

21st Century Community Learning Centers



REQUEST FOR PROPOSAL



Solicitation for Grant Application

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

Deadline for Submission
Friday, May 11, 2018
by 2:00 P.M. (Eastern Time)
Electronic Submissions Only

This document is available in alternate formats upon request



1.0	Proposal Description	4
1.1	Program Overview	4
1.2	Program Purpose	4
	1.2.1 Allowable Activities	4
1.3	Authorization	5
1.4	Summary of Dates	5
	1.4.1 Pre-proposal Conference	5
	1.4.2 Instructions for RFP Questions	5
	1.4.3 Cancellation of RFP; Rejection of Proposals	6
1.5	Funding and Length of Grant	6
1.6	Estimated Number of Grants Awarded	7
1.7	Eligible Applicants	7
1.8	Priorities	8
	1.8.1 Federal Absolute Priorities	8
	1.8.2 State Absolute Priorities	8
	1.8.3 Competitive Priorities	9
1.9	Allowable Activities	9
2.0	Requirements of the Application Submission	10
	2.0.1 Required Minimum Hours of Programming	10
2.1	Application Checklist	10
2.2	Application for Maryland 21 st Century Community Learning Centers Form	11
3.0	Project Narrative	11
3.1	Extent of Need for Project	11
3.2	Project Design	12
3.3	Performance Measures and Indicators	15
3.4	Alignment with SEA Goals	16
3.5	Implementation and Governance Plan	16
	3.5.1 Key Personnel and Qualifications	16
	3.5.2 Leadership Team Description	16
	3.5.3 Steering Committee Description	16
	3.5.4 Management Plan	17
	3.5.5 Management Plan Worksheet	17
3.6	Evaluation and Dissemination	17
	3.6.1 Timeline of Evaluation Reporting and Allowable Costs	20



3.7	On-site Monitoring and Desk Monitoring	21
3.7.1	On-site Monitoring	21
3.7.2	Desk Audit Monitoring	21
3.8	Coordinating with Other Programs	21
3.9	Partners	22
3.9.1	Partners' Letters of Commitment	22
3.9.2	Partners' Plan Worksheet	23
4.0	Sustainability	23
4.0.1	Transition Toward Self-Sufficiency	24
4.0.2.	Matching Contributions	24
4.0.3	Branding	24
5.0	Budget and Adequacy of Resources	24
5.0.1	Itemized Budget	25
5.0.2	Direct Cost	25
5.0.3	Indirect Cost	26
5.0.4	Uniformed Guidance	26
5.0.5	MSDE Grant Budget C-1-25	27
6.0	Appendices	27
6.0.1	Works Cited	28
6.0.2	LEA/School Participation Agreement	28
6.0.3	Key Personnel Description and Qualifications	28
6.0.4	Compliance with Federal, State, and Local Health and Safety Standards	28
6.0.5	Consultation with Private School Officials During Design and Development	28
6.0.6	Signed Assurances	28
7.0	The General Education Provisions Act (GEPA), Section 427	28
8.0	Validation Process	28
8.1	Validation Process Part 1	29
8.2	Validation Process Part 2	29
8.3	Validation Process Part 3	29
8.4	Award of Funds	30
9.0	Due Process Requirements	30
9.1	Reasons for Denial	31



9.2	Denial of a Grant Application	31
9.3	Due Process for Unsuccessful Applicants	31
10.0	Submission Requirements	32
	Exhibits	
1	Submitted Questions Form	33
2	Application Checklist	34
3	Applications for Maryland 21 st Century Community Learning Centers Form	35
4	Performance Measures and Indicators (Sample)	39
5	Performance Measures and Indicators	42
6	Management Plan Worksheet	45
7	Partners Plan Worksheet	47
8	Budget Worksheet	48
9	LEA/School Participation Agreement	50
10	Private School Consultation Form	52
11	Recipient Assurances	54



1.0 PROPOSAL DESCRIPTION

1.1 Program Overview

21st Century Community Learning Centers

A great need exists for out-of-school time programs that provide appropriate youth supervision and involvement. In 1994, the U. S. Congress authorized the establishment of the 21st Century Community Learning Centers (CCLC) to provide a broad and consistent source for out-of-school time funding. In 1998, the program was refocused on supporting schools to provide school-based academic and sport/recreational activities during after school hours, summer, and other times schools were not in session. This funding source was administered and monitored by the United States Department of Education (USED).

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. The ESSA includes provisions that will help to ensure success for students and schools including advancing equity by upholding critical protections for America's disadvantaged and high-need students. The ESSA also requires for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.

The ESSA made changes to the No Child Left Behind Act of 2001. These changes ensure there is an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

1.2 Program Purpose

The purpose of the 21st Century Community Learning Centers (21st CCLC) is to create community learning centers that provide students with academic enrichment opportunities as well as additional services designed to complement their regular academic program.

1.2.1. Allowable Activities

Eligible organizations must use funds to provide activities outside of school hours that:

- a. Provide opportunities for academic enrichment which includes providing instructional services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as language arts, mathematics, science, and social studies.
- b. Offer students a broad array of additional services, programs, and activities, such as youth development and engagement activities, substance abuse and alcohol prevention, service-learning, violence prevention, counseling, art, music, recreation, technology education, and



- character education programs that are designed to reinforce and complement the regular academic program of participating students; and
- c. Offer families of students served by community learning centers opportunities for literacy instruction and related educational development.

Out-of-school time programs are defined in the State of Maryland as programs that occur before school, after school, during the summer, and on Saturdays. Out-of-school time programs keep students safe, help working families and improve academic achievement.

1.3 Authorization

The Every Student Succeeds Act (ESSA) passed in December 2015, replaced its predecessor, the No Child Left Behind Act (NCLB). ESSA is a reauthorization of the 1965 Elementary and Secondary Education Act (ESEA) which established the federal government's expanded role in public education. Section 8302 of the ESEA, as amended by the Every Student Succeeds Act (ESSA), authorizes funding of the 21st CCLC program.

1.4 Summary of Dates

Dissemination: Monday, March 5, 2018

Pre-Proposal Conference: Monday, March 5, 2018

Deadline for RFP Questions Submission: Friday, March 23, 2018

Deadline for RFP Response to Questions: Friday, April 6, 2018

Deadline for Application Submission: Friday, May 11, 2018

Proposal Review Begins: Friday, May 25, 2018

Validation Visits Begin: Friday, July 13 – Tuesday, August 21, 2018

(Validation visits include: (1) the review of components of the application packet to ensure promise of success and quality standards per federal and state regulations, and (2) the opportunity for the leadership team and partners to validate details about their proposed program.)

Award Notification: Wednesday, September 5, 2018

Program Start Date: Upon receipt of Notice of Grant Award

Declination Letters Mailed: Monday, October 1, 2018

Point of Contact: 21stCCLCRFP_2018.msde@maryland.gov

1.4.1. Pre-proposal Conference

Attendance at the pre-proposal conference is not mandatory. All interested organizations are encouraged to attend to gain understanding of the scope of work involved.

1.4.2. Instructions for RFP Questions

It is the responsibility of all Bidders and other interested parties to examine the entire RFP and to seek clarification, in writing, if they do not understand any information or instructions.

- a. Bidders and other interested parties should use Exhibit 1 – Submitted Questions Form – for submission of questions.
- b. The Submitted Questions Form must be submitted by email to: 21stCCLCRFP_2018.msde@maryland.gov and received by March 23, 2018.



The Department assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt. Responses to all substantive and relevant questions will be compiled in writing and posted on the following website no later than April 6, 2018.

<http://www.marylandpublicschools.org/programs/Pages/21st-CCLC/index.aspx>

It is the responsibility of all interested parties to go to this website to obtain a copy of the Question & Answer Summary. Only those answers issued in writing on this website will be considered binding. The Department reserves the right to answer or not answer any question received.

1.4.3. Cancellation of RFP; Rejection of Proposals

This RFP may be cancelled and all proposals may be rejected, contingent upon federal funding.

1.5 Funding and Length of Grant

Total Funds Available: To be announced

Length of Grants: Three years

Period of Availability Period of Availability for Year One: September 1, 2018 - August 31, 2019.

Period of Availability for Year Two: September 1, 2019 – August 31, 2020.

Period of Availability for Year Three: September 1, 2020 – August 31, 2021.

The MSDE will award grants for a total of 36 months which is subject to funding. Following the initial award, subsequent award years will be contingent upon:

1. availability of funding from the specific funding authority;
2. satisfactory performance by the grantee as evaluated by the MSDE; and
3. compliance with all grant requirements and meeting all conditions set forth within the 21st CCLC Request for Proposal which funding was provided.

The MSDE will use the standards in the Uniform Guidance to impose specific or “high risk” conditions on applicants selected for funding, including but not limited to: applicant or recipient history or failure to comply with the general or specific terms and conditions of the grant, failure to meet expected performance goals as described in section **200.210** and may impose additional specific award conditions as needed. (See **Uniform Guidance section 200.207.**) The MSDE will assess the risks facing the applicant entity as it seeks to achieve its objectives. This assessment will provide the basis for determining awards to high risk applicants.

Grant amounts each year will be funded at 100% of the original award contingent on the availability of funding. Programs selected for funding will be level funded the same amount for all three years of programming, unless a lesser amount is specified for subsequent years. In those cases, the lesser amount will be awarded. Years two and three funds are contingent upon successful completion of monitoring visits with no findings, timely completion of all fiscal and program reports or any other indicator required by the MSDE, and being in compliance with all grant requirements. The MSDE may deny years two and three funding for insufficient progress on indicators of quality programming



or for compliance reasons. In addition, awards may be reduced based on the grantee's inability to meet the goals and performance measures set forth in this grant. This includes participation numbers consistently lower than projected in the bidder's application. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction.

The MSDE reserves the right to continue or discontinue the program(s) if the following requirements are not met. Grantees must:

1. demonstrate adequate progress toward achieving all measurable objectives;
2. meet or exceed 85 percent of the proposed level of targeted student attendance, as indicated on the Application for Maryland 21st Century Community Learning Centers Form or the Continuation Report for the most recent year of operation;
3. attend required national and regional 21st CCLC conferences, grantee meetings and trainings;
4. submit, timely, all documentation during the project year as requested and/or required by the MSDE and the United States Department of Education, such as:
 - a. Monitoring Reports (Start-Up, Interim, Continuation, and End of Year)
 - b. Corrective Action Plan(s)
 - c. Monthly Expenditure Report submission
 - d. Detailed local narrative evaluation report reflecting the growth and progress of the program;
5. maintain and submit accurate annual performance report data to the United States Department of Education 21APR database by the established deadlines;
6. participate fully in statewide evaluation activities; and
7. comply with all applicable federal and state statutory and regulatory requirements.

One-hundred percent of year one 21st CCLC funds must be encumbered or expended no later than August 31, 2019 for year one. Any funds not expended prior to the expiration of such funds will no longer be available to the grantee. Funds received and not expended must be refunded to the MSDE. Expenditure reports submitted after the grant has closed will not be processed.

1.6 Estimated Number of Grants Awarded

The number of grant awards is contingent on the total federal allocation to the State.

Minimum Grant Amount: \$50,000 per year

Maximum Grant Amount: \$400,000 per year

1.7 Eligible Applicants

The MSDE will use 93 percent of the funds received under the CCLC program to fund out-of-school time programs that can meet and adhere to the requirements listed in Section 2. The selection of programs is made after a competitive Request for Proposal (RFP) process with consideration for the final individual award amount based on the number of students proposed to serve and the number of days of program operation.



The 21st CCLC competition in Maryland is open to Maryland LEAs, interagency, interdepartmental, community and faith-based or other private or public organizations, or a consortium of two or more of the aforementioned, proposing to provide out-of-school time programming. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend. The statute also allows a consortium of two or more agencies, organizations or entities to apply.

Any public or private organization is now eligible to apply for a 21st CCLC grant. Examples of agencies and organizations now eligible under the 21st CCLC program include, but are not limited to: non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend. The statute also allows a consortium of two or more agencies, organizations or entities to apply.

1.8 Priorities

The State of Maryland has identified the following Absolute and Competitive Priorities for the 21st Century Community Learning Centers program. *Absolute Priorities* are those priorities which must be addressed by all proposals; failure to do so will disqualify a proposal from consideration. *Competitive Priorities* are optional and, if addressed, may earn additional points as described in detail below.

1.8.1 Federal Absolute Priorities

All applications must:

- a. Target students and families of students who attend Title I School-wide programs or schools that serve a high percentage (at least 40 percent) of students from low income families and;
- b. Include partnerships of eligible entities consisting of:
 - (i) LEAs and/or school(s); and,
 - (ii) community-based organization(s) or other public or private entity(ies).

SPECIAL RULE: The State educational agency shall provide the same priority to an application submitted by a local educational agency, if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity, and of sufficient quality to meet the requirements of this priority.

1.8.2 State Absolute Priorities

All applications must:

- a. Integrate character education in accordance with programs in place in the schools of the target population; and
- b. Integrate service-learning in accordance with the 7 Best Principles.

<http://marylandpublicschools.org/programs/Pages/Service-Learning/7BestPractices.aspx>

1.8.3 Competitive Priorities

An additional 5 points shall be given to applications addressing the following Competitive Priorities: (Applicants may only select one competitive priority)



- a. Propose a program aligned with preparing students to successfully reach Maryland’s College and Career Readiness Standards (MCCRS)
- b. Propose a program whose focus is science, technology, engineering and mathematics (STEM) including the five focus areas of the STEM Education Strategic Plan.
<http://archives.marylandpublicschools.org/stem/index.html>
- c. Propose a program whose focus is ensuring the healthy development of youth providing healthy recreational enrichment that promotes positive physical, emotional and social development that better student’s health and wellness; or
- d. Propose a program whose focus is providing students with high quality arts programming that includes hands-on experiential learning in the creative exploration of visual and performing arts.

1.9 Allowable Activities

Each eligible entity that receives 21st CCLC funding may use the award funds to carry out a broad array of activities that advance student academic achievement, support student success, and complement the regular academic program of participating students. Such activities include the following:

- 1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with: (1) the challenging State academic standards and any local academic standards; (2) local curricula that are designed to improve student academic achievement; and (3) college and career readiness standards;
- 2. Well-rounded education activities that enable students to be eligible for credit recovery or attainment;
- 3. Literacy education programs, including financial and environmental literacy;
- 4. Programs that support a healthy and active lifestyle, including nutritional education and structured physical activities;
- 5. Services for individuals with disabilities;
- 6. Programs that provide activities for students who are English learners that emphasize language skills and academic achievement;
- 7. Cultural programs;
- 8. Telecommunications and technology education programs;
- 9. Parent programs that promote family engagement through workshops, trainings, and development coursework;
- 10. Programs that provide academic, behavioral, and social-emotional support to improve academic achievement;
- 11. Drug and violence prevention programs;
- 12. Counseling programs;
- 13. Programs that build skills in science, technology, engineering, and mathematics (referred to as “STEM”), including computer science, and that foster innovation in learning by supporting STEM education teaching methods;
- 14. Programs that support art and music education.

2.0 Requirements of the Application Submission

To be considered for funding:



- a. Proposals must meet all of the requirements specifically set forth for in the Validation Process - Part 1 section of this RFP (Section 8.1).
- b. Proposals must meet all of the required minimum hours of programming described in Section 2.0.1.

2.0.1 Required Minimum Hours of Programming:

For each year of the three-year grant period, all applicants must provide out-of-school programming during either the school year, the school year and summer, or the summer only.

School Year

- 1) No less than 12 hours of programming per week (can include weekdays and Saturdays) for 25 weeks during the traditional school year OR no less than 4 hours of programming on Saturdays only for 25 weeks during the traditional school year.

School Year and Summer

- 1) No less than 12 hours of programming per week (can include weekdays and Saturdays) for 25 weeks during the traditional school year OR no less than 4 hours of programming on Saturdays only for 25 weeks during the traditional school year AND;
- 2) No less than 80 hours for summer to include onsite academic and enrichment programming for at least 32 hours on the calendar AND;
- 3) Applicants writing for the use of 21st CCLC funds for extended learning time (ELT) programs must provide ALL students at the school with at least 300 additional program hours before, during, or after the traditional school day programming in accordance with the submitted Comprehensive ELT Plan and a 21st CCLC Summer Program.

Summer Only

- 1) No less than 80 hours for summer to include onsite academic and enrichment programming for at least 32 hours on the calendar.

2.1 Application Checklist (Form)

Complete the *Application Checklist* form to ensure that all required sections are included in the grant proposal. (Exhibit 2)

2.2 Application for Maryland 21st Century Community Learning Centers Form

Every proposal must begin with the standard *Application for Maryland 21st Century Community Learning Centers Form* (Exhibit 3). No other page (including title pages or illustrations) may cover this form.

(*DUNS number which is active in SAM.gov is required for submission. If you do not have an active DUNS number, you may apply for one here: <https://iupdate.dnb.com/iUpdate/viewiUpdateHome.htm>)

3.0 Project Narrative (25 page limit, 1.5 line spacing and a type size of 12 font)



The Project Narrative includes the following: Extent of Need for Project; Project Design; Performance Measures and Indicators; Alignment with SEA Goals; Implementation and Governance Plan; Evaluation and Dissemination; Coordinating with Other Programs; Partners; and Sustainability.

The Project Narrative must:

- a. Be succinct and clear. The review panel needs to understand quickly and easily the components of the project and how the components work together to address the requirements of the program.
- b. Do not assume the review panel is familiar with the project; the review panel represents diverse backgrounds. Avoid jargon, and define all acronyms.
- c. Proofread the narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. The narrative should contain a minimum amount of errors. A good strategy is to let someone unfamiliar with the project read and critique the proposal before it is submitted to the MSDE.
- d. Be as detailed as possible. Use the entire page limit to explain your project.

3.1 Extent of Need for Project

The Extent of Need for the Project section describes the needs of the students to be served attending identified high poverty schools and the needs of families of students attending these schools.

A proposal should have a clearly defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of references sources and prioritized for action in the proposal. A needs assessment should have direct input from all stakeholders in the proposed program. Proposals should address needs articulated by the collaborating school(s), the community, parents and students.

- a. Clearly define the main problem or obstacle the 21st Century Community Learning Center will address.
- b. Present quantitative data (e.g., test scores, absentee rates, suspension rates, and parents' educational levels) and qualitative data in support of quantitative data (e.g., interviews, focus groups). Data must pertain to the specific population and schools the program will serve as well as the parents of the students that must be provided literacy and related educational services.
- c. State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them. Possible data sources include the Maryland Report Card and the local management board's needs assessment.
- d. Use data from multiple stakeholders from the local community including representative numbers of students, parents, and school staff.
- e. Identify who is affected by the problem, state when and where the problem exists, and describe the wider impact on the local community if the problem is not addressed.
- f. Document the factors contributing to the problem.

3.2 Project Design (Including Evidence of Promise with Citations)

In addition to academic achievement, the Extent of Need for the Project may have identified additional areas of need of the target population, such as: social and emotional development. This section must detail the proposed strategies and activities to meet these needs. For example, describe plans for resiliency and relationship building opportunities that strengthen youths' relationships with adults, their school, and community. What activities will help participants identify and avoid behaviors and situations that put them at risk? Describe activities that might involve support group counseling, mentoring, and substance abuse and/or violence prevention programming.

The law authorizing 21st Century Community Learning Centers emphasizes that core academic programs or activities supported with these funds are supported by scientifically-based research that provides evidence that the program or activity will be successful. Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

1. employs systematic, empirical methods that draw on observation or experiment;
2. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
4. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

In the narrative, explain how the proposed strategies are supported by research. Be sure to cite references in the narrative using the American Psychological Association (APA) format.

Strategies (e.g., math instruction using XYZ Math Curriculum) are broad approaches (methods, procedures, techniques) employed to accomplish a program's outcomes. *Activities* (e.g., one-on-one math tutoring by trained volunteers) are the specific steps taken to accomplish the project objectives, and involve direct service to students and their families. They may take place on a single date or over a period of time.

Do not address the elements of the management plan in this section. Actions outlined in the management plan are not activities. While these actions are needed to facilitate direct service, they do not render direct service themselves. Examples include the purchasing of equipment, the hiring of staff, evaluation procedures, and steering committee meetings.



In addition to describing and justifying the proposed strategies and activities, the narrative must:

- a. Describe how the target group will be identified. Describe how the selection will occur and how invitations will be extended. Show how the selection criteria are aligned with the population's needs as described in the Extent of Need and with the intended outcomes. Describe how information about the program (including its location) will be disseminated to the community in a manner that is understandable and accessible.
- b. Describe a day in the program, including how activities begin, and activities in which students participate. Provide a brief "walk-through." Programs must plan for one hour uninterrupted academic time and one hour uninterrupted enrichment time.
- c. Describe how students and staff will be actively and productively engaged. If program time is to be used for homework completion, it must be in addition to the required academic and enrichment time.
- d. Describe the frequency and duration of the program and justify how this will meet the needs of the target group. Refer to Section 2.0.1. Required Minimum Hours of Programming to ensure compliance with grant frequency and duration requirements.
- e. Describe how the program will reinforce and complement the regular academic program of participating students. Including how and how often program staff communicates with school staff, how academic instruction is aligned with school, district, and the College and Career Ready Standards.
- f. Describe the types of services to be offered to support the literacy and related educational development of the families of participating children based on the needs identified in the Extent of Need. Provide evidence that these services are likely to have the intended impact as measured by the project's objectives and milestones.
- g. Cite the evidence that the proposed strategies/activities are effective.
- h. Address the extent to which these strategies/activities have been implemented with diverse populations and/or with populations similar to the target population.
- i. Explain how these strategies/activities have been used to address needs similar to those described in the Extent of Need of Project.
- j. Describe plans to monitor attendance that are likely to result in clear communication with parents and improved student participation, including how the program addresses the issue of students absent from school, students with early dismissal, and notifying parents when students are absent from the program.

- k. Explain how students will travel safely to and from the center and home. Include a transportation plan that is likely to result in students being safe and secure. If schools buses are not used, then explain the mode of transportation.
- l. Describe the professional development that will be provided to staff implementing the strategies/activities that are likely to result in high-quality program implementation, including, but not limited to curriculum/content, service-learning, character education. Articulate who will provide this professional development; who will be eligible to participate; frequency of professional development; and how the staff will be held accountable for implementing and sharing lessons learned from the professional development. Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis.
- m. Before starting to work in the 21st CCLC out-of-school time program, all staff working with children must have relevant clearances as required under federal and state statute. Background checks are for school employees, volunteers, contractors and subcontractors who have direct contact with students and college students enrolled in a student teacher program. Describe how the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with children, in accordance with standards set forth in Section 5-560 *et seq.* of the Family Law Article of the Maryland Annotated Code.
- n. Describe staff and, if applicable, volunteers' roles and responsibilities, including how they will be selected, trained, and supervised.
- o. Address all issues relative to the provision of equitable participation as set forth in the General Education Provisions Act (GEPA) (see Signed Assurances 4.0.6).
- p. Describe how the program will accommodate students with Individualized Education Programs (IEPs). Including how the program ensures that the specific requirements of each student's IEP are implemented in out-of-school-time activities.
- q. Describe how the program will accommodate students and families for whom English is a second language.
- r. Detail how the program will provide comparable opportunities in designing the program for the participation of both public and private school students in the area served by the grant; consult with private school officials during the design and development of the 21st CCLC program on issues such as: how the children's needs will be identified and what services will be offered; disseminate information about the center (including its location) to students attending non-public schools and surrounding community; provide equitable services to private school students and their families; and provide services to private school students that are secular, neutral, and non-ideological.

- s. Detail how the program will provide healthy snacks and light meals to students participating in the program. Grant funds are to be used primarily to provide academic enrichment activities. Food purchases for cooking- related classes must be well documented, approved in advance and in writing by the MSDE, but reasonable food purchases for cooking related classes is permitted and will be approved with additional justification and a request submitted to the program office on agency letterhead.

3.3 Performance Measures and Indicators

The submitted application must include a completed Exhibit 5. Each application must address performance measures for the stated student service objectives and indicators listed in Exhibit 4. Exhibit 4 serves as a sample and the proposed performance measures may differ. Grantees must establish performance indicators with increasing proportions for each program year. For example, if the grantee selects a year one performance indicator for 70 percent of students with an identified reading need to achieve at the proficient level or better based on a particular assessment, in year two that proportion might increase to 75 percent and in year three to 80 percent. Applicants should provide comprehensive programming for the duration of the grant to include age-appropriate services in the areas of academic improvement, health and wellness, educational enrichment, and parent education and family engagement.

Performance indicators must:

- a. Identify the target population.
- b. Be realistic.
- c. Be measurable.
- d. Set deadlines.
- e. Reference state, local or school-defined baseline data or standards.

3.4 Alignment with SEA Goals (Maryland's College and Career-Ready Standards)

The program must be aligned with the State Education Agency (SEA) Performance Goals and Maryland College and Career-Ready Standards which are presented below. In the Alignment Worksheet, indicate by number the relevant SEA Performance Goal(s) for each of the project's objectives.

SEA Performance Goals:

- a. Assist every student to realize his or her potential.
- b. Develop and support a strong accountability system to increase academic success for *all* students.
- c. Promote a safe, healthy, and orderly environment for learning and teaching.
- d. Ensure educator and administrative effectiveness.
- e. Promote students' physical, mental, social, and emotional well-being.
- f. Expand high-quality educational opportunities for students and parents.
- g. Work with districts to strengthen infrastructure.
- h. Increase communication and partnerships with stakeholders statewide.

Exhibit 4 is provided as a sample for this section. Exhibit 5 is provided as a template for the Performance Measures and Indicators, and SEA Goals.

3.5 Implementation and Governance Plan

3.5.1 Key Personnel Description and Qualifications

Include a one-page job description for each person playing a key role in your project as described in the management plan (such as project director, site coordinator(s), evaluator, etc.). If the person for each key role has been selected, also append his/her resume. All information relevant to the project must be included in the résumé. Include all job descriptions and resumes in the Appendix.

3.5.2 Leadership Team Description

This section must identify the project's leaders, including their qualifications. Specify how much of the project director's time will be devoted to this project. Describe how the leadership team will ensure successful implementation of the project, who will be included on the leadership team (e.g., project director, site coordinators, board members, students, parents, etc.), and how often will they meet.

3.5.3 Steering Committee Description

The project must have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing quarterly milestones and annual evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in your project (e.g., project partners, parents, students, principals, Board of Education). Project directors should act as advisors to the committee. The duties, members, and meeting dates of the committee should be identified in this section of the project proposal.

3.5.4 Management Plan

The Management section describes how and by whom the program will be managed in order to ensure project success.

This section must:

- a. Describe how, when, and by whom the program's implementation will be monitored, including starting the project on time.
- b. Describe the mechanisms by which the project will clearly define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables e.g. contracts or Memoranda of Understanding.

3.5.5 Management Plan Worksheet

The Management Plan Worksheet (Exhibit 6) details the major management actions and the timeframe and specific persons responsible for each action.

The Management Plan Worksheet supports the proposed Plan of Operation, but includes only management actions, not direct service activities. Examples of management actions are hiring of staff, ordering equipment and, developing curricula. Meetings with the evaluator and holding steering committee meetings must occur within 45 days of the Notice of Grant Award.

On the Management Plan Worksheet, in chronological order, list all major management actions necessary to implement the project during the first year of funding. Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. Indicate on the worksheet the responsible party to implement and accomplish each action. Reporting requirements made by the funder, the MSDE should also be included in the management plan.

3.6 Evaluation and Dissemination

The Evaluation and Dissemination section must include a plan for a professional, independent evaluation of the program. This evaluation must be conducted annually, culminating in a summative evaluation reflecting the entire three-year project.

This section must include specific evaluation questions; an evaluation strategy; and a description of proposed data instruments, collection processes, and analytic methods. This section must reflect a plan to assess progress toward performance measures and indicators. In addition, this section must show how the evaluation will be an integral element in the project's planning, design, and implementation, and explain how the evaluation will enable project managers to determine which strategies and activities have been successful, and those that need to be revised. Finally, include a plan for dissemination of evaluation findings, both to stakeholders and to broader, national audiences. The evaluator's résumé must be included if one has already been identified; otherwise a specific job description must be included. Refer to Guidance for Local Evaluations of Maryland 21st CCLC Programs document on the following website when designing an evaluation plan and selecting an evaluator.

<http://www.marylandpublicschools.org/programs/Pages/21st-CCLC/index.aspx>

This section must:

- a. Specify the questions the evaluation will seek to answer, based on the project's objectives and Plan of Operation. These questions must enable project leaders to assess progress toward objectives and milestones, and enable project managers to determine which strategies and activities have been successful, and those that need to be revised.
- b. Describe the proposed data and measurement instruments that will be used.
- c. Explain how data will be collected, including who is responsible and a timeline.
- d. Describe how the integrity and accuracy of data will be ensured.
- e. Specify the third-party individual or group who will conduct the external evaluation, or provide a detailed job description and the selection process by which a qualified evaluator will be identified.
- f. Describe how and when evaluation findings will be used to make improvements in the project.



- g. Describe how the evaluation findings will be disseminated to the major stakeholders (including participants and their families) and all individuals with an interest in the project. Explain how dissemination formats will be tailored to meet the needs of diverse stakeholders.

Required data elements for all programs include measures of:

- a. increases in the number of students attaining proficiency on Maryland state assessments as applicable to the grade levels served
- b. improved attendance during the school day and correlations to program attendance
- c. improved classroom grades or behavioral outcomes
- d. regular program attendance
- e. stakeholder input survey results from students, parents, staff, and partners

Local grantees must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the principles of effectiveness.

PRINCIPLES OF EFFECTIVENESS-

(1) IN GENERAL- For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall —

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

(2) PERIODIC EVALUATION-

(A) IN GENERAL- The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.

(B) USE OF RESULTS- The results of evaluations under subparagraph (A) shall be —

- (i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and
- (ii) made available to the public upon request, with public notice of such availability provided.

Applicants must identify the individual and/or organization that have agreed to serve as the evaluator for the program and describe his/her qualifications. Applicants are strongly encouraged to designate a specific individual who will be responsible for submitting data to the federal government and state evaluation systems. In choosing an external evaluator, applicants should consider the candidate's:

- experience evaluating educational initiatives;
- capacity to collect, manage, analyze, and interpret program and individual student data;
- time availability (evaluation and reporting for this program may take a considerable amount of time); and

- understanding of data confidentiality requirements.

A 21st CCLC grantee serving as another 21st CCLC grantee's local evaluator could be a potential conflict of interest and is strictly prohibited. Applicants should also consider the evaluator's role in addition to the local report, such as whether the evaluator will assist the grantee in completing federal and state online reports, visit the program periodically, present findings to stakeholders, and/or conduct interviews, surveys, site visits, or focus groups. Applicants should consider their needs related to data, evaluation, and reporting support in selecting an evaluator. Applicants may find evaluators by considering evaluators that they have successfully worked with on other projects, talking with current or former 21st CCLC grantees to find out who they used and their satisfaction with the evaluator's services, contacting local intermediate units or higher education institutions, using the American Evaluation Association's Find an Evaluator tool (<http://www.eval.org/p/cm/ld/fid=108>), or through other means.

Applicants should describe the following in its application for funding:

- what types of data will be collected;
- when various types of data will be collected;
- what designs and methods will be used;
- what instruments will be developed and when;
- how the data will be analyzed;
- when reports of results and outcomes will become available; and
- the process or protocols established by the grantee to ensure collection of student-level data in an efficient and timely manner from students' home school(s) [grantees may not rely on students or parents to provide data]; and
- how information will be used by the program to monitor progress and to provide accountability information to stakeholders about success at the program site(s).

3.6.1 Timeline of Evaluation Reporting and Allowable Cost:

Grantees are required to conduct an external, local-level evaluation and annually submit a narrative evaluation report documenting the success of their afterschool program. The maximum request amount allowed for this expense is up to 7% of the annual program budget for the evaluation process and report, including internal evaluation-related costs as well as the contracted external evaluator.

External Local Evaluator should:

- Develop or assist the organization with developing an overall plan for evaluating the program outcomes.
- Assist staff with understanding the evaluation and its use for making data-driven program decision for planning and implementation of effective programming.
- Use data gathering methods or tools in an appropriate and reliable manner.
- Support the organization in identifying existing, implementing or developing data and/or quality tools.
- Collect or gather data for appropriate sources, as needed for evaluation.
- Analyze and interpret data for annual or periodic evaluation reports.
- Conduct site visits, interviews or focus groups as needed for reports.

- h. Provide ongoing data/evaluation services related to technical support.

External Evaluator should focus on the following areas to develop an evaluation plan but not limited to:

- Understanding of performance measures and indicators stated in the application
- Enhanced student academic achievement
- Promotion of academic enrichment through program activities and services
- Improved student behavior during the regular school day
- Increased regular school and program attendance
- Increased parental/family engagement
- Integration of program activities aligned with Performance Indicators/State Goals
- Alignment of curriculum/activities to the School Improvement Plan and school day services

Examples of the collection, analyzing and reporting of data but not limited to the following:

- state assessment data, as applicable to the grade levels served;
- reading and math report card grades;
- stakeholder survey data-students, parents, staff and partners;
- program attendance
- student demographics;
- local reading and math assessments, if applicable
- school attendance and discipline, if applicable
- credit recovery/accrual, if applicable;
- fiscal/budget information breakdown of evaluation services to include deliverables;
- partner information; and
- other data as directed by the MSDE

3.7 On-site Monitoring and Desk Monitoring

3.7.1 On-Site Monitoring

The MSDE monitors subgrantees' compliance with requirements of the grant program (including completion of data) on an annual basis through documentation review. The on-site monitoring of grantees is conducted by the extended learning program staff. Grantees are selected for onsite monitoring using pre-award risk assessment data. The risk assessment data is based on performance indicators including, but not limited to, prior audit findings, timely drawdown of grant funds, timely submission of grant reports and data, and significant change in grant personnel. The extended learning staff members use a program and fiscal monitoring tool during the onsite monitoring visit. During the on-site visit, a reimbursement request will be selected for in-depth review. The grantee provides the supporting documentation for the request. Invoices, purchase orders, and other documentation are reviewed onsite with the grantee's fiscal representative. Extended learning staff will also review program documents and observe program activities during the monitoring visit.

At the conclusion of the visit, the extended learning specialist discusses the results with the grantee. The grantee will have an opportunity to provide any missing documentation within a specified timeframe. Following that time period, the grantee will receive a copy of the completed monitoring



tool, along with a corrective action plan, if needed. The monitoring tool is signed by the extended learning specialist and Youth Development Branch director.

3.7.2 Desk Audit Monitoring

The MSDE monitors subgrantees' compliance with requirements of the grant program (including site monitoring) on an annual basis through documentation review. The selected grantees eligible for desk audit reviews will submit supporting documentation with instruction provided by MSDE extended learning staff for submission. Extended learning staff will review documentation and follow-up if there are any questions or if corrective action is needed.

3.8 Coordinating With Other Programs

This section must identify federal, state, and local programs that also offer out-of-school time services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. However, 21st CCLC funds awarded to local grantees must be used only to supplement the level of Federal, State, local, and other non-federal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools that integrate enrichment and recreation opportunities with academic services. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other Federal programs can also complement local 21st CCLC programs. 21st CCLC funds may not be used to purchase food. Many current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for "Out-of-school time Snacks," and in some cases to provide dinner to young children. Local communities can also participate in USDA's Summer Food Service program. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. 21st CCLC programs can also utilize Federal funding available through local prevention grants under Title V of the Juvenile Justice and Delinquency Prevention Act (administered by the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice). Further information on local prevention grants can be found on the OJJDP website, <http://ojjdp.ncjrs.org/titlev/index.html>.

3.9 Partners

A partner is any organization other than the grantee that will actively contribute to the project. This includes the school(s) being served, government agencies, libraries, non-profit organizations, and businesses. Partners include subcontractors, organizations that are under contract with the grantee to provide grant-funded activities or services.

3.9.1. Partners' Letters of Commitment

A signed and dated letter of commitment is required at the time the application is submitted from each partner who will be involved in the proposed program. Letters should not be addressed to the MSDE. All letters should be included in the proposal and not sent directly to MSDE. Any letters sent directly to the MSDE cannot be appended to the proposal.

Each letter of commitment must contain the following:

- a. A statement acknowledging and supporting the performance measures and indicators of the project.
- b. The participant's expected gains from the project.
- c. The expertise, resources, and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified.
- d. A clear statement detailing the roles, responsibilities, and capabilities of the partners
- e. A clear statement indicating the terms of the agreement to include the grant period.

3.9.2. Partners' Plan Worksheet

The Partners Plan Worksheet (Exhibit 7) shows the project's partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. Also include which objectives their services will help to achieve.

The Partners Plan Worksheet must include:

- a. Partner: Provide the name of the partner organization.
- b. Role in Project: Specify the partner's role in the project (e.g., academic instruction, enrichment, family services, professional development, character education, service-learning, volunteers, or transportation).
- c. Objective: Identify the objective that this partner will help the project meet. Objectives can be referenced by number as shown in Alignment Worksheet.
- d. Benefit to Project: Specify who will benefit from the partner's contribution (e.g., parents, students, staff) and how they will benefit (e.g., parents will learn how to read to their children at home or students will be able to envision themselves going to college).
- e. Specific Contribution to Project: Specify the deliverable the partner will provide (e.g., 10 one-hour workshops; 25 college student volunteers, 4 times per week, and 2 hours per day).
- f. Benefit to Partner: Specify how the partner will benefit from the program.



4.0 Sustainability

In this section, describe how the program will achieve sustainability in year 4 and beyond. Include a description of current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships. It is expected that all programs funded will acquire other funds to assist in sustaining the program in year 4 and beyond.

This section must:

- a. Explain how the project will be sustained after 21st CCLC funding ends.
- b. Describe planned efforts to secure additional partners and funding sources.
- c. Describe plans for maintaining partnerships beyond the funding cycle.

4.0.1 Transition Towards Self-Sufficiency

The MSDE will fund all three years of the project at 100%, subject to continued federal funding. The first year of the project the grantee must also include in-kind contributions totaling 10% of the total grant amount. In the second year of the project, the grantee must include 15% in-kind. In the third year of the program, the grantee must include 20% in-kind.

4.0.2 Matching Contributions

Proposed budgets must include in-kind contributions (including but not limited to material, personnel, financial, and other types of contributions) each year according to the following table.

Year	21 st CCLC Funding	In-Kind Contributions
1	100%	10%
2	100%	15%
3	100%	20%

The percentage of in-kind contribution must be a percentage of the Direct Costs not the Total Requested Amount. In-kind contributions **cannot** be derived from other federal or state funds.

4.0.3 Branding

All 21st CCLC grant recipients are required to identify MSDE as the funding source for 21st CCLC funds in all written advertisements. If a grantee receives partial funding from additional sources, they may note that funding for the 21st CCLC program is received in part from MSDE.

5.0 Budget and Adequacy of Resources

The budget narrative must describe a clear relationship between the activities described in the application and the proposed allocation of grant funds. The budget narrative must also address the necessity and rationale of proposed costs. Grant funds must be used to supplement and not supplant other federal, state or local funds. When final grant amounts have been determined through the application review process, a budget revision may be required that is consistent with the approved budget and application review comments. Grant funds cannot be obligated or spent until a final

budget has been received and approved by the MSDE. Applicants must list all budgetary costs based upon the narrative components and program design and ensure the budget includes a line item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. The grant funds can only be used for allowable costs which occur only during the grant award period. For example, a sub-grantee may enter into a contract with a service occurring within the grant award period. However, the contracted service may not commence until the applicant has received the Notice of Grant Award. Any costs occurring outside the grant award period are solely the responsibility of the sub-grantee and will not be reimbursed by the MSDE.

If unallowable costs have been reimbursed during the grant period, a corrective action letter will be issued citing the amount of the unallowable costs and will require the funds to be repaid to the MSDE. The agency may file a written appeal to the department concerning the corrective action within 10 business days from the date of the receipt of the corrective action letter. The written appeal should be sent to the Director of the Youth Development Branch. The appeal packet should contain materials which support the appeal.

The budget section must demonstrate that there are sufficient resources to successfully implement the proposed program as described in the project narrative, including, but not limited to instructional staff, transportation, curricular materials, evaluation, professional development, and background checks. There is no page limit for the budget so be as detailed as possible.

5.0.1. Itemized Budget (Exhibit 8)

Both requested and in-kind funds must be reasonable with current market prices. Grant funds cannot be used to purchase food, facilities, or vehicles, or support new construction.

The itemized budget must:

- a. Detail the first year of the project in an itemized budget.
- b. Specify and detail how the expense was calculated for each line item.
- c. Break down general expenses into specific line items. For example, “meeting expenses” can be broken down into room rental and photocopying.
- d. Clearly show the requested funds and in-kind contributions for each line item.
- e. Indicate the source of each in-kind contribution.
- f. Include funds to cover travel and lodging expenses for at least two key personnel to attend one national and two regional training activities during each year of the project (actual attendance will be contingent on MSDE approval).
- g. Include funds for the project director to attend three state grantee networking meetings.

- h. Include funds for the project director to attend 1 two-day state grantee retreat.
- i. Reflect in-kind levels at 10% in the Year 1.

5.0.2 Direct Cost

LEAs or other organizations may charge direct costs to the 21st CCLC grant. Direct costs are those that can be identified specifically with a particular cost objective. Costs for personnel who supervise the activities of program staff or costs of supplies and materials or equipment would qualify as direct costs.

5.0.3 Indirect Cost

LEAs or other organizations may charge indirect costs to the 21st CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. LEAs must use approved indirect cost rate as established with the MSDE. All other entities may request to use their federal approved cognizant rate or must use the federal restricted rate of 10% in accordance to the Edgar guidelines.

5.04 Uniformed Guidance

The “Omni Circular” combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the MSDE this means the requirements in EDGAR Parts 74 and 80 have also been subsumed under the (UGG) Uniform Grant Guidance. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014. Refer to the following website for more details:

www.federalregister.gov/documents/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards

Examples of Allowable Expenses (not an inclusive list)

- Intervention and strategies and curriculum purchases must meet ESSA evidence criteria
- Salaries and fringe benefits for 21st CCLC out-of-school time staff
- Professional development and 21st CCLC trainings
- Consultants, subcontractors, and evaluators providing allowable services/activities
- Classroom materials and supplies for 21st CCLC classes
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education, college and career readiness programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Programs that provide out-of-school activities for limited English proficient students that emphasize language skills and academic achievement
- Recreational activities



- Telecommunications and technology education programs
- Expanded library service hours
- Programs that promote parental involvement and family literacy
- Drug and violence prevention programs, counselling programs, and character education programs

Examples of Unallowable Expenditures (not an inclusive list)

- Preparation of the proposal: Costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
- Pre-award costs: Pre-award costs may not be charged against the grant.
- Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Entertainment, refreshments, and snacks
- A field trip without the approved academic support will be considered entertainment.
- End-of-year celebrations or food associated with parties or socials are non-allowable expenditures.
- Game systems and game cartridges are unallowable.
- Unapproved out-of-state or overnight field trips, including retreats and lock-ins
- Incentives (e.g., plaques, trophies, stickers, t-shirt, give-a-ways)
- Advertisements, promotional or marketing items
- Decorative items
- Purchase of facilities or vehicles (e.g., Buses, Vans, or Cars) Land acquisition
- Capital improvements, permanent renovations
- Supplanting federal, state, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing district or other funds)
- Direct charges for items or services that the indirect cost rate covers
- Dues to organizations, federations or societies for personal benefit
- Any costs not allowable for federal programs per EDGAR, refer to link below
<http://www.ed.gov/policy/fun/reg/edgarReg/edgar.html>.

5.0.5 MSDE Grant Budget C-1-25

Complete the MSDE Grant Budget C-1-25 form. This form in Excel format can be downloaded from:

<http://www.marylandpublicschools.org/programs/Pages/21st-CCLC/index.aspx>

If the applicant is an LEA: The district's Budget Officer or Chief Financial Officer and the Superintendent or designee must sign this form.

If the applicant is not an LEA: The Chief Financial Officer and Chief Executive Officer or designee must sign this form.



6.0 Appendices

The following Appendices (4.0.1 – 4.0.6) must be included but do not apply to the page limit of the Project Narrative. Other than these appendices, please do not include any additional appendices. Do not include any material that is required for the Project Narrative (Section 3.0) in the Appendices.

6.0.1 Works Cited

Provide a list of all references that have been cited in the narrative. Include citations for specific curricula as well as books and articles. Use the American Psychological Association (APA) format for this section as well as the in-text citations.

6.0.2 LEA/School Participation Agreement

The LEA/School Participation Agreement (Exhibit 9) must be submitted no more than 30 days after notification of the Validation Visit. If the Agreement form is not received within 30 days, the MSDE reserves the right to discontinue further application review.

6.0.3 Key Personnel Description and Qualifications

Include a one-page resume or job description for each person playing a key role in your project as described in the management plan (such as project director, site coordinator(s), and evaluator) in the Appendix. Only information relevant to the project should be included in the résumé.

6.0.4 Compliance with Federal, State, and Local Health and Safety Standards

Each applicant must provide evidence of compliance with federal, state, and local fire, health, zoning codes, and safety standards. Submit a copy of all required licenses and/or certifications for health and safety including a Use and Occupancy (U&O) permit.

6.0.5 Consultation with Private School Officials During Design and Development

The Private School Consultation form (see Exhibit 10) must be submitted no more than 30 days after notification of the Validation Visit. If the form is not received within 30 days, the MSDE reserves the right to discontinue further application review.

6.0.6 Signed Assurances

The Superintendent of the school system or the head of the grantee agency must sign and date the Assurances (Exhibit 11). Please read all assurances carefully. These assurances dictate requirements that must be adhered to by the grantee. By signing the assurances, the applicant agrees to abide by the requirements and policies stated. The signed assurances should be submitted as part of the application package. If extenuating circumstances prohibit submission of the signed Assurances and the applicant qualifies for a Validation Visit, the signed assurances must be submitted 30 days after notification of the interview. If the form is not received within 30 days, the MSDE reserves the right to discontinue further application review.

7.0 The General Education Provisions Act (GEPA), Section 427:

Each application must develop and describe the steps such 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.

8.0 Validation Process

8.1 Validation Process Part 1

Applications will be pre-screened for the following:

- a. Late applications will not be accepted or reviewed. Feedback will not be provided.
- b. Any person or organization that is debarred from receiving federal funds is not eligible to apply for a 21st CCLC program subgrant. Please visit <http://www.dol.gov/ofccp/regs/compliance/preaward/debarlst.htm> for more information.
- c. Any 21st CCLC applicant/organizations that have been terminated by MSDE are not eligible to reapply for three consecutive school years from the effective date of termination.
- d. Application must meet the Minimum Hours of Required Programming as detailed in Section 2.0.1 of this Request for Proposal.

Applications not meeting the above-mentioned submission requirements will not be reviewed and feedback will not be provided.

8.2 Validation Process Part 2 - Review Panel Selection and Proposal Review and Initiation of Notice of Grant Award

- a. Review Panel Selection
 - i. The MSDE will publicly solicit, screen, and select impartial, qualified reviewers who are not employees of the MSDE to review and score applications. MSDE will assemble review teams based on experience and geographic distribution.
- b. Proposal Review
 - i. Reviewers will individually comment on each proposal assigned to that team and assign each a numerical score using the 21st Century Community Learning Centers scoring rubric. Reviewers will then meet in teams to arrive at consensus scores.
- c. Proposal Score
 - i. After the conclusion of the review process, proposals will be ranked in order by total consensus score plus bonus points divided by total possible score to obtain a percentage.
 - ii. Proposals scoring at 80% and above will be eligible for Validation Process Part 3.

8.3 Validation Process Part 3 – Validation Visit

- a. Applicants Applying for a New Grant
 - i. Current grantees that are re-applying for a new grant award will receive and respond to in writing any clarification questions or concerns raised by the reviewers. The MSDE may also conduct a validation visit for current grantees.
- b. New Applicants
 - i. All applicants deemed eligible for funding and receiving funding for the first time must participate in a validation visit.

- ii. The MSDE, in collaboration with the potential grantee, will arrange the date and time for the validation visit to take place within seven business days of contact by the MSDE. This visit will be attended by the MSDE representatives. The peer review team will be invited to attend; however, their attendance is not mandatory. The proposed program leadership team and program partners must attend the validation visit. Attendees should be limited to active participants in the proposed program. It is mandatory that all partners attend.
- iii. Prior to the validation interview, applicants will, in writing, respond to a standard set of questions, as well as, clarify any questions or concerns raised by the reviewers. The MSDE will forward the questions at least one week before the interviews.
- c. The purpose of the validation interview is:
 - i. To provide the leadership team and partners the opportunity to validate details about their proposed program;
 - ii. To provide MSDE representatives and the review team an opportunity to discuss the written responses to interview questions with the leadership team and partners;
 - 1. The applicant will provide written responses to the general and specific questions, and provide any requested revised budgetary documentation no later than the date of the Validation Visit.
 - iii. To communicate the aspects of their proposed program that may need clarification and improvement; and
 - iv. To establish a timeline, if needed, for required revisions not to exceed 15 days from the date of the Validation Visit.
 - v. To provide written concerns or remaining questions at the conclusion of the validation visit.
- d. The MSDE shall make final determination for awards based on the results of the Validation Process and the availability of funds.
- e. Proposals will be funded as the total federal allocation to the State allows.

8.4 Awarding of Funds

- a. Returning Applicants Applying for a New Grant
 - i. Proposals scoring at 80% and above during the Validation Process Part 2 will be contacted for final budget in order to initiate receipt of Notice of Grant Award.
 - ii. Upon satisfactory completion and submission of information requested, MSDE will initiate disbursement of non-LEA grantee's 15% start-up funding.
- b. New Applicants
 - a. Proposals scoring at 80% and above during the Validation Process Part 2 will be contacted to schedule a Validation Visit.
 - b. Upon satisfactory completion of validation interview and submission of information requested to satisfy the Validation Process Part 3 and to complete the final budget process, MSDE will initiate disbursement of grantee's 15% start-up funding.
- c. All funding is contingent on the annual awarding of federal funds to MSDE.

9.0 DUE PROCESS REQUIREMENTS

The MSDE will publicly solicit, screen, and select impartial, qualified reviewers who are not employees of MSDE to review and score applications. Prior to reviewing any applications, each reviewer will submit a signed Conflict of Interest form indicating that they did not assist with the preparation of any application and will not financially benefit from any awards made.

9.1 Reasons for Denial

- a. All applicants who take part in the validation interview will be awarded grant funds unless the following issues or other concerns arise during validation interview:
 - i. Partnership with school students is not provided within 30 days of the Validation Visit.
 - ii. The applicant did not have official documentation of a recent local inspection (within two years) indicating compliance within fire, health, and safety requirements.
 - iii. The proposed facility has visible health and safety issues at the facility serving the students (e.g. evidence of insect/rodent infestation, sewage issues, exposed wiring, overloaded power strips, HVAC i.e., too cold or too warm, etc.). Noted corrections are not resolved within 30 days.
 - iv. Program components unable to be validated.
 - v. Applicant does not submit requested documentation within the stated timeframe.
 - vi. Other concerns that arise in the Validation Visit.
 - vii. Reduction in federal funding

9.2 Denial of a Grant/Application

Each applicant whose application is denied will receive a Denial Notice that explains the reason for the denial after final award decisions are made.

9.3 Due Process for Unsuccessful Applicants

Under section 76.401 of EDGAR, the MSDE must provide an opportunity for a hearing if the applicant alleges that the “[d] approval or failure to approve the application or project” violates a federal statute or regulation.

- Upon written request to the email address below, applicants not selected for funding may submit a request on agency letterhead to the MSDE within four weeks of award notification requesting information on the feedback provided in the declination of the application. These requests must be sent to: 21stccclRFP_2018@maryland.gov

Please include the name of the applicant agency in your request.

- Applicants have 30 days from the time they are informed of their right to a hearing to request such a hearing.
- The MSDE will conduct that hearing within 30 days of the request for a hearing. The MSDE will issue a final written ruling within ten days from the date of the hearing, including findings and reasons for the final ruling.
- If the MSDE does not rescind its ruling, the applicant may apply to the Secretary of the United States Department of Education within 20 days of the applicant receiving a written notification of the results of the hearing.



10.0 SUBMISSION REQUIREMENTS

- a. The Application for Maryland 21st Century Community Learning Centers Form must be the first page of the proposal.
- b. All pages of the Project Narrative must use one-inch margins and be numbered.
- c. The Project Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Proposals that fail to meet this requirement will be rejected.
- d. Charts, worksheets, and tables may use single spacing and a type size of 10-point font.
- e. Applications must not exceed 25 pages. Additional pages that exceed the 25 page limit will not be read or scored. (This *excludes* proposal Application Form, Application Checklist, table of contents, budget narrative, itemized budget form, the MSDE Grant Budget C-1-25, appendices, and signed assurances.)

All proposals MUST be electronically submitted in one pdf document by 2:00 P.M. (Eastern Time) on Friday, May 11, 2018 to:

21stccclcRFP_2018@maryland.gov

Maryland State Department of Education
Division of Student, Family, and School Support
Youth Development Branch
Attention: Reginald Burke

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, gender identity, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact:

Equity Assurance and Compliance Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
Voice: (410) 767-0426
TTY/TDD: (410) 333-6442
FAX: (410) 767-0431



EXHIBIT 2

APPLICATION CHECKLIST

Yes	No	
		Application Checklist (Exhibit 2)
		Application for Maryland 21st Century Community Learning Centers Form (Exhibit 3)
		Project Narrative (25-page limit)
		Extent of Need for Project
		Project Design
		Performance Measures and Indicators
		Alignment with SEA Goals
		Implementation and Governance Plan
		Evaluation and Dissemination
		Coordinating with Other Programs
		Partners
		Sustainability
		The General Education Provisions Act (GEPA)
		Budget and Adequacy of Resources
		Budget Narrative
		C-1-25
		Exhibits
		Exhibit 5 - Performance Measures and Indicators
		Exhibit 6 - Management Plan Worksheet
		Exhibit 7 - Partners Plan Worksheet
		Exhibit 8 - Budget Worksheet
		Exhibit 9 - LEA/School Participation Agreement
		Exhibit 10 - Private School Consultation Form
		Exhibit 11 - Recipient Assurances
		Appendices



EXHIBIT 3
APPLICATION FOR MARYLAND 21ST CENTURY
COMMUNITY LEARNING CENTERS FORM

Application for Maryland 21st Century Community Learning Centers Cover Page						
1. TITLE OF PROJECT:						
2. GRANT APPLIED FOR: 21st Century Community Learning Centers						
3. APPLICANT INFORMATION:						
a. Lead Agency:				c. Employer/Taxpayer Identification Number (EIN/TIN):		
b. Fiscal Agency (if different from Lead Agency)				d. Organizational DUNS:		
e. Type of Organization (choose one)						
<input type="checkbox"/> Local School System <input type="checkbox"/> Community-based organization or other non-profit organization <input type="checkbox"/> Faith-based organization <input type="checkbox"/> Nationally affiliated non-profit agency (e.g., Boys and Girls Club, YMCA/YWCA) <input type="checkbox"/> Charter school <input type="checkbox"/> Private school <input type="checkbox"/> College or university <input type="checkbox"/> Parks/Recreation district/department <input type="checkbox"/> For-profit entity <input type="checkbox"/> Other (Specify)						
f. Name and contact information of person to be contacted on matters involving this application						
Prefix:		First Name:		Last Name:		
Title:						
Telephone Number:			Fax Number:			
Email:						
g. Contact Address						
Street 1:						
Street 2:						
City:		State:		Zip / Postal Code:		
h. Check one: <input type="checkbox"/> New applicant <input type="checkbox"/> Current 21st CCLC grantee <input type="checkbox"/> Prior 21st CCLC grantee						
4. FEDERAL ABSOLUTE PRIORITIES						
a. Eligible Schools						
All applications must propose to serve students (and families of students) who attend schools eligible for Title I School-wide programs or schools that serve a high percentage (at least 40%) of students from low-income families.						
List the schools eligible for this Absolute Priority that will be served by the proposed program.						
Local School System	School Name	School ID Number	Address	City	Zip Code	% FARMS (2017-2018)

b. Partnerships

All applications must include partnerships of eligible entities consisting of:

- (i) a local school system and/or school(s); and
- (ii) community-based organization(s) or other public or private entity (ies).

List the project partners that meet this Absolute Priority:

5. STATE ABSOLUTE PRIORITIES

a. Character Education

All applications must integrate character education. Briefly (no more than 100 words) describe how the proposed project will integrate character education.

b. Service-Learning

All applications must integrate service-learning. Briefly (no more than 100 words) describe how the proposed project will integrate service-learning according to Maryland's seven best practices.

6. COMPETITIVE PRIORITIES

Additional points will be awarded to applications proposing to meet the following competitive priorities (see RFP for complete descriptions). Indicate which of the following you wish to be considered for (You may only select one competitive priority).

- Competitive Priority 1: College and Career Readiness Standards (5 points)
- Competitive Priority 2: STEM (5 points)
- Competitive Priority 3: Health and Wellness (5 points)
- Competitive Priority 4: Visual and Performing Arts (5 points)



7. TARGET POPULATION AND OPERATIONS

a. Indicate which of the following grade(s) you propose to serve (check all that apply).

- Pre-Kindergarten
 Kindergarten
 Grade 1
 Grade 2
 Grade 3
 Grade 4
 Grade 5
 Grade 6
 Grade 7
 Grade 8
 Grade 9
 Grade 10
 Grade 11
 Grade 12

b. Number of students you propose to serve:

c. Times of operation

- School year
 After school
 Before school
 Weekends
 Holidays

Day(s) of the week (school year):

- Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

School year weekday program start time: Program end time: (please indicate a.m. or p.m.)
 School year weekend program start time: Program end time: (please indicate a.m. or p.m.)

Summer

Day(s) of the week (summer):

- Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

Summer program weekday start time: Program end time: (please indicate a.m. or p.m.)
 Summer program weekend start time: Program end time: (please indicate a.m. or p.m.)

d. List the locations where the program will operate. For each site, indicate whether it is a school building or a community location:

Site/School Name	School or Community Site?	Address	City	Zip Code

e. Core subject focus area(s)

- English/Language Arts
 Mathematics
 Science
 Social Studies
 Other (Specify):

8. FUNDING

a. 21st CCLC funding requested per year

Year 1: Year 2: Year 3:

b. Total number of days program will be in operation during Year 1:

c. Cost per student per day (based on Year 1):

Formula: (6a / 6b) / 5b

Example: \$400,000 / 80 days = \$5,000 per day \$5,000 / 100 students = \$50 per student per day



9. PROJECT STATEMENT (100 word limit)

10. SIGNATURES

Signature of Local Superintendent of Schools OR Head of Grantee Agency

Date

EXHIBIT 4

**Maryland 21st Century Community Learning Centers
Performance Measures and Indicators
(Example)**

<i>Objectives</i>	<i>Indicators</i>	<i>Performance Measures</i>	<i>ESSA Goals</i>
<p>Objective 1: Participants in the 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.</p>	<p>1.1 Participants in the program will show continuous improvement in academic achievement as measured by improvement in work and study habits, grades, and test scores.</p> <p>1.2 Participants in the program will show improvements on measures such as school attendance, classroom performance, contribution in school classes, and decreased disciplinary actions or other adverse behaviors.</p> <p>1.3 Participants in the program will show positive increases in social skills, positive relationships and interactions, and fewer isolating behaviors.</p> <p>1.4 Participants in the program will show improved capacity to take initiative, plan projects and complete assignments in school and out.</p>	<p>1.1.1 75% of students who attend the 21st CCLC program consistently (30 days or more not necessarily consecutive) will have an increase in report grades of a half grade or more in reading and/or math.</p> <p>1.1.2 75% of students who attend the 21st CCLC program consistently that experienced difficulty in the area of attendance will show a decrease of absences as reflected on the report card.</p> <p>1.1.3 75% of students who attend the 21st CCLC program consistently will display positive social interaction both during the regular school day and in the program as reflected by efforts towards good citizenship and a lowering of suspension rates and disciplinary actions.</p> <p>1.1.4 75% of students who attend the 21st CCLC program will display improved participation in the academic program.</p>	
<p>Objective 2 – 21st Century Community Learning Centers will offer a range of high quality educational, developmental, and recreational services.</p>	<p>2.1 21st Century Community Learning Centers will offer high quality services in core academic areas, (e.g. reading, mathematics, science) to increase academic achievement and enrichment.</p> <p>2.2 21st Century Community Learning Centers</p>	<p>2.1.1 All participants will engage daily in tutoring, homework help and some component of academic enrichment that promote basic skills and higher-level thinking.</p> <p>2.1.2 All participants will</p>	

	<p>will offer enrichment and support activities such as nutrition and health, art, music, technology and recreation.</p> <p>2.3 21st Century Community Learning Centers will offer educational services and/or activities appropriate for adults of the families of participating students (e.g. literacy, ESL classes)</p>	<p>engage in activities in line with the styles, abilities, and interests of the individuals in the program.</p> <p>2.1.3 Staff will offer orientation sessions for new families making them aware of what program offers.</p> <p>2.1.4 Staff will keep families informed about the program.</p> <p>2.1.5 Staff and families will communicate to stay abreast of needs of the family through monthly or bimonthly scheduled family nights.</p> <p>2.1.6 Staff will develop a list of community resources to expand program offerings.</p>	
<p><i>Objective 3 – 21st Century Community Learning Centers will offer services to support parental involvement and family literacy.</i></p>	<p>3.1 Adult participants will have opportunities to learn about child development, good health, and proper nutrition.</p> <p>3.2 Adult participants will have opportunities to improve their skills to be more effective in their role as their children’s first teacher.</p> <p>3.3 Adult participants whose first language is not English will have opportunities to acquire communication skills to support their relationships with their children, school staff, and the community at large.</p>	<p>3.1.1 Each program year at least 50% of adult family members of participants will access services offered by the 21st CCLC program.</p> <p>3.1.2 Each program year at least 50% of adult family members of participants will engage in services and activities that improve literacy skills and parenting skills.</p> <p>3.1.3 Each program with at least 30% of participating families whose first language is not English will offer services to improve speaking and writing of English with participation of at least 50%.</p>	
<p><i>Objective 4 – Physical space utilized in the 21st Century Community Learning Centers programs is safe and meets the needs of participants.</i></p>	<p>4.1 The program’s indoor space meets the needs of its participants.</p> <p>4.2 The outdoor play area meets the needs of participants, and the</p>	<p>4.1.1 There is enough room for all program activities.</p> <p>4.1.2 The space is arranged well for a range of activities: academic activities, physical games and sports, arts,</p>	

	equipment allows them to be independent and creative.	dramatic play, quiet games, eating, and socializing. 4.1.3 The space is arranged so that various activities can go on at the same time without much disruption. 4.2.1 The outdoor space is suitable for a wide variety of activities. 4.2.2 Permanent playground equipment is suitable for the sizes and abilities of all children.	
<i>Objective 5 – Staff in 21st Century Community Learning Centers programs relates to participants in positive ways and appropriately responds to individual needs of participants.</i>	5.1 Staff is qualified to render the services for which they have been hired.	5.1.1 All programs must submit yearly updated résumés for all staff.	

Sources:

Massachusetts Family Literacy Consortium

The National School-Age Care Alliance’s (NSACA) Standards for Quality School-Age Care

Standards for Baltimore After-School Opportunities in Youth Places Workbook (The Safe and Sound Campaign 8/17/99)

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-school-Time Programs (September 2002)

Exhibit 5

<i>Objectives</i>	<i>Indicators</i>	<i>Performance Measures</i>	<i>ESSA Goals</i>
<p>Objective 1: Participants in the 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.</p>	<p><i>1.1 Participants in the program will show continuous improvement in academic achievement as measured by improvement in work and study habits, grades, and test scores.</i></p> <p><i>1.2 Participants in the program will show improvements on measures such as school attendance, classroom performance, contribution in school classes, and decreased disciplinary actions or other adverse behaviors.</i></p> <p><i>1.3 Participants in the program will show positive increases in social skills, positive relationships and interactions, and fewer isolating behaviors.</i></p> <p><i>1.4 Participants in the program will show improved capacity to take initiative, plan projects and complete assignments in school and out.</i></p>		
<p>Objective 2 – 21st Century Community Learning Centers will offer a range of high quality educational, developmental, and recreational services.</p>	<p>2.1 21st Century Community Learning Centers will offer high quality services in core academic areas, (e.g. reading, mathematics, science) to increase academic achievement and enrichment.</p> <p>2.2 21st Century Community Learning Centers will offer enrichment and support activities such as nutrition and health, art, music, technology and recreation.</p>		

	<p>2.3 21st Century Community Learning Centers will offer educational services and/or activities appropriate for adults of the families of participating students (e.g. literacy, ESL classes)</p>		
<p><i>Objective 3 – 21st Century Community Learning Centers will offer services to support parental involvement and family literacy.</i></p>	<p>3.1 Adult participants will have opportunities to learn about child development, good health, and proper nutrition.</p> <p>3.2 Adult participants will have opportunities to improve their skills to be more effective in their role as their children’s first teacher.</p> <p>3.3 Adult participants whose first language is not English will have opportunities to acquire communication skills to support their relationships with their children, school staff, and the community at large.</p>		
<p><i>Objective 4 – Physical space utilized in the 21st Century Community Learning Centers programs is safe and meets the needs of participants.</i></p>	<p>4.1 The program’s indoor space meets the needs of its participants.</p> <p>4.2 The outdoor play area meets the needs of participants, and the equipment allows them to be independent and creative.</p>		
<p><i>Objective 5 – Staff in 21st Century Community Learning Centers programs relates to participants in positive ways and appropriately responds to individual needs of participants.</i></p>	<p>5.1 Staff is qualified to render the services for which they have been hired.</p>		

Rows may be added or deleted as needed.

**EXHIBIT 6
MANAGEMENT PLAN WORKSHEET**

Action Description	Date	Person Responsible
<i>Brief Description #1</i>		<i>Name or Position</i>
Funder's Requirements		
Signed Memorandum of Understanding with evaluator	45 Days after receipt of Notice of Grant Award	
Identify Steering Committee	45 Days after receipt of Notice of Grant Award	
Start-up Report Due	<i>Due after 30 Days of Programming</i>	<i>Name or Position</i>
Interim Progress Report Due	<i>TBD</i>	<i>Name or Position</i>
Application for Continuation of Funds Due	<i>TBD</i>	<i>Name or Position</i>
APR/State Evaluation Data Due	<i>TBD</i>	<i>Name or Position</i>



Annual Evaluation Report Due	<i>October 31, 2019</i>	<i>Name or Position</i>
End of Year Financial Report (C-1-25-D) Due	<i>November 30, 2019</i>	<i>Name or Position</i>
Final Three-Year Evaluation Report	<i>September 30, 2019 After Third Year of Grant</i>	<i>Name or Position</i>



EXHIBIT 7
PARTNERS PLAN WORKSHEET

Partner	Role in the Project	Objective	Benefit to Project	Specific Contribution to Project	Benefit to Partner

Note: The columns can be expanded and more rows added as needed.

EXHIBIT 8
BUDGET WORKSHEET

Use the following template. Provide a budget worksheet for each of the three years of the grant. Be sure to include the required in-kind contributions for each year according to the In-Kind Contributions table in section 4.0.2. Group line items according to the following categories: *Salaries & Wages*, *Contracted Services*, *Supplies & Materials*, *Other Charges*, *Equipment*, and *Transfers*. Total each category. Some examples have been provided in italics.

Line Item	Calculation	Requested	In-kind*	Total
Salaries & Wages				
<i>Project Director based on SACPS salary for Admin Specialist Level 3.</i>	<i>Full-time @ \$40,000/year</i>	<i>\$20,000</i>	<i>\$10,000 (SACC) \$10,000 (SACPS)</i>	<i>\$40,000</i>
<i>Site Coordinator</i>	<i>4 staff X \$35/hr. X 12 hrs./wk X 26 wks (Total-312 hrs./site)</i>	<i>\$43,680</i>		
<i>Teachers</i>	<i>20 teachers X \$30/hr. X 1.5hrs/day X 80 days</i>	<i>\$72,000</i>		
Total Salaries & Wages		\$135,680	\$20,000	\$155,680
Contracted Services				
<i>Computer Trainer from ABC Computer Services.</i>	<i>\$200/day X 4 days</i>	<i>\$800</i>		<i>\$800</i>
<i>Enrichment Staffing</i>	<i>4 staff X \$20/hr. X 1 hr/day X 80 days X 4 sites</i>	<i>\$25,600</i>		<i>\$25,600</i>
<i>Independent Evaluation</i>	<i>Approximately 7%</i>	<i>\$17,330</i>		<i>\$21,000</i>
Total Contracted Services		\$47,400		\$47,400
Supplies & Materials				
<i>XYZ Curriculum</i>	<i>300 books x \$10 per book</i>	<i>\$3000</i>		<i>\$3000</i>
<i>Family Literacy Materials</i>	<i>\$500/site X 4 sites</i>	<i>\$2,000</i>		<i>\$2,000</i>
<i>Student Incentives</i>	<i>\$500/site X 4 sites</i>	<i>\$1,000</i>	<i>\$1,000 (SACPS)</i>	<i>\$2,000</i>
Total Supplies & Materials		\$6,000	\$1,000	\$7,000
Other Charges				
<i>Conferences and Meetings</i>	<ul style="list-style-type: none"> - <i>Beyond School Hours/Foundations(USE D Sponsored)- (PD + 4 SC) airfare, lodging, meals</i> - <i>21st CCLC Annual Retreat (PD + 4 SC) lodging, meals</i> - <i>4 Networking Meetings (PD) mileage</i> 	<ul style="list-style-type: none"> <i>\$2,000</i> <i>\$600</i> <i>\$800</i> <i>\$2,000</i> 		<i>\$5,400</i>



	- BOOST Conference (PD + 4 SC) airfare, lodging, meals			
Transportation	- daily transportation \$100/bus X 2 busses/day X 80 days X 4 sites - field trips \$250/field trip X 1 field trip/site X 4 sites	\$32,000	\$32,000 (SACPS)	\$64,000
		\$1,000		\$1,000
Total Other Charges		\$33,000	\$32,000	\$70,400
Equipment				
5 Laptop Computers	5 staff (1 PC + 4 SC) X \$500 per laptop	\$2,500		\$2,500
Total Equipment		\$2,500		\$2,500
Transfers				
Retirement	SACPS 12%	\$2,400		\$2,400
Insurance	SACPS 15%	\$3,000		\$3,000
Social Security	.0765 X total wages	\$10,380		\$10,380
Total Transfers		\$15,780		\$15,780
Total Direct Costs		\$240,360	\$53,000	\$293,360
<i>Indirect Costs (3% of direct costs)</i>		\$7,211		\$7,211
TOTAL Requested		\$247,571	\$53,000	\$300,571

*indicate the amount of the in-kind contribution and the source in the corresponding cell. This can be a cash contribution or a non-monetary contribution.

Exhibit 9
LEA/School Participation Agreement

The Maryland State Department of Education expects each 21st CCLC program to collaborate and cooperate with regular school academic programs to help students meet state academic standards. Accordingly, 21st CCLC applicants must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, Superintendent and each Principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the proposed project. In accordance with EDGAR 200.307, programmatic income (sustainability) must be used and maintained for the purposes and under the conditions of the initial Federal Award (21st CCLC grant). This is also applicable for all equipment and technology purchased for the effective implementation of the grant award. (200.313)

LEA Leadership (Superintendent, Assistant Superintendents, LEA Board, etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state and local LEA's 21st CCLC site(s) objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data.
4. Consider 21st CCLC project implementation and capacity-building as a multi-year commitment.
5. Participate in meetings as deemed appropriate, necessary, and/or as requested by the MSDE.
6. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFQ; and adhere to all guidelines, regulations, and assurances as set for the in the grant application.

Location Leadership (Principal, Assistant Principals(s), etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state and local LEA's 21st CCLC site(s) objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Provide school level oversight of the 21st CCLC program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.
4. Meet weekly/biweekly with the Program Director or Site Coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.
5. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, email, newsletters, web sites, or by whatever means necessary or needed.
6. Visit 21st CCLC classrooms to support implementation efforts.
7. Consider 21st CCLC project implementation and capacity-building as a multi-year commitment.
8. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data.
9. Assist with research and evaluation activities including the collection and management of data (including grant impact).
10. Include the work of the 21st CCLC program within the school.



11. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFQ; and adhere to all guidelines, regulations, and assurances as set for the in the grant application.

Name of Eligible LEA/School(s) _____

By signature, I certify that I have reviewed all applicable documentation; I understand and agree to support the implementation of the proposed 21st CCLC program, and will adhere to the assurances.

Name of Superintendent	Original Signature	Date
-------------------------------	---------------------------	-------------

Name of Principal(s)	Original Signature	Date
-----------------------------	---------------------------	-------------



Exhibit 10

PRIVATE SCHOOL CONSULTATION FORM 2018

The office of Management and Budget Circular A-133 Compliance Supplement, Cross Cutting Section, page 4-84.000-28 states:

“An SEA, LEA, or any other education service agency (or consortium of such agencies) receiving financial assistance under an applicable program must provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium must engage in timely and meaningful consultation with private school officials”

Please complete and sign the form below related to the involvement of eligible private schools in Title IV, Part B, 21st CCLC grant activities.

_____ There are no private schools located within the boundaries of the school district. If you check this statement, you do not need to complete the remainder of this form, but your signature is required.

_____ There are private schools located within the boundaries of the school district and these schools listed below were consulted prior to the development of the Title IV, Part B, 21st CCLC application.

Please List Private School(s) Contacted

Method(s) of Contact – Applicant Initiated (Check all that apply)

- _____ Letters of facsimile document
- _____ Meetings
- _____ Documented telephone calls
- _____ E-mail
- _____ Other - list (please be specific): _____

Superintendent of Schools/Head of Grantee Agency

Original Signature

Date



EXHIBIT 11
RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.



6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency

Date