



Grant Information Guide

Maryland Computer Science Education Grant Information Guide – Fiscal Year 2027

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

Deadline

December 11, 2026
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The Computer Science Education Grant is an annual grant administered by the Maryland State Department of Education (MSDE) to provide funding to Local Education Agencies (LEAs) and schools. The program aims to support the development and expansion of high-quality computer science education programs across the state and to provide students with opportunities to engage in rigorous computer science education that prepares them for success in the 21st century workforce. The grant is open to Local Education Agencies (LEAs).

The purpose of this grant is to provide opportunities for K–12 students to engage in computer science education activities that foster the development of critical thinking, problem solving, and collaboration skills. The Computer Science Education Grant Program is designed to ensure equitable access to high quality computer science education for all PreK–12 students in Maryland, in alignment with the Maryland K–12 Computer Science Standards. These activities may be implemented within the school day or as extracurricular activities and may include the development of new programs or the expansion of existing programs.

AUTHORIZATION

Education – Computer Science – Curriculum and Professional Development, [House Bill 281 \(2018\)](#), [Chapter 0358](#)

GRANT OVERVIEW

Name of Grant Program

Maryland Computer Science Education Grant

Dissemination

This Grant Information Guide (GIG) was released on October 23, 2026.

Deadline

Proposals are due no later than 5:00 pm on December 11, 2026. Applications will be reviewed as they are submitted.

Grant Period

July 1, 2026 – June 30, 2027. Pre-award costs within the grant period will be allowed.

Funding Amount Available

\$560,000

Estimated Number of Grants

Twenty Four (24)

Award Amounts

LEAs may request up to \$2,000 per high school

Eligibility

This funding opportunity is open to Local Education Agencies (LEAs).

Submission Instructions

Grant applications must be submitted by 5:00 p.m. December 11, 2026 via email to occpgrants.msde@maryland.gov. The subject line should read, "Maryland Computer Science Education Grant Application."

Program Contact**Quiana Bannerman**

Coordinator of School Support

Division of College and Career Pathways

Phone: (410) 767-0442

Quiana.bannerman@maryland.gov

State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work. MSDE program staff will be available and make every effort to support on demand additional assistance when requested throughout the grant period. In addition, MSDE will monitor program implementation throughout the grant performance period to ensure each council is on target to meet its goals and fully expend its awarded program resources.

Use of Funds

The following are examples of approved uses for the grant funds in accordance with the grant's purpose. Other costs not listed here may be presented to the grant manager in the MSDE program office for determination of allowable expenditures.

Funds may be used for:

- Purchase materials and supplies to support computer science education activities, including but not limited to:
 - Classroom hardware, peripherals (such as micro bits, sensors, or devices used for coding instruction).
 - Software licenses and digital learning tools that support computer science instruction.
 - Manipulatives or other instructional supports aligned with computer science learning objectives.
- Support the development or revision of computer science education curriculum.
- Acquire or subscribe to approved computer science curriculum and related instructional resources.
- Provide professional development for educators engaged in computer science instruction.

Funds may not be used for:

- Compensation for existing or new personnel, including staff salaries or stipends.
- Capital expenditures, including construction, renovation, or remodeling of school facilities.
- General administrative or indirect costs, unless expressly authorized under this grant.
- Equipment or instructional materials that do not directly support computer science education instruction.
- Travel, conferences, or professional development not explicitly tied to the approved scope of work.
- Food, beverages, hospitality, entertainment, or social activities.
- Incentives, awards, gift cards, or any monetary or non-monetary inducements for staff or students.
- Activities, services, or purchases outside the approved scope of work or that do not directly further the objectives of the Computer Science Education Grant.

Application Requirements

PROPOSAL COVER PAGE

Proposals must include a completed Proposal Cover Page provided in the application for participation. The cover page should not contain any graphics or additional information and must be signed by the Superintendent of Schools/ Head of Grantee Agency.

PROJECT ABSTRACT (1-PAGE)

The project abstract introduces the project to the reader. It should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The project abstract should cover the core aspects of the proposed project, such as the populations serviced, brief description of the goals, and strategies to meet them.

EXTENT OF NEED

In the table provided, list the schools in which you will be asking for funding. Identify which of the below priorities each of the schools will be participating in.

GOALS, STRATEGIES, ACTIVITIES, BENCHMARKS, AND OUTCOMES

State the overall goals of the project. These goals should address the main obstacles identified at the beginning of the needs assessment. While there should be at least three goals, a stronger need is demonstrated through multiple goals. Make sure each goal is specific, measurable, attainable, realistic, time-bound, and inclusive/ equitable (S.M.A.R.T.I.E.) and aligned with the intended outcomes.

Goal statements should also include the specific populations that the selected strategies aim to serve. Describe how these populations will be impacted by the project's activities and outcomes.

Since goals and strategies are not evaluated until the end of the year, activities and benchmarks must be established to measure progress during the year. Benchmarks are evaluated, either quarterly or semiannually. Below are some tips for writing goals:

- Tie your goals and outcomes directly to your need statement.
- Include all relevant groups and individuals in your target population.
- Think about how you will measure the change projected in each objective. If there is no way to measure a goal, it is not measurable and should be rewritten.

Strategies are the specific steps that need to be taken in order to achieve the goals. They should be specific, measurable, achievable, relevant, time-bound, inclusive, and equitable (S.M.A.R.T.I.E.). Each goal should have associated strategies, which together form the roadmap for achieving the goal. Strategies should be designed with the specific needs of the target population in mind. Below are some tips for writing objectives:

- Specificity is key. Strategies should provide a clear description of what is to be done, by whom, and by when. They should be detailed enough so that someone unfamiliar with the project could understand what is intended.
- Strategies should be measurable. There should be a way to assess whether each strategy has been achieved. This could be quantitative (e.g., a certain number or percentage) or qualitative (e.g., a specific outcome or change in behavior).

- Make sure your strategies are achievable. While it's good to be ambitious, strategies should also be grounded in reality. Consider your resources, constraints, and the specific context of your project when setting objectives.
- Strategies should be relevant. Each strategy should clearly relate to the overall goal and contribute to its achievement. Avoid including anything that is not directly aligned with the goal.

A well-written strategy might look like this: "Expand student access to computer science courses that aligns with the Maryland K-12 Computer Science Standards and/or the Standards for Technological and Engineering Literacy."

Activities & Benchmarks: Ongoing evaluation is essential to the management of a project. Since goals and outcomes are not evaluated until the end of the year, benchmarks must be established to measure progress during the year. Benchmarks should be evaluated during the year, either quarterly or semiannually.

Since benchmarks are intended to indicate progress towards an outcome, each benchmark must be related to a stated activity. Keep in mind that benchmarks are indicators of progress and may not use the same measurement tool as the strategies and activities to which they are related. A project may take months before there is an impact on clients, or the rate of improvement may level off over time.

Measurable Outcomes are the anticipated outcomes to be accomplished for each year of the project and must be related to a goal. Outcomes break the long-term goal into steps or address the factors contributing to the problem addressed by the goal. It is imperative that outcomes 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 outcomes for both students and teachers. Below are some tips for writing measurable outcomes:

- State your outcome in quantifiable terms.
- Outcomes should specify the result of an activity.
- Outcomes should identify the target audience or community being served.
- Objectives need to be realistic and capable of being accomplished within the grant period.

Benchmarks should anticipate this and be gauged accordingly. Be sure that benchmarks are ambitious, yet attainable.

S.M.A.R.T.I.E. Goal Example

S.M.A.R.T.I.E. GOAL 1: By June 2027, the district will increase the percentage of middle and high school students enrolled in at least one computer science course from 18 percent to 35 percent by expanding access, improving teacher capacity, and fostering equitable participation among historically underrepresented student groups.

Strategies	Activities	Benchmarks
Strategy 1: Expand Student Access to Computer Science Courses	Activity 1: Conduct a districtwide CS course audit to identify gaps in course offerings and accessibility across schools.	Benchmark 1: By October 2026, complete a CS course audit and share findings with principals.
	Activity 2: Implement at least two new introductory CS courses in middle and high schools where no CS curriculum currently exists.	Benchmark 2: By January 2027, at least 75 percent of targeted schools will have newly approved CS course offerings.
	Activity 3: Launch a student CS awareness campaign highlighting career pathways, course options, and opportunities for students in underrepresented groups.	Benchmark 3: By May 2027, participation in CS awareness events will increase by 20 percent, as tracked by attendance data.
Strategy 2: Strengthen Computer Science Teacher Capacity	Activity 1: Provide professional development for at least 20 teachers on CS instructional practices and the state's CS standards.	Benchmark 1: By November 2026, at least 20 teachers will have completed introductory CS PD.
	Activity 2: Develop a district CS professional learning community (PLC) that meets monthly to share resources, challenges, and effective practices.	Benchmark 2: By February 2027, the district CS PLC will have held at least 5 meetings with a minimum of 80 percent teacher participation.
	Activity 3: Offer coaching and classroom support through onsite or virtual instructional coaching for teachers implementing CS courses for the first time.	Benchmark 3: By May 2027, at least 15 teachers will report improved instructional confidence as measured by mid-year and end-of-year surveys.
GOAL 1 OUTCOME: By achieving this goal, the district will enhance equitable access to high-quality computer science education, resulting in strengthened student competencies in computational thinking and improved preparedness for advanced STEM coursework and technology-focused career pathways.		

EVALUATION AND DISSEMINATION

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

KEY PERSONNEL

Key Personnel	Areas of Responsibility	Time Frame

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.

Provide content justifying any line-item expenses that are not obvious from the project narrative. Discuss and align line-item activities in the budget narrative. Explain how the estimated cost of each line item was derived if the rationale is not obvious. An MSDE [Grant Budget C-1-25 form](#) must also be completed, signed, and submitted as an appendix.

Following the budget narrative, include a line-item description using the format in the example below. Group line items according to the following categories: 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.

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 expense was calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective. There is no page limit for the budget, so be as detailed as possible.

Use the format indicated by the following excerpt from a sample Budget Narrative.

Professional Development

Line item	Calculation	Requested	In-Kind	Total
Computer Science PD	\$200/person x 5 teachers = \$1,000	\$800	\$200	\$1,000
Total for salaries & wages:		\$800	\$200	\$1,000

AMENDMENTS

Unless a division implements a stricter policy, the grantee must receive prior written approval from the MSDE Program Manager for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. The requestor must support the request with the reason for the requested change. Amendments and budget realignments must be submitted at least 45 days before the grant period ends. In addition, any re-aligned monitoring plans reflecting the amended or extended grant should be considered and communicated to the grantee.

Amendments must be accompanied by an approved C-1-25, C-1-25-A, and C-1-25-B form. The forms must include the appropriate signatures, show the revised funds, and show correct math and totals. Program staff must review submitted requests and work with their program-level colleagues to initiate,

approve, and return administrative and fiscal amendments in the NOGA system. MSDE will notify the grantee regarding their request by returning a signed C-1-25, C-1-25-A, C-1-25-B, and the amended NOGA. All budget forms can be found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#).

FINAL INVOICES

Final invoices must be submitted no later than 45 days after the grant period ends.

Appendices

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

Appendix A: [A signed recipient assurances page](#)

Appendix B: [A signed C-1-25 MSDE budget form](#)

Appendix C: LEA documentation or URL to policies related to safety and privacy, including those related to non-system employees.

The Review Process

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screen requirements may be returned to the applicant for revisions.
2. A review committee established by MSDE will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.
3. Final approval for awards will be determined by the review committee.

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

REVIEW COMMITTEE

The committee will be composed of representatives from MSDE and the Division of College and Career Pathways. Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric. Each application will be reviewed and scored based on all documents submitted. Applications may be returned to the applicant if some or all criteria do not meet the criteria standard.

Scoring Rubric

PROJECT ABSTRACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The project abstract outlines a concise and comprehensive summary of the target population, goals, strategies, and partnerships.	The project abstract addresses the required components.	The project abstract is missing or does not address the required components.

EXTENT OF NEED

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The main problem and contributing factors are clear, concise, and demonstrate considerable understanding of the issues. The proposal details who is affected by the problem, and when and where the problem exists, including historical impacts on the target population(s). Current qualitative and quantitative data is cited to clearly illustrate the problem. Data is derived from a variety of sources, including state and local data references. Applicant demonstrates extensive history of expertise and aligns to evidence-based practices specific to the population they intend to serve that illustrate progress in the	The main problem is clear and concise. The proposal identifies who is affected by the problem and when the problem exists. Data supports the identified problem. Local data is referenced to document the problem and includes demographic and other statistics. Applicant identifies demographics or other statistics relevant for the population(s) intended to be served. Applicant provides an example of their history of expertise or aligns to evidence-based practices specific to the population they intend to serve.	The main problem is missing or is not clear. The proposal does not accurately identify the target population(s). Data has not identified or does not support the problem stated. Applicant does not identify demographics or other statistics of the population(s) intended to be served. No citations or research included in proposal, The proposal lacks details of how the funds will address the problem.

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
addressing the identified problems.		

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The goal(s) are measurable, clearly aligned to the extent of need, and ambitiously focused on effectuating change. Realistic and attainable outcomes illustrate a distinguishable effort to significant progress. Milestones for each intended outcome ensure continued monitoring for success and include response to meeting targets.	The goal(s) are measurable and aligned to the extent of need. Outcomes are realistic and attainable. Milestones are provided for measuring progress of each intended outcome.	The goal(s) are not measurable are not clearly aligned to the extent of need. Outcomes are not realistic or attainable. Milestones are not provided or do not align to outcomes.

EVALUATION AND DISSEMINATION

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Evaluation questions are included for each goal with considerable guidance toward implementation of aligned strategies and can be effectively and meaningfully evaluated. Clear evaluation strategy that includes alternative scenarios	Evaluations questions are based around the goal(s) and outcomes, provide guidance on the implementation, and can be evaluated. Clear evaluation strategy Clear data type(s) and collection method(s) are identified.	Limited or no examples of evaluation questions. No evidence of evaluation strategy The data type and collection method are unclear. Evaluator is not identified.

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
and criteria to ensure comprehensive evaluation. Multiple relevant, logical data types and collection methods are identified. Evaluators and their qualifications are indicated. Detailed dissemination plan on how the project findings will be shared to stakeholders, committee members, and the public including examples of how, when and through what methods.	Evaluator is identified. The dissemination plan includes how the findings will be shared to stakeholders, committee members, and the public.	The dissemination plan does not clearly identify how findings will be shared.

KEY PERSONNEL

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The applicant has provided a well-developed and detailed key personnel chart that lists all major management actions necessary to implement the project during the funding cycle. The key personnel chart is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.	The applicant has provided a well-developed and detailed key personnel chart that lists all major management actions necessary to implement the project during the funding cycle. The key personnel chart is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.	The applicant has provided a well-developed and detailed key personnel chart that lists all major management actions necessary to implement the project during the funding cycle. The key personnel chart is in chronological order and includes approximate dates for each action or a range of dates if the action is ongoing.

BUDGET AND BUDGET NARRATIVE

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
The budget narrative is detailed and comprehensive of all activities necessary for successful implementation of proposal. The budget aligns directly to the proposal and does not rely entirely on grant funds for successful implementation. There are no mathematical errors, and all expenses are cost effective and appear necessary.	The budget narrative is complete. The budget aligns to the proposal and is free of mathematical errors. Expenses are reasonable and allowable.	Budget does not align with the proposal, includes cost that are not reasonable or allowable, or has several mathematical errors.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring; all invoices must be accompanied with supporting documentation.
February 2027	First quarterly required monitoring meeting.
April 2027	Second Quarter Interim Narrative Report.
June 2027	Third quarterly required monitoring meeting.
August 2027	Fourth quarterly required monitoring meeting.
September 2027	Final evaluation report (Narrative and Fiscal).

Notes: Any requests for 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.

Grant Application Timeline

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

Date	Timeline Event
October 23, 2026	The Grant Information Guide and the application for participating are released.
October 28, 2026	MSDE will hold a virtual customer service support session for interested applicants.
November 4, 2026	MSDE will hold a virtual customer service support session for interested applicants.
November 12, 2026	MSDE will hold a virtual customer service support session for interested applicants.
December 11, 2026	The grant application period closes.
November 12, 2026 – December 20, 2026	MSDE will be reviewing applications on a rolling basis for completeness and minimum requirements.
November 12, 2026 – December 20, 2026	MSDE Review Committee will evaluate proposals on a rolling bases.
November 12, 2026 – December 20, 2026	MSDE will notify applicants of the award status on a rolling basis.
July 1, 2026	The grant period begins.
June 30, 2027	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 Finance and Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice
410-767-0431 - fax
Deaf and hard of hearing use Relay.

Customer Service Support Sessions

MSDE will hold three customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the application process. The sessions will be on:

Wednesday, October 28, 2026

12:00 p.m. – 1:00 p.m.

Video call link: <https://meet.google.com/mex-pcno-ypk>

Wednesday, November 4, 2026

12:00 p.m. – 1:00 p.m.

Video call link: <https://meet.google.com/pio-hdvx-nno>

Thursday, November 12, 2026

1:00 p.m. – 2:00 p.m.

Video call link: <https://meet.google.com/ybm-ftgc-ekm>

MSDE staff will also be available to provide technical assistance throughout the grant application process. If you have questions about the application or the process, please contact:

PROGRAM CONTACT**Quiana Bannerman**

Coordinator of School Support

Division of College and Career Pathways

Phone: (410) 767-0442

Quiana.bannerman@maryland.gov

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