:** What approach will be taken to find answers to the evaluation questions? What criteria will be used to assess lessons learned from the project? What populations will be included in the evaluation?
- **Data:** The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will the baseline be established? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, ensure that the resources are sufficient to use the proposed data collection techniques.
- **Outcome Measures:** Outcome measures required by US Ed for the SRCL grant are:
  - The percentage of participating four-year-old children who achieve significant gains in oral language skills. LEAs will determine an evidence-based assessment to gather data to report on four-year old oral language growth. MSDE currently provides the Early Learning Assessment as an optional performance measure. LEAs can choose to use the Early Learning Assessment or another evidence-based assessment.
  - The percentage of participating fifth-grade students who meet or exceed proficiency on State English Language Arts/Literacy assessments. LEAs will use the PARCC assessment as the performance measure to determine the percentage of participating fifth-grade students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.
  - The percentage of participating eighth-grade students who meet or exceed proficiency on State English Language Arts/Literacy assessments. LEAs will use the PARCC assessment as the performance measure to determine the percentage of participating eighth-grade students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.
  - The percentage of participating high school students who meet or exceed proficiency on State English Language Arts/Literacy assessments. LEAs will use the PARCC assessment as the performance measure to determine the percentage of participating high school students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.

- **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are the qualifications of each? What are the responsibilities of key personnel?
- **Budgeting of resources and staffing for evaluation:** The application's budget should reflect sufficient funds to carry out a thorough and useful evaluation.
- **Dissemination:** Details on how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will information be posted on the Internet? Will presentations be made at important national conferences to present lessons from the project? How and when will demonstrations of the project be provided? Descriptions of the types of reports and other by products developed during the course of the project may be made available.

## 4.5 MANAGEMENT PLAN/KEY PERSONNEL

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*20 of 90 points*

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

Present a clear discussion of partners, 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. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically be familiar with a proposed partner, what that partner is capable of or willing to commit to the project, or why the partner is joining in on the project.

The project should have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing quarterly evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project. (e.g., representatives from project partners, parents, principals, Board of Education). Steering committees that are too large are often non-productive. Project directors act as advisors to the committee. The duties, members and meeting dates of the committee should be identified in this section of the project proposal.

List the staff or personnel involved in the project's implementation. Detail 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?

# MANAGEMENT PLAN WORKSHEET

The Management Plan supports the implementation plan but does not contain direct service activities. Direct service activities belong in the Plan of Operation. Examples of management actions are hiring staff, ordering equipment, developing curricula, and holding steering 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 first year of funding. (Worksheets for subsequent years will be included in the action plans for those years.) 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 individual(s) responsible for accomplishing each action.

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

**Management Plan Worksheet**

<b>Action Description</b>	<b>Date</b>	<b>Person Responsible</b>
<i>Brief Description #1</i>	<i>Date</i>	<i>Name or Position</i>
<i>Brief Description #2</i>	<i>Date</i>	<i>Name or Position</i>
<i>Brief Description #3</i>	<i>Date</i>	<i>Name or Position</i>
...	...	...
<b>Funder's Requirements</b>		
Quarterly Report #1 Due	<i>Date</i>	<i>Name or Position</i>
Quarterly Report #2 Due	<i>Date</i>	<i>Name or Position</i>
Quarterly Report #3 Due	<i>Date</i>	<i>Name or Position</i>
Final Evaluation Process	<i>Date</i>	<i>Name or Position</i>
Financial Report Due	<i>Date</i>	<i>Name or Position</i>
Annual Evaluation Due	<i>Date</i>	<i>Name or Position</i>

## PROJECT TIMELINE

The Project Timeline is a Gantt chart with columns representing the months of the funding cycle. It should contain three sections: management, implementation, and evaluation.

Activity	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Management												
Hire Project Director	X											
Implementation												
Teacher Training		X			X			X			X	
Evaluation												
Submit Mid-Year Evaluation						X						

## 4.6 INTEGRATION WITH EDUCATION REFORM

*5 of 90 points*

If a project is to be successful, it must be aligned with the goals, efforts and plans of Federal, State, and local governments, as well as school improvement teams. This section illustrates how the project is part of overall education reform.

This section should address the following questions:

- How does this project help meet the goals and objectives of the School Improvement Team plan?
- How does this project fit into the LEA's master plan?
- How does this project help meet State educational standards (e.g., MD College and Career Readiness Standards)?
- How does this project help meet national education goals or fit into national initiatives?
- Does this project coordinate efforts with other projects currently underway?
- Are there plans for future projects that will coordinate with this one?
- Will resources be shared to increase efficiency and cost effectiveness?

## 4.7 FUTURE PLANS

*5 of 90 points*

Describe plans for continuing the project beyond the funding cycle. How will it be sustained after funding ends? Are there plans for maintaining the project's partnerships?

## 5.0 BUDGET NARRATIVE

No page limit

10 points

The project’s budget should detail every year of the project in a separate itemized budget for each year. 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 will appear in the budget narrative and must have a corresponding entry in the itemized budget for that year.

Begin the budget with a narrative, justifying any line item expenses that are not obvious from the project narrative. Explain how line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective.

Immediately following the justification, 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. For example, “meeting expenses” can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

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 expenses were calculated for each line item. 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 Narrative.

Line Item	Calculation	Requested	In-kind	Total
<b>Salaries &amp; Wages</b>				
Project Director based on SACPS salary for Admin Specialist Level 3.	Full-time @ \$40,000/year	\$20,000	\$10,000 (SACC)	\$40,000
<b>Total Salaries &amp;</b>		<b>\$20,000</b>	<b>\$20,000</b>	<b>\$40,000</b>
<b>Contracted Services</b>				
Computer Trainer from ABC Computer Services.	\$200/day X 4 days	\$800		\$800
<b>Total Contracted</b>		<b>\$800</b>		<b>\$800</b>
<b>Services:</b>				
Total Direct Costs		<b>\$20,800</b>	<b>\$20,000</b>	<b>\$40,800</b>
Indirect Costs (3% of direct costs)		\$624		<b>\$624</b>
<b>TOTAL Requested</b>		<b>\$21,424</b>	<b>\$20,000</b>	<b>\$41,424</b>

## ITEMIZED BUDGET NARRATIVE FORM

The following page contains the itemized budget form that 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.

**PROPOSED BUDGET  
STATE/FEDERAL**

<b>Recipient Agency Name</b>	
<b>Revenue Source Name</b>	

<b>Grant Period</b>	
<b>Fund Source Code</b>	

See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

	<b>STATE/FEDERAL</b>
	<b>LOCAL/MATCH</b>
	<b>TOTAL</b>

CATEGORY/PROGRAM/ACTIVITY	Object							Total Budget by Category/Program/Activity
	1 Salaries and Wages	2 Contracted Services	3 Supplies & Materials	4 Other Charges	5 Equipment	8 * Transfers		
<b>201 Administration</b>								
Program 21 General Support								
Program 22 Business Support								
Program 23 Centralized Support								
<b>202 Mid-level Administration</b>								
Program 15 Office of Principal								
Program 16 Instruction Admin. & Supervisor								
<b>203-205 Instruction Categories</b>								
Program 01 Regular Programs								
Program 02 Special Programs								
Program 03 Career & Technology Programs								
Program 08 School Library Media								
Program 09 Instructional Staff Development								
Program 10 Guidance Services								
Program 11 Psychological Services								
Program 12 Adult Education								
<b>206 Special Education</b>								
Program 04 Public Schl. Instructional Prog.								
Program 09 Instructional Staff Development								
Program 15 Office of the Principal								
Program 16 Instruction Admin. & Supervisor								
<b>207 Student Personnel Services</b>								
<b>208 Student Health Services</b>								
<b>209 Student Transportation</b>								
<b>210 Operation of Plant</b>								
Program 30 Warehouse and Distribution								
Program 31 Operating Services								
<b>211 Maintenance of Plant</b>								
<b>212 Fixed Charges</b>								
<b>214 Community Services</b>								
<b>215 Capital Outlay</b>								
Program 34 Land and Improvements								
Program 35 Buildings and Additions								
Program 36 Remodeling								
<b>TOTAL EXPENDITURES BY OBJECT</b>								

\*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Indirect Cost Recovery

Grant Number
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Grant Name
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**Budget Reviewed and Approved:  
LSS Finance Officer:**

Signature

Phone Number

Date

MSDE USE ONLY						
<b>Budget Approved</b>						
<b>By:</b>	LEA Official	Phone #	FAX #	Date	MSDE Official	Date

## APPENDICES

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

## WORKS CITED

Use a standard format such as MLA or Chicago Manual of Style. Be consistent.

## LETTERS OF COMMITMENT

Letters of commitment are required from all project partners, school principals and local education agencies participating in the project. A good letter should contain the following:

- A statement acknowledging and supporting the goal and objectives of the project.
- The participant's expected gains from the project.
- The expertise, resources and financial contributions the participant is making towards the project. Financial contributions (in-kind and cash) should be quantified.
- A clear statement detailing the responsibilities of the partners.
- A clear statement that the partners intend to continue the partnership beyond the grant period.

Letters of commitment should be addressed to the superintendent or head of the grantee agency acting as the lead agency. Letters should not be addressed to MSDE. All letters should be included in the proposal and not sent directly to MSDE. Any letters sent directly to MSDE cannot be appended to the proposal.

## RÉSUMÉS OF KEY PERSONNEL

Include a one-page résumé for each person playing a key role in the project. Only information relevant to the project should be included in the résumé.

## SIGNED ASSURANCES

The following page contains the assurances that must be signed and dated by the Superintendent of the school system or the head of the grantee agency. Please read all assurances carefully

## RECIPIENT 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 shall 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 (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. 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, MSDE's failure 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.
7. 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.
8. 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. Unless a division implements a stricter policy, 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 the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit 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. 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.

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Superintendent of Schools/Head of Grantee Agency

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Date