

**APPLICATION FOR PARTICIPATION**

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

Deadline
August 31, 2023
No later than 5:00 p.m. EDT

Ready for Kindergarten (R4K)
Grant Program

**MARYLAND STATE DEPARTMENT OF EDUCATION**

**Mohammed Choudhury**State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of Education

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

Dr. Shayna Cook
Assistant State Superintendent, Division of Early
Childhood Education

**Wes Moore**Governor

**MARYLAND STATE BOARD OF EDUCATION**

**Clarence C. Crawford**President, Maryland State Board of Education

Susan J. Getty, Ed.D. (Vice President)

Shawn D. Bartley, Esq.

Chuen-Chin Bianca Chang

Monica Goldson, Ed.D.

Nick Greer

Irma E. Johnson, Ph.D.

Joan Mele-McCarthy, D.A.

Rachel L. McCusker

Joshua L. Michael, Ph.D.

Samir Paul, Esq.

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

Table of Contents

[Instructions 4](#_Toc139029362)

[Proposal Cover Page 5](#_Toc139029363)

[Project Narrative 6](#_Toc139029364)

[General Education Provisions Act (GEPA) 19](#_Toc139029365)

[Appendices 20](#_Toc139029366)

# Instructions

1. Complete this application electronically by typing directly into the fillable fields and charts.
2. Do not alter or remove sections.
3. When finished, save the application document as a pdf and name it “Name of LEA\_R4K24 Grant Proposal.”
4. A signed electronic copy in pdf format must be emailed to nykia.washington@maryland.gov by 5:00 p.m. on August 31, 2023. When you send the email, the subject line should be: “R4K FY24 Grant Proposal.”

# Proposal Cover Page

Program Title:

Project/Program Director:

Director Phone:

Director email:

Institution/Agency Name:

Institution/Agency Address:

Local Education Agency:

Amount of the request for grant period (July 1, 2023 –December 30, 2024):

$

Estimated Annual Cost of Program/Project and Type of Funds

 Federal $

 State/Local $

 Other $

(Should agree with Proposed Budget)

Signature of Superintendent or Head of Agency) Date

# Project Narrative

## PROJECT ABSTRACT (250 WORDS)

In the Project Abstract, introduce the project to the reader. The abstract 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, such as the populations served, a brief description of the goals, the strategies to meet them, and the roles of the partners.

|  |
| --- |
|  |

## EXTENT OF NEED - (35 POINTS)

Address the extent of need for the Ready for Kindergarten Grant Program, see grant information guide for additional guidance.

|  |
| --- |
|  |

## Kindergarten readiness assessment (kra) DaTA

Provide the last 3 years of KRA data in the chart below:

| **School Year** | **% of students demonstrating readiness** | **% of students approaching readiness** | **% of students emerging readiness** |
| --- | --- | --- | --- |
| 2022/2023 |  |  |  |
| 2021/2022 |  % |  % |  % |
| 2020/2021 | **Not administered** |
| 2019/2020 |  % |  % |  % |

In the chart below, provide the percentage of students demonstrating readiness on the KRS, broken down in the following racial/ethnic groups:

| **School Year** | **African American** | **American Indian** | **Asian** | **Hispanic/Latino** | **Native Hawaiian/Pacific Islander** | **Two or More** | **White** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2022/2023 |  |  |  |  |  |  |  |
| 2021/2022 | % | % | % | % | % | % | % |
| 2020/2021 | **Not administered** |
| 2019/2020 | % | % | % | % | % | % | % |

In the chart below, provide the percentage of students demonstrating readiness on the KRA, broken down in the following categories:

| **School Year** | **Children with Disabilities** | **English Language Learner** | **Low-Income** |
| --- | --- | --- | --- |
| 2022/2023 |  |  |  |
| 2021/2022 |  % |  % |  % |
| 2020/2021 | **Not administered** |
| 2019/2020 |  % |  % |  % |

Discuss the breakdown of students demonstrating readiness based on race/ethnicity, gender, economically disadvantaged (direct certified), children with disabilities, and English Learners.

|  |
| --- |
|  |

The KRA is broken down into 4 domains: social foundations; language and literacy; mathematics; and physical well-being and motor development. Discuss the breakdown of how students performed within these four domains.

|  |
| --- |
|  |

## GOALS, MEASURABLE OUTCOMES AND MILESTONES - (20 POINTS)

Complete this chart below with a goal which is the intended result of the professional learning initiatives. The goal will be focused on increasing kindergarten readiness as measured by the KRA to be administered in the fall of 2024.

| **Goal: The number of students demonstrating readiness for Kindergarten will increase from \_\_\_% to \_\_\_% as measured by the Fall 2024 administration of the KRA.** |
| --- |
| Outcome: |  |
| Milestone 1: |  |
| Milestone 2: |  |
| Milestone 3 (optional): | By December 2024, \_\_\_\_\_\_\_\_\_ Instructional Assistants will be registered and in the process of completing the Child Development Associate Certificate or an associate’s degree. |

For applicants that choose to utilize funds for Prekindergarten classrooms to obtain an EXCELS rating and Accreditation, complete the chart below:

| **Goal:**  |
| --- |
| Outcome: |  |
| Milestone 1: |  |
| Milestone 2: |  |

For applicants that choose to utilize funds for the development of a Prekindergarten Mixed Delivery System, complete the chart below with a goal that includes the number of private childcare programs that the LEA will collaborate with in order to address the responsibilities outlined in the (Memorandum of Understanding (MOU).

| **Goal:**  |
| --- |
| Outcome: |  |
| Milestone 1: |  |
| Milestone 2: |  |

## Plan of operation, key personnel, and timeline - (20 POINTS)

### Component A: Professional Learning

#### KRA Professional Learning

Applications must provide professional learning opportunities to new and returning Kindergarten teachers, as well as other certified teachers administering the KRA.

Describe the professional learning being offered to participants on how to administer and implement the KRA with fidelity, and how to analyze KRA data and the design of instruction to address identified performance gaps in selected student groups. See the Grant Information Guide for guidance.

|  |
| --- |
|  |

How many Prekindergarten teachers will participate? \_\_\_\_\_

Describe the professional learning being offered to participants on the articulation of data and curriculum expectations among the school team of early childhood educators. What domain will the professional learning initiatives focus on? What student groups will this focus on? What evidence-based strategy will be taught? See the Grant Information Guide for guidance.

|  |
| --- |
|  |

How many Prekindergarten teachers will participate? \_\_\_\_\_

#### ELA Professional Learning

This section is only applicable to applicants that wish to fund teachers to participate in the professional learning surrounding the ELA.

Describe the professional learning being offered to participants on how to administer the ELA, including training and support for instructional assistants in formative assessment data collection practices in collaboration and support of the certified teacher of record.

|  |
| --- |
|  |

How many Prekindergarten teachers will participate? \_\_\_\_\_

Describe the professional learning being offered to participants to improve ELA implementation practices through participation in the Virtual ELA Implementation Academy.

|  |
| --- |
|  |

How many Prekindergarten teachers will participate? \_\_\_\_\_

#### Child Development Associate (CDA) Degree

How many Instructional Assistants will be funded through this program to earn a CDA or an Associate’s Degree? \_\_\_\_\_

What is the LEA’s plan to support these individuals throughout the process?

|  |
| --- |
|  |

### Component B: Maryland EXCELS and Accreditation

Describe the plan with activities for utilizing funds to support schools with the EXCELS and Accreditation process. If funds are not being requested for this grant activity, describe how the LEA will meet this requirement in other ways.

|  |
| --- |
|  |

Describe how the work will be sustained beyond the grant period.

|  |
| --- |
|  |

Identify the schools and the number of Prekindergarten classrooms in each school participating in the Maryland State Prekindergarten Program that will be supported with funds to obtain an EXCELS rating and accreditation.

| **Name of Schools Obtaining EXCELS Rating and Accreditation** | **Number of Prekindergarten Classrooms Participating in the MD State Prekindergarten Program** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

*Add more rows, if necessary*

### Component C: Development of a Prekindergarten Mixed Delivery System

Describe the plan for utilizing funds to address the requirements within the MOU between the LEA and the eligible private providers in their jurisdiction. Describe the activities, timeline, and sustainability plan. If funds are not being requested for this grant activity, describe how the LEA will meet this requirement in other ways.

|  |
| --- |
|  |

Identify the participating eligible private providers that are listed in the MOU.

| **Eligible Private Providers** |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

*Add more rows, if necessary*

## Management plan

Describe how the LEA will ensure that grant activities continue in the case of staff turnover.

|  |
| --- |
|  |

## Key personnel

Provide information for key personnel in the chart below:

| **Name** | **Title** | **Responsibilities** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*Add more rows, if necessary*

## Timeline

Complete the timeline below with the proposed professional activities described above, including the date the activity will take place, as well as the person responsible for the implementation of each activity:

| **Date of Implementation** | **Strategy/Activity** | **Person Responsible** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*Add more rows, if necessary*

## evidence of impact (7.5 Points)

The Evidence of Impact should involve an in-depth discussion of the applicant’s history of implementing evidence- and/or research-based practices and achieving designated outcomes and goals based upon them. See the grant information guide for further details.

|  |
| --- |
|  |

## Evaluation - (7.5 POINTS)

Grantees will be required to submit annual evaluation reports and quarterly progress reports that are consistent with the project’s goal and outcome(s). Applicants must evaluate the following required measures, and may add additional evaluative measures:

| **Evaluation Measure** | **Goal** |
| --- | --- |
| Component A. Percentage of students demonstrating readiness on the KRA in the identified student groups and domains |  |
| Component A. Number of Instructional Assistants supported to earn a CDA or AA degree (optional) |  |
| Component B. EXCELs rating and accreditation status of each school participating in the Maryland State Prekindergarten Program |  |
| Component C. Number of participating private providers in the mixed delivery system and percentage of participation of each provider in the collaborative activities. |  |

*Add more rows, as needed*

Describe how the evaluation results will be disseminated to major stakeholders.

|  |
| --- |
|  |

## BUDGET AND BUDGET NARRATIVE - (10 POINTS)

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Please provide a detailed description of the requested funds for grant related activities. For applicants who wish to fund $500 per Instructional Assistant to earn a CDA, please be sure to include this in the proposed budget below. Add more rows if needed. An MSDE [Grant Budget C-125](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls) form must also be completed, signed, and submitted as an appendix.

**1. Salaries & Wages (list each position separately)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for salaries & wages: |  |  |  |

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

**2. Contracted Services**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for contracted services: |  |  |  |

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

**3. Supplies & materials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total supplies & materials: |  |  |  |

Using the space below, explain how the costs for supplies & materials above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

**4. Other charges**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for other charges: |  |  |  |

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

**5. Equipment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for equipment: |  |  |  |

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

**6. Transfers (indirect costs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for transfers: |  |  |  |

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

|  |
| --- |
| Total amount requested:  |

# General Education Provisions Act (GEPA)

Explain the steps the applicant will take to ensure equitable access to and participation in the project as it is related to the six (6) types of barriers described in the [GEPA](https://oese.ed.gov/gepa/) (gender, race, national origin, color, disability, and age).

|  |
| --- |
|  |

# Appendices

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative:

Appendix A: [A signed recipient assurances page](https://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf)

Appendix B: [A signed C-1-25 MSDE budget form](https://www.marylandpublicschools.org/programs/Pages/CTE/PerkinsV/Budget-and-Budget-Amendments.aspx)