

REQUEST FOR PROPOSAL

**Solicitation for
Grant Application**

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

Deadline for Submission
Thursday, November 1, 2018
by **2:00 p.m.**
Electronic Submissions Only

**Public
School
Opportunities
Enhancement
Professional Learning
Program**



This document is available in alternate formats upon request

1.0 PUBLIC SCHOOL OPPORTUNITIES ENHANCEMENT PROFESSIONAL LEARNING PROGRAM

DESCRIPTION

1.1 Program Overview

Competent teachers are critical to student achievement and, like the training required for any specialized profession, teachers must have pre-service training, and professional learning and mentoring while in the profession. It is essential to provide the fundamental guidance to support new teacher development. New teachers are often observed more frequently by administrators; however, there can be a lack of focused and specialized support that addresses the unique needs of new teachers during and beyond the initial year.

Many educators emphasize the importance of good teachers and many local, state, and federal policies are designed to promote teacher quality. Research using student scores on standardized tests confirms that some teachers are more effective than others and reveals that being taught by an effective teacher has important consequences for student achievement. Likewise, being taught by an ineffective teacher for two years in a row can have detrimental effects on a student's academic achievement.

One of the biggest challenges facing today's school systems is the turnover rate among teachers, whether retiring or leaving the profession completely. Relatively high numbers of first year teachers are leaving the profession without proper support. As in any industry, employees are happier and more inclined to stay and grow in their positions if they have tools and training to succeed and feel supported by school and school system administration. One of the biggest ways that leaders can help ensure teachers feel supported is by offering opportunities for growth and advancement through professional learning.

The Public School Opportunities Enhancement Act, introduced as House Bill 1402 (2016) Chapter 32, established the Public School Opportunities Enhancement Program (PSOEP). The program is administered by the Maryland State Department of Education (MSDE). The fiscal 2019 budget enacted as amended, HB1415 specifies that \$500,000 of the funding authorized for PSOEP program shall be used to provide a grant to a nonprofit organization to support existing educational programming during the school day, including recruitment, training, and ongoing professional learning of new teachers.

Proposed activities must support teachers in local school systems with at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program. Those school systems are:

- *Allegany County*
- *Baltimore City*
- *Caroline County*
- *Dorchester County*
- *Kent County*
- *Prince George's County*
- *Somerset County*
- *Wicomico County*
- *The SEED School of Maryland.*

1.2 Program Purpose

The purpose of the Public School Opportunities Enhancement Professional Learning Program is to provide a grant to a non-profit organization to support existing educational programming during the school day, including the recruitment, training, and ongoing professional learning of new teachers.

1.3 Summary of Dates

Dissemination	October 1, 2018
Pre-Proposal Technical Assistance Meeting	October 5, 2018
Deadline for Submission	November 1, 2018
Proposal Review Begins	November 5, 2018- November 16, 2018
Validation Calls/Interviews Begin Validation interviews include: (1) the review of components of the application packet and (2) the opportunity to validate details about the proposed program.	November 20, 2018 – December 3, 2018
Award Date	September 1, 2018 – June 30, 2019
Award Notification	December 10, 2018
Program Start Date	Immediately after issuance of Notice to Grant Award (NOGA)

1.4 Funding and Length of Grant

Total Funds Available: \$ 500,000 per year
Length of Grant: Annually (contingent upon funding)

1.5 Matching Funds

NA

1.6 Grant Period

September 1, 2018 to June 30, 2019
Costs incurred prior to beginning of grant period will not be reimbursed.

Public School Opportunity Enhancement Professional Learning grants are awarded annually, contingent upon State funding. After the first year, additional years are funded assuming annual completion of and compliance with all requirements.

1.7 Estimated Number of Grants Awarded

The MSDE proposes to fund one non-profit organization. All funding is contingent on funding allocated by the State.

1.8 Grant Award

Minimum Grant Amount: \$500,000 per year
Maximum Grant Amount: \$500,000 per year

1.9 Eligible Applicants

This competition is open only to Nonprofit [501(c)(3)] organizations that will target the following local school systems with at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program.

- *Allegany County*
- *Baltimore City*
- *Caroline County*
- *Dorchester County*
- *Kent County*
- *Prince George's County*
- *Somerset County*
- *Wicomico County*
- *The SEED School of Maryland*

The eligible entity must be a nonprofit [501(c)(3)] organization; however, the MSDE shall give priority to Maryland-based nonprofit organizations and non-profit organizations operating in Maryland on or before July 1, 2016.

1.10 Priorities

- The MSDE shall give priority to applications that illustrate the ability to leverage private and existing funding sources. (See Section 2.8).
- The MSDE shall select applications that meet the established criteria of supporting existing educational programming during the school day including the recruitment, training, and ongoing professional learning for new teachers.

1.11 Allowable Activities

Eligible organization must use funds to provide activities that:

- a) Support existing educational programming during the school day, including the recruitment, training, and ongoing professional learning of new teachers.

2.0 Requirements of the Application

2.1 Application Checklist

Complete the *Application Checklist* to ensure that all required sections are included in the grant proposal (Exhibit 1).

2.2 Application for Public School Opportunities Enhancement Professional Learning Program Cover Page

Every proposal must include the standard *Application for Maryland Public School Opportunities Enhancement Professional Learning Program Cover Page* (Exhibit 2). No other page (including title pages or illustrations) may cover this form.

(*Data Universal Number System (DUNS) identification number which is active in the System for Award Management (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>)

2.3 Project Abstract

Prepare a one paragraph abstract that provides a concise and clear overview of the proposed Public School Opportunities Enhancement Professional Learning program. The abstract should be approximately 100 words and include, at a minimum, the reason that the need exists, the way the program will operate to meet the need of the target population, and the intended outcomes of the proposed program.

2.4 Project Narrative

(20 page limit, 1.5 line spacing and a 12 point font size)

The Project Narrative provides the opportunity to convince the review panel that the project is sound and deserves to receive funding. The Project Narrative should outline the entire life of the project. The Project Narrative includes Sections 2.4.1 through 2.8. Section 2.4.1, *Comprehensive Needs Assessment: Identified Best Practices for New Teachers* begins page 1 of 20 of the project narrative.

2.4.1 *Comprehensive Needs Assessment: Identified Best Practices for New Teachers*

The section describes the needs of the new teachers in selected local school systems. A comprehensive needs assessment should:

- a. Clearly define the main problem or obstacle the program will address.
- b. Present **quantitative** data (e.g., teacher retention and educational levels) and **qualitative** data in support of quantitative data (e.g., interviews, focus groups).
- c. Identify who is affected by the problem and, describe the wider impact on the local community if the problem is not addressed.
- d. Document the factors contributing to the problem.
- e. Document current or past efforts to address the problem.
- f. Explain why the current or past efforts failed or are inadequate to address the total need.

Summarize the needs in the relevant sections of the Alignment Worksheet (Exhibit 3).

2.4.2 Program Design (Including Evidence of Promise with Citations)

This section describes programming including recruitment, training, and ongoing professional learning of new teachers. Provide research-based justification for the proposed strategies and activities.

This section must detail the evidence of experience, or promise of success, that the lead agency and its partners have in providing educational and related activities that will complement, enhance the academic achievement through the work with new teachers.

The narrative of the Program Design must:

- a. Describe the identification and selection of the target group. Describe the process to extend invitations. Describe the dissemination of information about the program to target local school system.
- b. Describe the frequency and duration of the program and justify how this will meet the needs of the target group. The program should mirror professional learning days in the targeted local school system and summer.
- c. Cite the evidence that the proposed strategies/activities are effective.
- d. Address the extent to which these strategies/activities have been implemented with populations similar to the target population.
- e. Describe plans to monitor attendance that are likely to result in clear communication with school administrators and district leaders.
- f. Describe the professional learning plan for new teachers.

- g. Describe how the program will accommodate teachers responsible for students with Individualized Education Plans and 504 Plans,
- h. Define new teachers.
- i. Describe how the program will be integrated with the local school system and school professional learning program.

In addition to providing a narrative, add the strategies and activities in summarized format on the Alignment Worksheet (Exhibit 3). The purpose of the Alignment Worksheet is to demonstrate the alignment between target population needs, objectives/milestones, anticipated outcomes, and strategies/activities.

2.4.3 Goal, Objectives, Milestones, and Anticipated Outcomes

Present the Overall Goal, Annual Objectives, Milestones, and Anticipated Outcomes in the Alignment Worksheet (Exhibit 3). For this section, a narrative response is **not** required.

2.5 *Implementation and Governance Plan*

List the personnel involved in the project's implementation and their qualifications. Describe the amount of time devoted to the project to ensure proper implementation. Identify any personnel previously employed at the MSDE. This includes permanent employment, contractual employment, and any contract work. Former and/or current grant recipients must be identified.

2.5.1 Key Personnel Description and Qualifications

Append descriptions (not to exceed one page) for each person playing a key role in the 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, append his/her resume. All information relevant to the project must be included in the resume. Include all job descriptions and resumes in Appendix (see Section 4.3).

2.5.2 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 the project (e.g., project partners, school principals, LEA representatives, 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.

2.5.3 *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 how the program will be integrated into the existing academic day.
- c. Describe when professional learning will be scheduled for new teachers.
- d. 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.

2.5.4 Management Plan and Timeline Worksheet

- a. The Management Plan Worksheet (Exhibit 4) details the major management actions and the timeframe and specific persons responsible for each action.

2.6 Program Accountability

The Program Accountability section must include a plan for a professional assessment of the program. Program assessment must be conducted quarterly with interim goals and benchmarks, culminating in a summative evaluation reflecting the entire project. This section must include the strategy, description of proposed data instruments, collection processes and analytic methods to show how the program:

- a. Integrated an educational component that assisted new teachers to assist their students in meeting academic requirements on grade level (for during day programs).
- b. Integrated into the existing professional learning plans for the school/LEA.
- c. Integrated into the new teacher's class schedule.
- d. Enhanced the educational purpose of the school.
- e. Leveraged private and existing funding sources.

This section must reflect a plan to assess progress toward objectives, milestones, and anticipated outcomes. In addition, this section must show how the assessment 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.

2.7 Leveraging Private and Existing Funding Sources

This section should include how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources. The MSDE will give priority to applications that illustrate the ability to leverage private and existing funding sources.

2.8 Partners Plan Worksheet

A partner is any organization that will actively contribute to the project. This includes the local school system(s) being served and organizations and foundations. Partners include subcontractors, organizations that are under contract with the grantee to provide grant-funded activities or services.

The Partners Plan Worksheet (Exhibit 5) 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. The worksheet should detail the objectives that coincide with the services provided by the partner. Append all letters of commitment from each partner, describing roles and quantifying contributions (see Section 3.2).

2.9 Budget and Adequacy of Resources

This section describes the specific use of funds. The budget 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, curricular materials, evaluation, and professional learning. There is no page limit for the budget section so be as detailed as possible. The Budget is numbered as follows: "B-1, B-2, B-3".

2.9.1 Budget Narrative and Budget Worksheet

The budget narrative (written in table format) must demonstrate the extent to which the proposed budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget worksheet (sample – Exhibit 6). The budget narrative must justify any line item expenses that are not obvious from the project narrative and explain how the costs of all line items were estimated.

2.9.2 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://marylandpublicschools.org/about/Pages/Grants/BudgetInfo.aspx>

The Chief Financial Officer and Chief Executive Officer or designee must sign this form.

3.0 Appendices

The following Appendices (3.1 – 3.6) 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 2.4) in the Appendices.

3.1 *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.

3.2 *Letters of Commitment*

Letters of commitment are required from all project partners participating in the project. Each letter of commitment must contain the following:

- a. A statement acknowledging and supporting the goal(s) and objectives 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.

All letters should be included in the proposal and not sent directly to the MSDE.

3.3 *Key Personnel Description and Qualifications*

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

3.4 *Signed Assurances*

The head of the grantee agency must sign and date the Assurances (Exhibit 7). Please read all assurances carefully. These Assurances dictate requirements that must be adhered to by the grantee. 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 face-face interview, the signed Assurances must be submitted 15 days after notification of the interview. Funds will not be disbursed until a signed copy of these Assurances is received by the MSDE. By signing the Assurances, the applicant agrees to abide by the requirements and policies stated.

4.0 Validation Process

4.1 *Validation Process Part I*

Late applications will not be accepted or reviewed.

Applications will be pre-screened for the following:

- a. Any person or organization that is debarred from receiving state or federal funds is not eligible to apply for a Public School Opportunities Enhancement Grant program sub grant. Please visit <http://www.dol.gov/ofccp/regs/compliance/preaward/debarlst.htm> for more information.

b. Any applicants whose key personnel and/or leadership team consist of any persons terminated from the MSDE due to performance or persons, whose contracts were terminated for performance, will not be reviewed unless a span of three consecutive school years exists from the effective date of termination and the date of the submitted application.

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

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

a. Review Panel Selection

The MSDE will assemble review teams to review proposals.

b. Proposal Review

Reviewers will individually comment on each proposal assigned to that team and assign each a numerical score using the Public School Opportunities Enhancement Professional Learning program scoring rubric. Reviewers will then meet in teams to arrive at consensus scores.

c. Proposal Score

After the conclusion of the review process, proposals will be ranked in order by consensus score.

4.3 Validation Process Part 3 – Interviews/Calls

a. All applicants deemed eligible for funding must participate in a validation visit or phone call.

- The MSDE, in collaboration with the potential grantee, will arrange the date and time for the validation interview/call to take place within five business days of contact by the MSDE. This interview will be attended by the proposed program leadership team.
- Prior to the validation interview/call, 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.

b. The purpose of the validation interview/call is:

- To provide the leadership team and partners the opportunity to validate details about the proposed program.
- To provide the review team an opportunity to discuss the written responses to interview questions with the leadership team and partners.
- To communicate the aspects of their proposed program that may need clarification and improvement.
- To establish a timeline for required revisions, if needed.

c. The MSDE shall make final determination for the award based on the results of the validation process and the availability of funds.

5.0 Awarding of Funds

- a. Upon satisfactory completion of the validation interview and submission of information requested to satisfy the Validation Process Part 3 and the completion of the final budget process, the MSDE will initiate disbursement of grantee’s 15 percent start-up funding.
- b. All funding is contingent on funding allocated by the State.
- c. Denial of a Grant/Application. Each applicant whose application is denied will receive a notice that explains the reason(s) for the denial.

6.0 Submission Requirements

- a. The prescribed Application for Public School Opportunities Enhancement Professional Learning Program 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 20 pages. Additional pages that exceed the 20 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, in PDF, MUST be electronically submitted on or before Thursday, November 1, 2018 by 2:00 p.m. (Eastern Time) to the following email address.

hb1402.msde@maryland.gov

Maryland State Department of Education
Division of Student Support, Academic Enrichment, and Educational Policy
Youth Development Branch Attention: Reginald Burke

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

For inquiries related to Department policy, please contact: Equity Assurance
and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration
Maryland State Department of Education
200 W. Baltimore Street - 6th Floor Baltimore,
Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

EXHIBIT 1 APPLICATION

CHECK LIST

Yes	No	Section	
		2.1	Application Checklist (Exhibit 1)
		2.2	Application for Public School Opportunities Enhancement Professional Learning Program Form (Exhibit 2)
		2.3	Project Abstract
		2.4	Project Narrative (20-page limit)
		2.4.1	Comprehensive Needs Assessment: Identified Best Practices for New Teachers
		2.4.2	Program Design
		2.4.3	Goals, Objectives, Milestones, and Anticipated Outcomes (Exhibit 3 Alignment Worksheet)
		2.5	Implementation and Governance Plan
		2.5.1	Key Personnel
		2.5.2	Steering Committee
		2.5.3	Management Plan
		2.5.4	Management Plan and Timeline Worksheet (Exhibit 4)
		2.6	Program Accountability
		2.7	Leveraging Private and Existing Funds
		2.8	Partners Plan Worksheet (Exhibit 5)
		2.9	Budget and Adequacy of Resources
		2.9.1	Budget Narrative and Budget Worksheet (Exhibit 6)
		2.9.2	MSDE Grant Budget C-1-25
		3.1	Works Cited
		3.2	Letters of Commitment
		3.3	Key Personnel Descriptions and Qualifications
		3.4	Signed Assurance (Exhibit 7)

EXHIBIT 2.

Application for Maryland Public School Opportunities Enhancement Program Cover Page

Application for Public School Opportunities Enhancement Professional Learning Program Cover Page																
1. TITLE OF PROJECT:																
2. GRANT: Public School Opportunities Enhancement Professional Learning Program																
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 <input type="checkbox"/> Nonprofit [501(c)(3)] Organization																
f. Name and contact information of person to be contacted on matters involving this application Prefix: <div style="display: flex; justify-content: space-between;"> First Name: Last Name: Title: </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Telephone Number: Fax Number: </div> Email:																
g. Contact Address Street 1: Street 2: City: State: Zip / Postal Code:																
h. Eligible Counties Proposed activities must target local school systems. Each local school system (listed below) has at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program.(Circle jurisdiction(s) proposing to serve: <table style="width:100%; border: none;"> <tr> <td style="width:25%;"><i>Allegany County</i></td> <td style="width:25%;"><i>Baltimore City</i></td> <td style="width:25%;"><i>Caroline County</i></td> <td style="width:25%;"><i>Dorchester County</i></td> </tr> <tr> <td><i>Kent County</i></td> <td><i>Prince George's County</i></td> <td><i>Somerset County</i></td> <td><i>Wicomico County</i></td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>The SEED School of Maryland</i></td> </tr> </table>					<i>Allegany County</i>	<i>Baltimore City</i>	<i>Caroline County</i>	<i>Dorchester County</i>	<i>Kent County</i>	<i>Prince George's County</i>	<i>Somerset County</i>	<i>Wicomico County</i>	<i>The SEED School of Maryland</i>			
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<i>Kent County</i>	<i>Prince George's County</i>	<i>Somerset County</i>	<i>Wicomico County</i>													
<i>The SEED School of Maryland</i>																
i. Partnerships All applications must include partnerships which must consist of a combination of the following: <ul style="list-style-type: none"> • Local public school(s) being served • List the project partners that meet this requirement: 																
4. TARGET POPULATION AND OPERATIONS																
a.. Number of teachers you propose to serve:																
<ul style="list-style-type: none"> • Times of operation <input type="checkbox"/> School Day Program Day(s) of the week (school year): Monday Tuesday Wednesday Thursday Friday 																
b. 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												
5. SIGNATURE: Head of Grantee Agency and Date																
_____			_____													

EXHIBIT 3.
ALIGNMENT WORKSHEET

Objective(s)	Milestone(s)	Identified Need(s)	Strategies (Summarize key strategies from narrative)	Activities (Summarize key activities from narrative)
1.1	1.1.1			
	1.1.2			
	1.1.3			
1.2	1.2.1			
	1.2.2			
	1.2.3			
2.1	2.1.1			
	2.1.2			
	2.1.3			
2.2	2.2.1			
	2.2.2			
	2.2.3			

Rows may be added or deleted as needed

EXHIBIT 4.

MANAGEMENT PLAN WORKSHEET

Action Description	Date	Person Responsible
<i>Brief Description #1</i>		<i>Name or Position</i>
Funder's Requirements		
Start-up Report Due	<i>TBD</i>	<i>Name or Position</i>
Interim Progress Report Due	<i>TBD</i>	<i>Name or Position</i>
End of Year Report for Continuation of Funds Due	<i>June 30, 2019</i>	<i>Name or Position</i>
End of Year Financial Report (C-1-25-D) Due	<i>August 30, 2019</i>	<i>Name or Position</i>

EXHIBIT 5.

PARTNERS PLAN WORKSHEET

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

EXHIBIT 6.

BUDGET WORKSHEET

Use the following template to provide a budget worksheet for the grant. Group line items according to the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers*. Calculate a total each for category.

Line Item	Calculation	Requested	In-kind	Total
<i>Salaries & Wages</i>				
<i>Total Salaries & Wages</i>				
<i>Contracted Services</i>				
<i>Total Contracted Services</i>				
<i>Supplies & Materials</i>				
<i>Total Supplies & Materials</i>				
<i>Equipment</i>				
<i>Total Equipment</i>				
<i>Other Charges (including direct and indirect costs)</i>				
<i>Total Other Charges</i>				
TOTAL Requested				

EXHIBIT 7.

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.

Head of Grantee Agency:

Date:

Public School Opportunities Enhancement Professional
Learning Program

TECHNICAL ASSISTANCE WEBINAR REGISTRATION FORM
October 5, 2018
10:00 a.m. - 11:30 a.m.

I will participate in the Pre-Proposal Webinar on October 5, 2018. (Webinar log-in information will be forwarded to registered individuals)

NAME OF ORGANIZATION: _____

NAME OF PROJECT: _____

ADDRESS OF ORGANIZATION: _____

CITY/STATE/ZIP CODE: _____

TELEPHONE NUMBER: _____

E-MAIL ADDRESS: _____

NAME OF PRIMARY POINT OF CONTACT: _____

SIGNATURE: _____ **DATE:** _____

Return form to:
**Maryland State Department of
Education**
Division of Student Support, Academic
Enrichment, and Educational Policy
Attention: Michele Moore
E-mail:
michele.moore@maryland.gov
Return form by:
Wednesday, October 3, 2018