GRANT INFORMATION GUIDE

Title II, Part A
Supporting Effective Instruction
Every Student Succeeds Act (ESSA)

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

Deadline
September 30, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Secretary-Treasurer, Maryland State Board of
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Program Description

The Maryland State Department of Education (MSDE) invites Maryland's Local Education Agencies (LEAs) to submit applications for the FY23 Title II, Part A Supporting Effective Instruction formula grants. The MSDE Title II, Part A grant program provides a continuum of support and related tools needed for education administrators, teachers, and other school leaders to develop innovative ways to strengthen and improve existing systems through professional development, certification, licensing, recruitment and retention, and the ability to attract and retain quality talent.

The Title II, Part A program acknowledges the critical role that teachers and principals play in developing high performing schools in low-income and minority communities and the positive impact on students' academic achievement with challenging State academic standards. The Title II, Part A program seeks to sustain as well as expand support systems for teachers, principals, and other education administrators. These programs result in a greater impact on student achievement and social development, as well as the execution of effective strategic planning and bolstering the LEA ability to meet State standards.

NAME OF GRANT PROGRAM

Title II, Part A—Supporting Effective Instruction

PURPOSE

The purpose of Title II, Part A is to provide grants to State Educational Agencies (SEA) and sub grants to LEAs in order to increase student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders. The specific purposes are to:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

AUTHORIZATION

Title II, Part A - PL 114-95 II Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)

DISSEMINATION

This Grant Information Guide (GIG) and Application were released on September 16, 2022.

DEADLINE

The first application proposal should be submitted on or before September 30, 2022. MSDE will provide feedback and additional guidance as needed to each LEA based on the submission and any technical assistance requests.

The deadline for the second submission for approval is on or before November 4, 2022.

GRANT PERIOD

July 1, 2022-September 30, 2023.

FUNDING AMOUNT AVAILABLE

The United States Department of Education determines state grant amounts through a formula set by ESSA and based upon poverty and student enrollment. The total ESSA Maryland State LEA allocation for FY23 is $26,851,532.

ESTIMATED NUMBER OF GRANTS

25 (All 24 LEAs and the SEED School of Maryland)

GRANT AMOUNT

Grant amounts are allocated through a formula set by ESSA and based upon 80% poverty and 20% student enrollment. The FY22 Title II, Part A grants ranged from $24,421.00 to $5,676,636.00.

SUBMISSION INSTRUCTIONS

Draft applications for review and feedback must be submitted by 5:00pm September 30, 2022. Submissions should be sent via email to cecilia.roe@maryland.gov.

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. MSDE will monitor grant program activities, ensure that programs are being implemented according to their approved plan and with fidelity, ensuring that funds are being spent down on schedule, monitoring student outcomes, etc.). MSDE must take steps to ensure LEAs spend ESSA Title II, Part A funds on activities that are necessary, allowable, allocable, and reasonable for meeting federal program goals. For specific state responsibilities, see the United States Department of Education website, for the Office of Elementary and Secondary Education.

PROGRAM CONTACT

Cecilia Roe
Director of Instructional Assessment, Professional Learning, Title IIA, & Reading/English Language Arts
Division of Curriculum, Instructional Improvement, and Professional Learning
Maryland State Department of Education
Phone: 410-767-0574
Email: Cecilia.Roe@Maryland.gov

Eligibility

This funding opportunity is designed for and open to qualifying LEAs and the SEED School of Maryland according to formula as prescribed by ESSA.

Use of Funds

The use of funds for Title II, Part A shall be in accordance with the purpose of this Title according to the United States Department of Education Title II, Part A regulations. Funds shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and may include activities to develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders.

All purchases must adhere to the 2 CFR Part 200 Subpart E Federal Cost Principles (reasonable, allowable, necessary and allocable). Additional guidance is provided in the required budget forms. Please see the United States Department of Education guidance document on the federal government's requirements that the LEAs must use program funds only in ways that supplement, but do not supplant, non-federal funds that otherwise would be used for authorized activities.

Title II, Part A funds may be used for:
- Salaries/Stipends
- Materials and supplies
- Travel; and
- Equipment

Title II, Part A funds may **not** be used for:
- Food purchases;
- Professional learning activities for non-school based staff;
- Activities or materials not reasonable and necessary;
- Activities that supplant the responsibilities of the LEA; and
- Activities mandated through local and state legislation.

Program Requirements

Local education Agencies (LEAs) must complete and submit an application for funding that addresses the statutory requirements of Title II, Part A, as described below. The LEAs requirements include the following:

1. Needs Assessment
2. Targeted Supports and Consultation
3. Ensuring Equitable Access to Excellent Educators
4. Recruiting, Preparing, and Training Effective Teachers and Principals
5. Administrative Costs
6. Equitable Services to Students in Private Schools

Title II, Part A funds are granted by formula as specified by ESSA to LEAs in order to increase student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders. Each LEA shall include activities aligned with four areas:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Activities to be carried out by the LEA under Title II, Part A include:

1. Systems of professional growth and improvement, including induction for teachers, principals, or other school leaders;
2. Opportunities for building the capacity of teachers;
3. Opportunities to develop meaningful teacher leadership;
4. Use of data and ongoing consultation to continually update and improve activities; and
5. Equitable services and timely consultation to private school children and teachers.

By receiving funds under Title II, Part A, the LEA agrees to comply with the terms and conditions under each component. Each component includes specific requirements over which the LEA has responsibility for oversight and implementation. Please refer to the United States Department of Education Title II website for full federal requirements.

During the Title II, Part A Annual Program Review, documentation will be reviewed to confirm the LEA has complied with all assurances.

Please refer to the website of the Office of Elementary & Secondary Education for the United States Department of Education for specific legislation, regulations, and guidance for Title II, Part A.

The LEA must complete each narrative section of the Application, the required Attachments, including the Assurances and the and any additional supporting documentation or data as appropriate or necessary.

Application

Proposal Cover Page

Proposals must have the Proposal Cover Sheet provided in the application for participation. This page must be signed by the LEA superintendent and the Title II, Part A Grant Director/Manager.

Needs Assessment

The Title II, Part A Application shall provide a description of how the LEA developed the application using data from a district-wide needs assessment and alignment to the LEA strategic plan. Identified needs and priorities for the Title II, Part A funding shall be identified.

Goals and Outcomes

Applicants are required to set overall goals for projects receiving Title II, Part A funding. The goals should address the results of a needs assessment and align to the overarching outcome of increasing student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders as prescribed in ESSA. Outcomes measure progress towards meeting the overall goal of the program. Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. The chart below contains some examples of possible Title II, Part A program goals and outcomes.

Goal 1: The teacher to mentor ratio will decrease from 22:1 to 15:1, constituting an increase of 31.8% from last year.
Outcome: The retention rate of teachers in their first three years of service will increase from 87% to 95%, constituting an increase of 8% from last year.

Goal 2: Opportunities for new teachers to observe, co-plan, and co-teach with highly qualified teachers who demonstrate a track record of improving student outcomes, will increase from 4 times per year (quarterly) to 10 times per year (monthly), constituting an increase of 100% from last year.

Outcome: The achievement of students taught by teachers in their first three year of service will increase from 63% proficiency to 70% proficiency, constituting an increase of 7% from last year.

PLAN OF OPERATION

Targeted Supports and Consultation

The LEA shall provide a description of how it will:

- Prioritize funds to schools served by the LEA who are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities;
- Meaningfully consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, the LEA Equity Point of Contact/Office, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title II, Part A;
- Use data and ongoing consultation to continually update and improve activities supported by Title II, Part A; and
- Ensure that the application was developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06). and provides low-income and minority students greater access to effective teachers, principals, and other school leaders.

Ensuring Equitable Access to Excellent Educators

To ensure that every student has access to excellent educators, LEAs must work to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders. Based on the review of equitable access data, the LEA shall identify equity gaps that are current priorities for the LEA, cite specific data points, and explain how the LEA intends to address each priority area to provide solutions to the identified needs.

Recruiting, Preparing, and Training Effective Teachers and Principals

When developing the activities aligned to the outcomes of the program, the LEA must include:

- anticipated goals and outcomes
- implementation plans
- alignment with challenging State academic standards
- intended audience
- specific timeline;
- evidence levels of activities; and
- brief plan for evaluation.

EVIDENCE OF IMPACT

Title II, Part A is a recurring grant program. Applicants should, if proposing to extend or continue programs from previous years, provide evidence of results that justify the continued investment.

Every Student Succeeds Act (ESSA) provides for four tiers of evidence. All four levels of evidence are allowable under Title II, Part A; however, LEAs must consider the highest levels possible when choosing activities aligned with the outcomes of their Title II, Part A Programs. A handout for understanding the ESSA Tiers of Evidence may be found on the Institute of Education Services website on ed.gov.

Below is a list of resources with multiple evidence-based strategies on various topics evaluated on the strength of the link between evidence and outcome. Please review and consider as part of the development of Title II, Part A plans.

- Evidence for ESSA (Johns Hopkins)
- Social and Emotional Learning Interventions under ESSA (RAND Corporation)
- What Works Clearinghouse (Institute of Educational Services from the U.S. Department of Education)
- Evidence-Based Intervention Network (University of Missouri)
- National Center on Intensive Intervention (American Institutes for Research)
- Results First Clearinghouse Database (The PEW Charitable Trusts)
- Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools (Johns Hopkins)
- Impact of Family Involvement on the Education of Children (Johns Hopkins and The MDRC Research Corporation)

EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

Services and other benefits to private school students must be secular, neutral, and non-ideological; must be provided in a timely manner; and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel. The LEA shall provide the names of the participating private schools, the number of private school students, and the calculated cost per pupil who will benefit from Title II, Part A services. In addition the LEA shall provide a description of the processes in place for:

- inviting private schools to the initial consultation meeting;
- provide ongoing consultation;
- manage disputes and/or complaints: and
- providing equitable participation to students in private schools that includes evidence of a needs assessment and professional development action plan.

ADMINISTRATIVE COSTS

To develop and maintain an accounting system for Title II, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base. If LEAs are using Title II, Part A funds for Administrative Costs, provide an itemized list of costs incurred to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

BUDGET AND BUDGET NARRATIVE

Grantees must submit an itemized C-125-A budget form and an aligned budget narrative. The budget narrative 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 project narrative 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 on the C-125-A.

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 (list separately for each position)

Line item	Calculation	Requested	Total
Project Manager, LEA staff member	$50/hr x 40 hrs per week x 52 weeks	$83,200	$104,000
	Total for salaries & wages:	$83,200	$104,000

2. Contracted Services

Line item	Calculation	Requested	Total
4 LEA Distinguished Teachers to co-develop PD session 1	$1,500 stipends x 4 Distinguished Teachers	$6,000	$6,000
4 IHE Faculty members to co-develop PD session 1	$1,500 stipends x 4 faculty members	$6,000	$6,000
2 LEA Distinguished Teachers to co-facilitate PD session 1	$1,000 stipends x 2 Distinguished Teachers	$2,000	$2,000
20 LEA teacher participants to attend PD session 1	$125/session x 20 participants	$2,500	$2,500

20 teacher candidate stipends during 21st century practicum	$10,000 per full year practicum x 20 candidates	$150,000	$200,000
	Total for contracted services:	$166,500	$216,500

Comprehensive Teacher Induction Compliance Report

The LEA shall include a compliance report for their Comprehensive Teacher Induction Program (CTIP) aligned to COMAR 13A.07.01, including supporting documents and data. **This report is to be submitted for all CTIP activities, regardless of whether or not they are funded by Title II, Part A.** The required components are listed below:

1. Comprehensive Teacher Induction Program Team Members;
2. Comprehensive Teacher Induction Program Training and Supervision;
3. Comprehensive Teacher Induction Program Overview; and
4. Comprehensive Teacher Induction Programmatic Evaluation

Appendix

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

- Comprehensive Induction and Mentoring Compliance Report
- A signed C-1-25 MSDE budget form

The Review Process

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

1. The MSDE Title II, Part A, program office will review applications for Title II, Part A allowable activities according to ESSA. Please refer to the website of the Office of Elementary & Secondary Education for the United States Department of Education for specific legislation, regulations, and guidance for Title II, Part A.
2. MSDE will consult with LEAs to determine areas of needed revision or clarification.
3. LEAs will resubmit applications for final review.
4. The MSDE Title II, Part A program office will determine final approval of applications according to alignment with allowable activities according to ESSA.

THE SCORING RUBRIC

The purpose of the Title II, Part A Scoring Rubric is to provide LEAs with a transparent overview of the SSAE application scoring system. There are a series of components for each required section of the application. LEAs will receive a performance mark indicating if the component Exceeds the Requirement, Meets the Requirement, Partially Meets the Requirement, or Does Not Meet the Requirement. Specific feedback will be provided for each component that Does Not Meet the Requirement or Partially Meets the Requirement indicating the necessary adjustments to Meet each requirement. Each application component must Meet the requirement for approval. Subsequent application submissions are permitted for LEAs to obtain approval and technical assistance will be available throughout the application cycle.

Please refer to the Grant Information Guide for Title II, Part A requirements and additional background information pertaining to each component of the application.

Targeted Support and Consultation

Components	Does Not Meet the Requirement	Meets the Requirement	Exceeds the Requirement
The LEA has demonstrated strategic prioritization of funds to schools implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities.	☐	☐	☐
The LEA has demonstrated meaningful consultation with a relevant and diverse group of stakeholders.	☐	☐	☐
The LEA has demonstrated a plan for ongoing data use and consultation.	☐	☐	☐
The LEA has demonstrated a commitment to equity and providing low-income and minority students greater access to effective teachers, principals, and other school leaders.	☐	☐	☐
The LEA has demonstrated that the Title IIA plan was informed by identified needs from a district-wide needs assessment.	☐	☐	☐
The LEA has demonstrated the prioritization of needs when several needs exist.	☐	☐	☐
The LEA has demonstrated that the needs assessment was based upon multiple sources of district-wide data.	☐	☐	☐

Ensuring Equitable Access to Excellent Educator

Components	Does Not Meet the Requirement	Meets the Requirement	Exceeds the Requirement
The LEA has reviewed equitable access data and demonstrated that every student has equitable access to excellent educators.	☐	☐	☐

The LEA has demonstrated the prioritization of Title IIA funds to address equity gaps.	☐	☐	☐

Recruiting, Preparing, and Training Effective Teachers and Principals

Components	Does Not Meet the Requirement	Meets the Requirement	Exceeds the Requirement
The LEA has provided anticipated goals and outcomes for each activity/initiative.	☐	☐	☐
The LEA provided an implementation plan for each activity/initiative.	☐	☐	☐
The LEA has demonstrated an alignment with Maryland's challenging academic standards.	☐	☐	☐
The LEA has identified the intended audience for each activity/initiative.	☐	☐	☐
The LEA has provided a specific timeline for each activity/initiative.	☐	☐	☐
The LEA has demonstrated the use of evidence-based strategies and programs.	☐	☐	☐
The LEA has provided an evaluation plan for each activity/initiative.	☐	☐	☐

Equitable Services to Students in Private Schools

Components	Does Not Meet the Requirement	Meets the Requirement	Exceeds the Requirement
The LEA has provided written processes to invite private schools to consultation meetings; provide on-going consultation; and manage disputes and/or complaints.	☐	☐	☐
The LEA has provided a description of the process for providing equitable participation to private schools, including a needs assessment and professional development action plan.	☐	☐	☐

	Does Not Meet the Requirement	Meets the Requirement	Exceeds the Requirement
The LEA has provided the names of the participating schools; numbers of private school students; and the calculated cost per pupil that will benefit from Title IIA services.	☐	☐	☐

Administrative Costs

Components	Does Not Meet the Requirement	Meets the Requirement	Exceeds the Requirement
The LEA has provided an itemized list of costs incurred to organize, implement, and provide progress reports, including fiscal oversight of expenditures.	☐	☐	☐

Budget Narrative

Components	Does Not Meet the Requirement	Meets the Requirement	Exceeds the Requirement
The LEA has provided a complete itemized budget narrative that includes separate categories for Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers (i.e., administrative costs, indirect costs, and equitable services).	☐	☐	☐
The LEA budget narrative includes a description, calculation, requested use of finds, any in-kind contributions, and total use of funds for each line item.	☐	☐	☐
The budget narrative does not exceed to the total amount of the allocation and is compliant with the Title II, Part A allowable activities.	☐	☐	☐

REVIEW COMMITTEE

The review of Title II, Part A LEA applications are completed by a team of three MSDE staff, including the MSDE Title II program staff in the Division of Curriculum, Instructional Improvement, and Professional Learning. Please use the Review Team Rubric to ensure application alignment to requirements.

AWARD NOTIFICATION

Notification of conditional approval of your application will be made by November 15, 2022. The LEA allocation is determined by formula based upon LEA census data of poverty levels and student enrollment. Processing of the official 1st increment Notice of Grant Awards (NOGA) of approximately 17% will begin on July 5, 2022; this process can take 6-8 weeks. The NOGA for the 2nd increment of approximately 83% will begin being processed on October 3rd, contingent upon federal approval.

COMPREHENSIVE TEACHER INDUCTION PROGRAM (CTIP) COMPLIANCE REPORT (COMAR 13A.07.01)

The Comprehensive Teacher Induction Program (CTIP) Compliance Report is required by COMAR 13A.07.01 and will be scored separately from the Title IIA application components. **All LEAs must complete the report regardless of whether or not Title IIA funding is use for this program. Below are the rubric components for the CTIP report.**

Components	Does Not Meet the Requirement	Meets the Requirement	Exceeds the Requirement
The LEA has provided the required information on the CTIP Team supervisors, including names, positions, and responsibilities.	☐	☐	☐
The LEA has provided the required information on the CTIP mentors, including the total number of mentors; the number broken down by full and part time; and the average number of mentee to mentor ratio.	☐	☐	☐
The LEA has provided the required information on the probationary teachers, including the total number of probationary teachers and the total number of probationary teachers served by the LEA's CTIP program.	☐	☐	☐
The LEA has provided the required information on CTIP training and supervision of mentors, including training before and during tenure as a mentor; the timeline of the training; and the content of the training.	☐	☐	☐
The LEA has provided the required information on CTIP training of school administrators, including roles and responsibilities of mentors; the timeline of the training; and the content of the training.	☐	☐	☐

The LEA has provided the required information on the evaluation of individual mentors; the criteria used; and the data collected.	☐	☐	☐
The LEA has provided the required information on probationary teachers, including determination of probationary teachers; orientation process and ongoing professional development; opportunities for observation, feedback; and co-teaching; ongoing supports, feedback, and follow-up; and the use of action plans and data to improve instructional practices.	☐	☐	☐
The LEA has provided the required information on how the LEA's CTIP program is evaluated; including use of data from teacher evaluations, teacher perception, and new teacher retention.	☐	☐	☐

Reporting Requirements

LEAs are required to submit four interim reports and one final report for the entire Title II, Part A, grant cycle. LEAs should refer to the C-125-C for the interim report and the C-125-D for the final report.

Grantees are also required to summit an annual evaluation report that is consistent with the project's goals and outcome(s). Evaluation is an important part of determining the success of the program. Furthermore, grantees are required to submit annual evaluation reports that are consistent with goal and outcome(s). Applicants will be required to describe in detail what success will look like and the criteria that will be used to determine and measure success.

Grantees must evaluate the outcomes of the major projects for which they allocated a majority of the Title II, Part A funding. For each project being evaluated, evaluation reports must include the following components:

- Relevant Needs Assessment Data
- Explanation of the Project's Alignment to the Needs Assessment
- Description of Project
- Intended Outcomes
- Method of Evaluation
- Level of Evaluation
- Project Outcome Evidence and Data
- Evaluation Summary

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for FY 23 Title IIA Grant Awards
March 2023 August 2023	Interim Report Due Dates
March 2023 through September 2023	On-site monitoring visits
February 2024 August 2024	Interim Report Due Dates, if extended
October 2023	Final Report Due Date
October 2024	Final Report Due Date, if extended
January 2024	Evaluation Report Due Date
January 2025	Evaluation Report Due Date, if extended

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 the first session on July 7th, MSDE personnel will review the revised Title II, Part A application and answer questions. Title II, Part A Project Directors will be emailed a link and calendar invitation. The session will be recorded for future viewing.

In addition to the webinar on July 7th, several dates and time slots will be available for office hours for questions and individual support will be offered. Title II, Part A Project Directors will be emailed a form to register for a specific time slot during the office hour dates.

See the overview of dates and times below:

- Thursday, September 22, 2022, from 1:30 p.m. – 2:30 p.m.-- TA Webinar to Review the Application
- Friday, September 23, 2022, from 9:00 a.m. – 12:00 p.m.—Office Hours
- Friday, September 30, 2022, from 9:00 a.m .- 12:00 p.m.—Office Hours

Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the https://www.marylandpublicschools.org/about/Pages/OFPOS/GAC/index.aspx

Date	Program Milestone
September 16, 2022	The Title II, Part A Grant Application period opens. The Grant Information Guide and application are released.
September 22, 2022	A virtual customer service support session is held for LEAs.
September 23, 2022 and September 30, 2022	Virtual Office hours are held for individualized LEA support
September 16, 2022 through September 30, 2022	MSDE will review and provide early feedback for revision and clarification on draft grant submissions.
October 14, 2022	The grant application's final due date for first review.
September 16, 2022 through November 18, 2022	The MSDE Review Committee will convene, evaluate complete applications, and provide feedback for revision and clarification.
December 2, 2022	Final application submission is due on or before this date.
December 2, 2022 through December 16, 2022	MSDE will evaluate final application submissions and notify applicants of the award status.

July 1, 2022	The grant period begins
December 30, 2024	The grant period ends

Questions

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

Cecilia Roe
Director of Instructional Assessment, Professional Learning, Title IIA, & Reading/English Language Arts
Division of Curriculum, Instructional Improvement, and Professional Learning
Maryland State Department of Education
Phone: 410-767-0574
Email: Cecilia.Roe@Maryland.gov

A list of frequently asked questions (FAQ) and answers will be posted to the MSDE website following customer service support sessions.

Appendix

- Title II, Part A Application for Participation
- MSDE Recipient Assurances page
- MSDE Itemized Budget Form (C-1-25)
- Taxpayer Identification Number and Certification (W-9 Form)