



# **Teacher Collaborative Grant Program**

## **Request for Proposals**

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

**Deadline**  
Friday, August 9, 2019  
No later than 12:00 noon

This document is available in alternate formats.

# PROPOSAL DESCRIPTION

## Name of Grant Program:

Teacher Collaborative Grant Program

## Authorization:

Senate Bill 1030 (2019)

## Dissemination:

June 6, 2019, Posted on the Maryland State Department of Education Website

## Deadline:

Friday, August 9, 2019

No later than 12:00 noon

## Purpose:

The Maryland State Department of Education (hereafter referred to as *the MSDE*), in accordance with Maryland Senate Bill 1030 (2019), has developed a Teacher Collaborative Grant Program. The General Assembly finds and declares that The Blueprint for Maryland's Future, based on the policy recommendations described in the January 2019 Interim Report of the Maryland Commission on Innovation and Excellence in Education established by Chapters 701 and 702 of the Acts of the General Assembly of 2016, is necessary to transform Maryland's education system to world-class student achievement levels.

## Required Components:

Proposals must contain the following to be considered for funding:

- The Collaboratives who receive funding will develop state-of-the-art professional education for prospective and current teachers that reflect international and national best practices.
- The Collaboratives who receive funding will develop models of professional development programs that can be replicated in local school systems.
- Evidence that the teacher preparation program in the Collaborative submitted a grant application to a national program, if applicable, to increase the quality and diversity of the teacher candidate population.
- An application shall identify a signed partnership agreement among at least one county board, one teacher preparation program, and one exclusive employee representative to form a teacher collaborative to design and implement **at least two** of the following:
  1. A 21<sup>st</sup>-century **Practicum** for teacher candidates to gain teaching experience in the classroom. A **Practicum** design developed under the program shall require:
    - a. A description of the proposed practicum design for teacher candidates;
    - b. Prospective teachers to complete a full school year of practical teaching experience before completing a teacher preparation program that:
      - i. Shall be completed within the existing degree requirements to graduate from the teacher preparation program, if possible; and

- ii. May be completed at any time during the teacher preparation program as determined by the Collaborative.
- c. A county board and teacher preparation program jointly identify a placement for a teacher candidate and compensate a lead teacher to supervise and coach the teacher candidate;
- d. Public schools offering the practicum to:
  - i. Be organized in a career ladder system that reflects the requirements identified in the Commission on Innovation and Education January 2019 Interim Report, or a plan to adopt such a system by year two of the grant; and
  - ii. Consist of diverse student bodies that reflect the diversity of public schools in the State or the geographic area where the school is located.
- e. Members of the public school who are professor master teachers on the career ladder to hold appointments to teach as clinical or adjunct faculty at the teacher preparation program, or a plan to hold this position by year two of the grant;
- f. Members of the public school faculty who are lead teachers or master teachers on the career ladder to be responsible for designing the public school's induction and mentoring program for new teachers and struggling teachers; and
- g. Members of the public school faculty and the teacher preparation program faculty to be fully trained to understand and implement international and national best practices for teacher preparation and professional development.

2. **A Professional Development program developed under the Program shall provide training and education in one or more of the following:**

- a. A description of the proposed professional development program for existing teachers;
- b. Culturally responsive pedagogy, content knowledge, and best practices in teaching diverse students and communication with diverse student families, including individuals of all races, religions, sexual orientations, and gender identities;
- c. Evaluation and effective use of research, formative and summative data, and high-quality instructional materials, including digital resources and technology, to improve student performance;
- d. Effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches to meet student needs;
- e. Conducting assessment of typical learning challenges for a student and methods to help the student overcome those challenges, including effective tools and strategies to meet the needs of students with disabilities and implement individualized education programs and 504 plans; and

- f. Recognition of student mental health disorders.
3. A Peer Assistance and Review program shall adhere to Annotated Code of Maryland Regulations 13A.07.01.06 and include the following:
- a. A description of the proposed peer assistance and review program;
  - b. A Peer Assistance and Review program developed under the Program shall use:
    - i. Lead teachers or master teachers on the career ladder to mentor new teachers and support existing teachers who are struggling or are low performing; and
    - ii. An effective teacher evaluation system aligned to the state evaluation model (COMAR 13A.07.09.05) that provides actionable feedback grounded in data for educators to improve their professional practice.
  - c. A Teacher Evaluation system developed under this paragraph shall:
    - i. Define the knowledge and skills expected of a teacher;
    - ii. Utilize documented performance measures to provide personalized feedback that is aligned with the teacher’s strengths, needs, and professional learning context; and
    - iii. Use a peer observation-based process to evaluate a teacher that:
      - a) Can be linked to student learning outcomes;
      - b) Requires the competency of the evaluator to be assessed;
      - c) Requires stakeholders, teachers and teacher candidates, and evaluators to be fully trained to understand the evaluation process; and
      - d) Includes post-observation conferences between the teacher and evaluator to encourage reflection of the teacher’s teaching practice.
4. Any other information required by the MSDE (referring to page 8).
5. A county board or teacher preparation program may submit an application to the MSDE to receive a grant to form a teacher collaborative that is in furtherance of the purpose of the program.
6. Evidence that the teacher preparation program in the Collaborative submitted a grant application to a national program, if applicable, to increase the quality and diversity of the teacher candidate population.

**Eligible Applicants:**

An application shall identify a signed partnership agreement among at least one of each of the following:

- A county board,
- A teacher preparation program, and
- An exclusive employee representative

A county board or teacher preparation program may submit an application to the MSDE to receive a grant to form a teacher collaborative that is in furtherance of the purpose of the program.

**Proposal Review:**

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

- Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all prescreen requirements will not be read or reviewed.
- A review committee established by the MSDE will evaluate written applications. The committee will be composed of representatives from the MSDE and one representative from the Maryland Higher Education Commission. Using a scoring rubric, reviewers will comment on the proposals and assign numerical scores.
- Applicants may be scheduled for an oral program presentation as determined by the Teacher Collaborative Grant Program Review Committee.
- Final approval for awards will be determined by the Teacher Collaborative Grant Program Review Committee.
- All revised proposals and budgets must be resolved by conclusion of first quarter or risk forfeiture of award.

The MSDE is required, to the extent practicable, to ensure distribution when making awards.

**Award Notification:**

Notification of awards will be sent by mail on August 31, 2019.

**Total Funds Available:**

Funding for Fiscal year 2020 is \$2.5 million. For Fiscal Year 2020 and 2021, the Bill states that the State shall distribute at least \$2,500,000 to the MSDE for the Teacher Collaborative Grant Program however, continuation of the grant is dependent on future funding. The MSDE may retain up to 3% to administer the program.

**Length of Grants:**

September 1, 2019 – June 30, 2022

**Estimated Number of Grants:**

The number of grants awarded will be based on the number of submissions and the availability of funds. All eligible applications will be considered for funding. The MSDE shall ensure, to the extent practicable, geographic diversity among the grantees.

### **Estimated Average Grant Amount:**

Grants are competitive with awards based on the thoroughness of the submission, the plan of the state-of-the-art professional education for prospective and current teachers that reflects national and international best practices, the model of professional development programs that can be replicated in local school systems, and the estimated need for funding. Local school systems should carefully consider resources needed to successfully implement the proposed project and present realistic budgets and expectations that accurately project costs and outcomes.

### **Fund Use:**

Cost(s) incurred prior to the approval of the grant may not be funded through the award. Generally, a direct cost is one that is incurred specifically for one activity. Indirect costs are of a more general nature and are incurred for the benefit of several activities. Once a grantee designates a given cost as direct or indirect, that designation must be applied consistently and may not change during the fiscal year. Sub-grantees are never required to charge indirect costs.

Direct costs can be identified specifically with a particular final cost objective. Typical direct costs chargeable to awards are:

- Compensation of employees for time devoted and identified specifically to the performance of those awards;
- Cost of materials acquired, consumed, or expended specifically for the purpose of those awards;
- Contracts specifically for the purpose of the award; and
- Travel expenses incurred specifically to carry out the award.

Funds may not be used for:

- Supplanting existing services;
- Capital Improvements; or
- Cost(s) incurred prior to the approval of the grant.

### **Reporting Requirements:**

Grantees must submit:

1. Biannual project reports which include:
  - A. Detail of grant activity conducted by the teacher collaborative shall contain activity schedule, program management meetings, and data for the following:
    - a. **The Practicum Design:**
      - i. Evidence of a year-long practical teaching experience incorporated within the existing degree requirements;
      - ii. Evidence of collaboration between the county board and teacher preparation program;
      - iii. Evidence of implementation of the career ladder system as identified in this proposal and prescribed by the Commission on Innovation and Excellence in Education January 2019 Interim Report;
      - iv. Evidence of application of international and national best practices for teacher preparation and professional development; and

- v. Evidence that the student bodies reflect the diversity of public schools in Maryland or the geographic area where the school is located.

**b. Professional Development Program With Evidence That Training Has Been Provided In At Least One Of The Following Areas.**

- i. Culturally responsive pedagogy, content knowledge and best practices in teaching a diverse student population;
- ii. Effective research-based classroom management techniques including restorative practices and trauma-informed approaches;
- iii. Research-based evaluations to assess student’s learning challenges and identify effective research-based methods to assist students overcome those challenges;
- iv. Interpreting and implementing students’ individualized education programs and 504 plans;
- v. Incorporating technology in the classroom to improve student performance; and
- vi. Recognition of student mental health disorders.

**c. Peer Assistance and Review Program:**

- i. Evidence that lead and master teachers serve as mentors and support new teachers and existing struggling teachers;
- ii. Evidence that lead teachers are national board certified or are actively pursuing national board certification by year two of the grant.
- iii. Evidence that a rigorous and reliable evaluation system is put in place to provide relevant and personalized feedback for educators;
- iv. Evidence that the evaluation system uses a peer-observation based process and includes post-observation conferences between the teacher and evaluator to encourage reflection of the teacher’s teaching practices; and
- v. Evidence that the collaborative participants have been fully trained to understand the evaluation process.

B. Financial reports reflecting expenditures from the biannual activity.

C. Outcomes data by the teacher collaborative. The data shall include, but is not limited to the following areas:

- a. Teacher evaluations ratings (such as pre- and post-evaluations in the Professional Development program or/and Peer Assistance and Review model);
- b. Teacher reflection journals and/or surveys; and
- c. Tracking of professional development impact on student's academic and/or behavior growth.

**Biannual reports must be submitted each year on the following dates:**

1<sup>st</sup> Report due: March 1<sup>st</sup>

2<sup>nd</sup> Report due August 31<sup>st</sup>

In addition, grantees shall host at least one site visit per funding cycle. Site visit is to include attendance from grant leadership team, teachers, and representatives from key retention efforts in grants. The first site visit may be conducted in either October or November.

**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 (20-page limit)
  - a. Extent of Need
  - b. Goals, Objectives, and Milestones
  - c. Plan of Operation
  - d. Teaching practice plans.
    - i. Plan of the state-of-the-art professional education for prospective and current teachers that reflects international and national best practices, and the model of professional development programs that can be replicated in local school systems.
    - ii. Plan of the teacher collaborative in the Practicum design, Professional Development program, or/and Peer Assistance and Review program.
  - e. Evaluation and Dissemination Plan.
  - f. Management Plan/Key Personnel.
    - i. Management Worksheet.
    - ii. Project Timeline.
  - g. Integration with Education Reform.
  - h. Future Plans.
5. Budget Narrative.
  - a. Line Item Listing of Budgetary Expenses.
  - b. Itemized Budget Form.
6. Sustainability Plan.
  - a. Description of how the teacher collaborative will make sure the goals will continue to be met through the proposed activities following the termination of funding.
7. Appendices. Do not append any required sections indicated above. Appendices are included below.
  - a. Works Cited.
  - b. Letters of commitment from all project partners and principals of participating schools (as appropriate).

- c. Identification of Grant Manager who will serve as primary contact for implementation of grant.
- d. Local school system contract establishing hours of academic week for teachers.
- e. Résumés of key personnel that lead and support the grant execution.
  - i. Any new job descriptions subsequent to, or as the result of, the grant award.
- f. 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. Copies 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.
- Applicants must submit reasonable budgets based on resources needed to implement projects in each specific teacher collaborative. The budget should display a clear link between the specific project activities and the proposed budget items. Specifically, the budget should not contain any items that are not detailed in the project narrative. The budget narrative must support all costs included in the budget, explain how the costs are determined, and how expenditures fulfill the overall objective of the project.

### **Definitions:**

1. “Collaborative” means a signed agreement outlining commitments of a partnership among at least one county board, one teacher preparation program, and one exclusive employee representative to improve teacher education to prepare teachers for higher teacher standards and integrate teacher induction, professional development, and advancement to meet the goals of the January 2019 Interim Report of the Commission of Innovation and Excellence in Education established under Chapters 701 and 702 of the Acts of the General Assembly of 2016.
2. “Exclusive employee representative” means an employee organization designated as the exclusive representative of all public school employees in a county.
3. “Lead Teacher” means a nationally board certified teacher that has the capacity to lead other teachers working in teams to improve the curriculum, instruction, and assessment in the school in an effective and disciplined way. The individual must have the skills and knowledge needed to mentor new teachers and other less skilled teachers to enable them to develop their skills; sufficient expertise in research, especially action research, to lead teacher teams that will use research to develop programs, curriculum, teaching techniques, and other interventions; conduct formal evaluations to determine the extent to which those interventions are successful, correct course as necessary to produce the outcomes for students they want; teach roughly 50% of working hours and remaining time is to mentor newer and struggling teachers, and lead workshops and demonstrations at the school level.

4. “Master Teacher” means a nationally board certified teacher that has demonstrated exceptional skill as a Lead Teacher and ready to lead the work of other Lead Teachers; teach roughly 40% of working hours and remaining time is to mentor Lead Teachers and lead workshops, and demonstrations at the school and district level.
5. “National Board Certification” means a national professional certification associated with advanced professional practices and issued by the National Board for Professional Teaching Standards.
6. “Professor Master Teacher” means a nationally board certified professional and researcher who has published research papers to his/her credit as university professors and is equally qualified to teach in university and in school; and plays leadership roles in both places;; primarily based at universities, serving as a mentor and instructor of teachers in training, mentoring new teachers in induction, and designing and leading professional development across the State; continued teaching responsibility of 40-50% of working hours unless they are out of classroom (consulting teacher providing assistance, doing observation and/or evaluations) for a full year or longer, in which case, after a time specific, they must return to the classroom.
7. “Program” means the Teacher Collaborative Grant Program.
8. “Exclusive employee representative” means an employee organization designated as the exclusive representative of all public school employees in a county.
9. “Teacher preparation program” means a program of undergraduate or graduate studies that:
  - a. Prepares an individual to teach; and
  - b. Is offered at an institution of higher education in the State that is accredited or approved to operate.
10. “Public School Employee” has the meaning stated in the Annotated Code of Maryland Title § 6-401.

**An unbound original proposal, together with 10 bound copies, and an electronic copy, in Microsoft Word format, MUST be submitted to:**

Maryland State MSDE of Education  
Division of Educator Certification and Program Approval  
200 West Baltimore Street  
Baltimore, MD 21201-2595  
Attention: Karla Henriquez

**Program Contacts:**

Karla Henriquez, State and Federal Reporting Coordinator  
Office: 410-767-0389  
FAX: 410-333-8963  
karla.henriquez@maryland.gov

**Non-Discrimination Statement:**

**The Maryland State Department of Education (MSDE) 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 MSDE policy, please contact:**

Equity Assurance and Compliance Office  
Office of the Deputy State Superintendent for Finance and Administration  
Maryland State Department of Education  
200 W. Baltimore Street - 6th Floor  
Baltimore, Maryland 21201-2595  
410-767-0426 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD

# PROPOSAL COVER SHEET

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 “Teacher Collaborative Grant Program”
- 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 be accomplished). Do not exceed the 100-word limit. This statement will be used in press releases, board exhibits, etc.

## PROJECT ABSTRACT

*1-page limit*

In the Project Abstract introduce the project to the reader. It should be factual, brief, and focused on proposed 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 plans or/and strategies are to be employed to address the need of teaching practice?
- Who are the partners and what are their roles?

## TABLE OF CONTENTS

The Table of Contents is an important aid for the reader. When writing the proposal and constructing the table of contents, please 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) 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 “.

## **PROJECT NARRATIVE**

*20-page limit*

*Part I Scoring - 90 points total (Out of 100 points with Part II)*

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 the 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.

### **Extent of Need**

*5 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 need/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 need/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 need/problem’s existence outside of the local area.
- Use local data to document the need/problem in the local area. Include relevant demographics and other statistics about each and every population to be served. For example, include all relevant data from the Maryland School Performance Program (MSPP).
- State who is affected by the need/problem. State when and where the problem exists.
- Document the factors contributing to the need/problem.
- Document current or past efforts to address the need/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 need/problem.
- Discuss the consequences of not dealing with the need/problem.

## Goals, Objectives, and Milestones

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 towards 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 specific and quantitative levels of success. 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:

By January, 2018 (deadline), 70% (measurable) of high school seniors, in the three participating high schools (target population), who were reading below grade level in the ninth grade (baseline), will achieve a rating of satisfactory (measurable) on the district's high school reading examination (local measurement tool).

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.

## Plan of Operation: Teaching Practices

*25 of 90 points*

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

## Professional Development

1. The Collaboratives who receive funding will develop state-of-the-art professional education for prospective and current teachers that reflects international and national best practices,
2. The Collaboratives who receive funding will develop models of professional development programs that can be replicated in local school systems.

## Teacher Collaborative

1. An application shall identify a signed partnership agreement among at least one county board, one teacher preparation program, and one exclusive employee representative, to form a teacher collaborative to design and implement **at least two** of the following:
  - A. A 21<sup>st</sup>-century Practicum for teacher candidates to gain teaching experience in the classroom. A Practicum design developed under the program shall require:
    - a. A description of the proposed practicum design for teacher candidates
    - b. Prospective teachers to complete a full school year of practical teaching experience before completing a teacher preparation program that:
      - i. Shall be completed within the existing degree requirements to graduate from the teacher preparation program, if possible;
      - ii. May be completed at any time during the teacher preparation program as determined by the Collaborative.
    - c. A county board and teacher preparation program jointly identify a placement for a teacher candidate and compensate a lead teacher to supervise and coach the teacher candidate;
    - d. Public schools offering the practicum to:

- i. Be organized in a career ladder system that reflects the requirements identified in the Commission on Innovation and Education January 2019 Interim Report, or a plan to adopt such a system by year two of the grant;
  - ii. Consist of diverse student bodies that reflect the diversity of public schools in the State or the geographic area where the school is located.
  - iii. Consist of diverse student bodies that reflect the diversity of public schools in the state or the geographic area where the school is located.
- e. Members of the public school who are professor master teachers on the career ladder to hold appointments to teach as clinical or adjunct faculty at the teacher preparation program, or a plan to hold this position by year two of the grant;
  - f. Members of the public school faculty who are lead teachers or master teachers on the career ladder to be responsible for designing the public school's induction and mentoring program for new teachers and struggling teachers; and
  - g. Members of the public school faculty and the teacher preparation program faculty to be fully trained to understand and implement international and national best practices for teacher preparation and professional development.

**B. A Professional Development program developed under the Program shall provide training and education in one or more of the following:**

- a. A description of the proposed professional development program for existing teachers;
- b. Culturally responsive pedagogy, content knowledge, and best practices in teaching diverse students and communication with diverse student families, including individuals of all races, religions, sexual orientations, and gender identities;
- c. Evaluation and effective use of research, formative and summative data, and high-quality instructional materials, including digital resources and technology, to improve student performance;
- d. Effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches to meet student needs;
- e. Conducting assessment of typical learning challenges for a student and methods to help the student overcome those challenges, including effective tools and strategies to meet the needs of students with disabilities and implement individualized education programs and 504 plans; and
- f. Recognition of student mental health disorders.

C. A Peer Assistance and Review program shall include the following:

- a. A description of the proposed peer assistance and review program;
  - b. A Peer Assistance and Review program developed under the Program shall use:
    - i. Lead teachers or master teachers on the career ladder to mentor new teachers and support existing teachers who are struggling or are low performing; and
    - ii. An effective teacher evaluation system aligned to the state evaluation model (COMAR 13A.07.09.05) that provides actionable feedback grounded in data for educators to improve their professional practice.
  - c. A Teacher Evaluation system developed under this paragraph shall:
    - i. Define the knowledge and skills expected of a teacher;
    - ii. Utilize documented performance measures to provide personalized feedback that is aligned with the teacher's strengths, needs, and professional learning context;
    - iii. Use a peer observation-based process to evaluate a teacher that:
      - a) Can be linked to student learning outcomes;
      - b) Requires the competency of the evaluator to be assessed;
      - c) Requires stakeholders, teachers and teacher candidates, and evaluators to be fully trained to understand the evaluation process;
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2. Any other information required by the MSDE (referring to page 8).
  3. A county board or teacher preparation program may submit an application to the MSDE to receive a grant to form a teacher collaborative that is in furtherance of the purpose of the program.
  4. Evidence that the teacher preparation program in the Collaborative submitted a grant application to a national program, if applicable, to increase the quality and diversity of the teacher candidate population.

### **Supplemental Submission**

Any other information required by the MSDE.

## Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish outcomes. Begin this section with a justification as to why the strategies were chosen and how they will help to achieve the outcomes. The justification 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

Activities are specific steps taken to accomplish the project objectives and involve direct service to clients (first-year teachers). Examples include: specific teacher in-services 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.

## Evaluation and Dissemination Plan

*20 of 90 points*

Grantees are required to submit bi-annual evaluation 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 and 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 itself to making informed decisions about needed changes.

## Evaluation & Dissemination Narrative

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.

- **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are their qualifications? 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:** Detail 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 used.

## Management Plan/Key Personnel

*20 of 90 points*

Where many projects fail is in their management. Submit a detailed and time-specific management plan with pre-assigned responsibilities so as to avoid the following common errors:

- Failure to submit required reports.
- Failure to regularly monitor performance of the project during implementation.
- Failure to start the project on time.
- Failure to keep adequate project documentation.
- Failure to assure continuity and quality of the project in light of personnel turnover.
- Changing, without approval from the MSDE, the overall project described in the grant proposal.
- Submission of biased or incomplete project evaluation data.
- Having no approved project fiscal procedure in place.
- Disposal of project supplies, equipment, or other assets in unauthorized ways.
- Budget deviations due to unauthorized transfers from one budget category to another.
- Failure to manage inherent conflicts of policies, perspectives, and philosophies between project's host agency and the funder.
- Failure to form partnerships in which all members recognize and fulfill their clearly-defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

Present a clear discussion of partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented. 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. What are their 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 who is responsible for accomplishing each action.

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

### Management Plan Worksheet

Action Description	Date	Person Responsible
<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>		
Biannual Report #1 Due	<i>March 1<sup>st</sup></i>	<i>Name or Position</i>
Biannual Report #2 Due	<i>August 31<sup>st</sup></i>	<i>Name or Position</i>
Final Evaluation Process	<i>August 31<sup>st</sup></i>	<i>Name or Position</i>
Final Financial Report Due	<i>August 31<sup>st</sup></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						

## 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, and school improvement teams. This section illustrates how the project is part of overall education reform.

Examples of questions this section should answer include:

- How does this project help meet the goals and objectives of the Teacher Collaborative plan?
- How does this project fit into the local school system's master plan?
- How does this project help meet State educational standards (e.g., Maryland 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 any other projects currently underway?
- Are there plans for any future projects that will coordinate with this one?
- Will resources be shared to increase efficiency and cost effectiveness?

## 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?

# BUDGET NARRATIVE

No page limit

Part II Scoring - 10 points total  
(Out of 100 points with Part I)

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 and justifying any line item expenses that are not obvious from the project narrative. Explain how line item costs were estimated and 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 salary for Admin Specialist Level 3.	Full-time @ \$40,000/year	\$20,000	\$10,000 (YYYYY) \$10,000 (XXXXX)	\$40,000
<b>Total Salaries &amp; Wages:</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>
<b>TOTAL Requested</b>		<b>\$20,800</b>	<b>\$20,000</b>	<b>\$40,800</b>

## Itemized Budget 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/A ctivity
	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
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**MSDE USE ONLY**

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

MSDE 0329 Rev 5/99 C-1-25

## **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 APA, 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. The 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 the MSDE. All letters should be included in the proposal and not sent directly to the MSDE. Any letters sent directly to the MSDE cannot be appended to the proposal.

### **Résumés and Job Descriptions of Key Personnel**

Include a one-page resume 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 pages contain 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.

**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 laws 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 MSDE General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA), and the Americans with Disabilities Act.
2. The Maryland State MSDE 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, failure of the 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 State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.
5. Entities receiving \$300,000 or more federal funds need to 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 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 which have been finally determined through 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, the 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 the 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.

Superintendent of Schools/Head of Grantee Agency	Date