



GRANT INFORMATION GUIDE

Professional Learning in Early Literacy

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

Deadline
October 11, 2022
No later than 5:00 pm EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

As part of the ongoing commitment to instruction aligned to the research on the Science of Reading, LEAs are invited to apply for funds to support rigorous professional learning targeted to meet the needs of PreK teachers throughout Maryland. Professional learning will be offered to Prekindergarten teachers and assistant teachers, coaches, specialists, special educators, Head Start teachers and private childcare teachers of 3-year-olds and 4-year-olds in each LEA. School administrators and child care directors are also encouraged to participate.

The [Maryland Leads initiative](#) was announced in February 2022, which makes funding available to LEAs to provide training and materials to Kindergarten - grade 3 educators aligned to the Science of Reading. The Professional Learning in Early Literacy program extends the intention of the Maryland Leads Science of Reading initiative and provides funding to support teachers of 3- and 4-year-old children.

AUTHORIZATION

Every Students Succeeds Act (ESSA), [Section 912 Preschool Development Grants](#)

PURPOSE

To provide professional learning to Prekindergarten teachers, Assistant Teachers, coaches, specialists, and Head Start and/or private childcare providers on strategies based on the science of reading research.

DISSEMINATION

This Grant Information Guide (GIG) was released on September 13, 2022.

DEADLINE

Proposals are due no later than 5:00 p.m. on October 11, 2022.

GRANT PERIOD

September 1, 2022 – September 30, 2023

The performance period from the U.S. Department of Health & Human Services to the MSDE ends on December 30, 2022. The MSDE will apply for a no-cost extension of the grant period in December. If approved, this would allow grantees to use funds until March 2023. Funds must be obligated by December 30, 2022. Funding for grantees will depend on approval by USDE of a no-cost extension.

FUNDING AMOUNT AVAILABLE

\$1,000,000

ESTIMATED NUMBER OF GRANTS

12-24

GRANT AMOUNT

Awards range between \$40,000 - \$80,000

SUBMISSION INSTRUCTIONS

Grant applications must be submitted by 5:00 p.m. October 11, 2022 via email to earlyliteracy.msde@maryland.gov.

The grant application can be downloaded from the [Professional Learning in Early Literacy Grant webpage](#).

STATE RESPONSIBILITIES

The MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested.

PROGRAM CONTACT

Roslyn Coleman, Education Program Specialist
Division of Early Childhood Education, MSDE
(410) 767-4441
earlyliteracy.msde@maryland.gov

Eligibility

This funding opportunity is available for Local Education Agencies (LEAs).

The MSDE reserves the right to take into consideration geographic distribution when making awards.

Use of Funds

Funds must be used for:

- Stipends for participants (Prekindergarten teachers and assistant teachers, coaches, specialists, Head Start teachers and private childcare teachers of 3-year-olds and 4-year-olds in each LEA) who are participating in the Pre-Kindergarten expansion program or Maryland State Pre-Kindergarten program to attend professional learning opportunities. School administrators and child care directors may also be invited to these opportunities.
- Professional learning that provides instructional strategies based on the Science of Reading research, including any supplies and materials for the professional learning opportunity.
- Costs associated with a vendor approved to deliver training aligned to the Science of Reading. For a list of approved vendors on the Science of Reading, see page 7 of the [Access Maryland Leads Partner Program Matching Guidance](#) found on the [Maryland Leads webpage](#).

Funds may be used for:

- Costs associated with purchasing, developing, and administering assessments, as well as the analysis of the results.
- Supplies and materials for the implementation of instructional practices and assessments aligned to the professional learning.

Funds may not be used for:

- Purchase of student curriculum materials (such as textbooks or workbooks); or
- Food and refreshments.

Coordination with Maryland Leads

The [Maryland Leads Grant Program](#) makes federal funds available to LEAs to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and to provide rigorous professional development to teachers and staff aligned to the Science of Reading research. Every LEA developed a plan to train K-3 teachers on strategies that align to the Science of Reading. The Professional Learning on Early Literacy program provides funds for LEAs to extend those training opportunities to support teachers of PreK students in public and private settings. Therefore, applicants are required to maximize efforts by aligning the strategies proposed in this application to the science of reading strategies, as well as the approved vendor, proposed in the LEA's Maryland Leads application.

Program Requirements

Applications for funding must contain the following to be considered for funding:

- A plan for professional learning that provides learning for PreK teachers that is aligned to the Science of Reading research.
- An identified vendor that will provide the professional learning training and materials that is approved through the Maryland Leads Science of Reading. For a list of approved vendors on the Science of Reading, visit the [Maryland Leads webpage](#).
- Professional learning participants must include Prekindergarten teachers and assistant teachers, instructional coaches, specialists, special educators, Head Start teachers and private childcare teachers of 3-year-olds and 4-year-olds in each LEA. School administrators and child care directors may also be invited to attend.
- An outreach plan to include Head Start teachers and private childcare teachers within the jurisdiction.
- A description of the evidence of impact of how the proposed plan will lead to the desired impact.
- A budget narrative describing how funds will be utilized to support professional learning outcomes.

Proposal for Funding

COVER PAGE

Proposals must have the prescribed Cover Page provided in the application for participation. The Cover Page should not contain any graphics nor additional information and must be signed by the Head of Agency.

EXTENT OF NEED

Identify a clearly defined problem, and how the use of these funds will address the problem. Applicants should include the target audience and expected outcomes for professional learning.

EVIDENCE OF IMPACT

Applicants must describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired outcome. Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes.

GOAL AND OUTCOMES

Applicants are required to set an overall goal for how many Prekindergarten teachers, Head Start, private child care teachers, and other staff will complete the proposed professional development. Determining the program goals and outcomes is an important part of the next step of evaluating your program. In the application, applicants must set a goal for how many participants will complete the training offerings. Applicants must identify goals and outcomes using the following format for the option(s) selected:

Goal 1: The number of Prekindergarten teachers of 3-year-olds and 4-year-olds trained in the Science of Reading research will increase by September 2023.

Outcome: _____ Prekindergarten teachers of 3-year-olds and 4-year-olds will participate in rigorous professional learning aligned to the Science of Reading research by September 2023, constituting an increase of _____% from the previous year.

Outcome: Qualified observers will see an increase in instructional strategies aligned to the Science of Reading research as measured through student artifacts, team planning sessions, learning walk throughs, and/or formal and informal classroom observations.

Goal 2: The number of Head Start and private child care teachers trained in the Science of Reading research will increase.

Outcome: _____ Head Start program educators and private child care teachers will participate in rigorous professional learning aligned to the Science of Reading research by September 2023, constituting an increase of _____% from the previous year.

Outcome: Qualified observers will see an increase in instructional strategies aligned to the Science of Reading research measured through student artifacts, team planning sessions, learning walk throughs, and formal and informal classroom observation.

Goal 3: The number of leaders, directors, administrators, Pre-Kindergarten teachers, assistant teachers, coaches, specialists, special educators, Head Start Teachers, and private childcare teachers trained in the Science of Reading research will increase.

Outcome: _____ LEA leaders, directors, coaches and specialists will participate in rigorous professional learning aligned to the Science of Reading by September 2023, constituting an increase of _____% from the previous year.

Outcome: The percentage of Head Start and private child care supervisors/directors and or coaches/specialists trained in instructional strategies based on the Science of Reading research will increase from _____% to _____% by September 2023.

Outcome: Qualified observers will see an increase in instructional strategies aligned to the Science of Reading research measured through student artifacts, team planning sessions, learning walk throughs, and formal and informal classroom observation.

IMPLEMENTATION PLAN

Applicants must describe the implementation plan to detail how funds will be utilized to train the target population, including a description of the professional learning opportunity, its alignment to the science of reading research, as well as the alignment to the LEA's application to the Maryland Leads grant program. The applicant must also identify the facilitator of the training and their qualifications to lead the training and schedule and format for the professional learning. It is a requirement that LEAs develop an outreach and engagement plan to include Head Start programs and private child care providers to ensure they have access to the professional learning opportunity(ies).

PROJECT TIMELINE

Applicants must provide a timeline for all proposed activities using the chart provided in the application.

See a sample timeline below:

Proposed Activities (sample)	Date of Implementation
Contract with an approved vendor to deliver the professional learning training.	October 20, 2022
Disseminate information about the professional learning training to Prekindergarten teachers, Prekindergarten Assistance Teachers, coaches, specialists, special educators, Head Start programs, private childcare teachers, principals and directors.	October 2022
Collect pre-learning assessments from participants to serve as baseline data.	October 27, 2022
Hold the professional learning opportunity for cohort 1.	November 3, 2022

Collect post-learning assessments from participants in cohort 1.	April 2023
Conduct evaluation of professional learning. Refine and plan for future cohorts.	May 2023

EVALUATION

Applicants must identify a plan for evaluating how success will be measured against the stated goals and outcomes. Grantees will be required to submit annual evaluation reports and quarterly progress reports that are consistent with the project's goal and outcome(s).

Impact: Describe the impact of the proposed plan and current strategies.

Dissemination: Describe how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Describe the types of reports and other by-products developed during the course of the project and how they will be made available.

MANAGEMENT PLAN AND KEY PERSONNEL

The management plan clearly defines the roles, responsibilities, tasks and deadlines of key contributors to make sure your program is a success. Ensure that all administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured here. Provide a one-page resume(s) in the appendix for all key personnel.

Applicants must provide the roles and responsibilities of key personnel and staff involved in the planning, implementation, and evaluation of grant activities. Additionally, applicants will be asked to describe how grant activities will continue in the case of staff turnover.

BUDGET AND BUDGET NARRATIVE

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the Early Literacy Professional Learning Plan should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

Clearly show the requested funds and in-kind contributions for each line item if applicable. 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.

See a sample budget below:

1. Salaries & Wages

Line item	Calculation	Requested	Total
Voyager Sopris/Lexia LETRS for Early Childhood Educators Training	\$13,490 for 40 participants	\$13,490	\$13,490
Planning time for 1 facilitator to score and evaluate Bridge to Practice work	\$1,500 stipend	\$1,500	\$1,500
Participant stipends to attend training outside of duty day	40 PreK teachers, assistant teachers, specialists and coaches \$35/hr x 12 hours (6 sessions, and each session is 2 hours)	\$16,800	\$16,800
	Total for salaries & wages:	\$31,790	\$31,790

3. Supplies & materials

Line item	Calculation	Requested	Total
40 sets of letter manipulatives, sound cards and rhyming materials	40 sets (1 per participant) x \$25.00	\$1,000	\$1,000
	Total supplies & materials:	\$1,000	\$1,000

EDUCATION SUPPORT PROFESSIONALS DATA

In accordance with [Senate Bill 831](#), MSDE must collect from each LEA the number of non-certified education support professionals during the 2021-2022 school year. This bill defines these individuals as non-certified public school employees designated as part of a bargaining unit under [Title 6, Subtitle 5](#). The purpose of this data collection is to provide bonuses during the fiscal year 2024 state funding cycle. Bonuses will be determined via a funding formula which incorporates the total number of eligible employees in the State of Maryland, the total number of eligible employees in each LEA, and budget appropriations. Applicants will be asked to report on the total number of individuals meeting this definition as well as supporting documentation to verify the head count.

APPENDIX

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

- Scope of work for the approved Science of Reading vendor delivering the training. For a list of approved vendors on the Science of Reading, see page 7 of the [Access Maryland Leads Partner Program Matching Guidance](#) found on the [Maryland Leads webpage](#).
- Resumes of Key Personnel
- A [signed C-1-25 MSDE budget form](#)
- A [signed recipient assurances page](#)

The Review Process

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

1. Written applications submitted will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed. Additionally, applications received after 5:00pm on October 11, 2022 will not be reviewed.
2. A review committee established by MSDE, will evaluate applications using the scoring rubric.
3. Final approval for awards will be determined by the review committee.

Note:

MSDE reserves the right to take into consideration geographic distribution when making awards.

REVIEW COMMITTEE

The committee will be composed of representatives from MSDE Division of Early Childhood and Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric.

Extent of Need (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
The problem is clearly stated, and the target population is identified. More than two factors are cited that contribute to the problem. Multiple data sources, including qualitative and quantitative data sources are cited. There is a sense of urgency in the need, and the need for training in the science of reading research is compelling	The problem is stated, and the target population is identified. One or two factors are cited that contribute to the problem. Data is cited to demonstrate the need for professional learning in early literacy. There is a sense of urgency.	The problem is vague. Only one factor is cited that contributes to the problem. There is not a sense of urgency in the need.

Goals (20 total points)

Exemplary 12-20 points	Meets Standard 7-11 points	Does Not Meet Standard 0-6 points
Goals and outcomes are clearly defined and seek to increase the number of teachers, Head Start and private child care teachers, and private child care supervisors/directors and/or coaches/specialists trained in the instructional strategies based on science of reading research. Outcomes are ambitious and attainable.	Goals and outcomes are defined and seek to increase the number of teachers, or Head Start and private child care teachers, or private child care supervisors/directors and/or coaches/specialists trained in the instructional strategies based on the science of reading research.	Goals and outcomes are not clearly defined or ambitious. Data is missing.

Implementation Plan (30 total points)

Exemplary 20-30 points	Meets Standard 11-19 points	Does Not Meet Standard 0-10 points
The professional learning plan is clearly aligned to the science of reading research. An approved vendor has been identified. There is clear and direct alignment to the Maryland Leads application. There is a robust plan to engage private child care providers and Head Start staff. The facilitator is clearly qualified. The timeline includes all grant activities.	The professional learning plan is aligned to the science of reading research. An approved vendor has been identified, which aligns to the LEA's Maryland Leads application. There is a commitment to engage private child care providers and Head Start staff. The facilitator is qualified. The timeline includes most grant activities.	The professional learning plan is not aligned to the science of reading research, nor does it align to the LEA's Maryland Leads application. There is not a plan to engage private child care providers and Head Start staff. The facilitator is not qualified. The timeline is lacking most grant activities.

Evaluation and Dissemination (10 points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
There is a clear and robust plan to evaluate the success of the program.	There is a limited plan to evaluate the success of the program.	There is a lack of consideration as to how program success will be evaluated.

Management Plan (10 points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
All grant tasks have been assigned to a person responsible who is qualified. The workload of grant tasks is distributed among personnel. A 1-page resume is included for all key personnel.	Most grant tasks have been assigned to a person responsible who is qualified. The workload of grant tasks falls heavily on one or two personnel. A 1-page resume is included for some key personnel.	Very few grant tasks have been assigned to a person responsible who is qualified. The workload of grant tasks falls heavily on one person. A 1-page resume is included for key personnel or lacking.

Budget (20 total points)

Exemplary 14-20 points	Meets Standard 8-14 points	Does Not Meet Standard 0-7 points
Line items align with program activities, rates are reasonable, calculations are provided, no mathematical errors.	Line items align with program activities, but rates are unreasonable, calculations are provided, no mathematical errors.	Line items do not align with program activities, rates are unreasonable, calculations are provided for some line items, mathematical errors are present.

AWARD NOTIFICATION

Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
January 31, 2023	Interim report due (programmatic and fiscal reporting)
September 30, 2023	Final report due (programmatic and fiscal reporting)

Notes: Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#).

Final invoices must be submitted no later than 60 days after the grant period ends.

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations
Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595
410-767-0123 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the 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.

Customer Service Support Sessions

The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview and answer any questions applicants may have. To attend a session, click on the WebEx links provided. See dates and times below:

- [September 14, 2022 from 1-2 p.m.](#)
- [September 15, 2022 from 9-10 a.m.](#)

Questions

If you have questions about the application or the process, please contact:

Roslyn Coleman, Education Program Specialist
Division of Early Childhood Education, MSDE
(410) 767-4441
earlyliteracy.msde@maryland.gov

A list of frequently asked questions (FAQ) and answers will be posted to the [Professional Learning in Early Literacy Grant webpage](#) following customer service support sessions.

Grant Timeline

This funding opportunity, including all attachments and updates, are found on [Professional Learning in Early Literacy Grant webpage](#).

Date	Program Milestone
September 13, 2022	The Grant Information Guide and the application for participating are released
September 14 from 1-2pm September 15 from 9-10am	The MSDE will hold virtual customer service support sessions for interested applicants
October 11, 2022	The grant application period closes at 5:00pm
October-November 2022	The MSDE Review Committee will convene and evaluate complete applications.
November 10, 2022	The MSDE will notify applicants of the award status
September 1, 2022	The grant period begins
December 30, 2022	The grant period tentatively ends
September 30, 2023	The grant period ends, pending no-cost extension