

Fiscal Year 2022

Public School Opportunities Enhancement Programs Grant



Division of Student Support, Academic Enrichment, and Educational Policy

Pre-Proposal Conference Webinar

Technical Assistance

April 16, 2021

Agenda

- Welcome and Introductions;
- Request for Proposal (RFP) Walk-through;
- Validation Process; and
- Questions and Answers.

A Collaborative Introduction

The Out-of-School-Time (OST) Team:

- Dr. Christy Thompson, Executive Director
- Reginald Burke, Branch Director
- Emily Katongole, Chief of Extended Learning
- Vena Carter, Extended Learning Specialist
- Michele Moore, Management Associate
- Charese Adesalu, Fiscal Compliance Monitor

1.2 Program Purpose

The purpose of the Public School Opportunities Enhancement Program (PSOEP) is to:

- Expand or create an extended day and summer enhancement program;
- Expand or create a summer enhancement program;
or
- Establish new educational or recreational partnerships with specified entities.

1.3 Authorization

Authorization For Funding

- ❑ Pursuant to Section § 7-1701 through 1706 of the Education Article of the Annotated Code of Maryland, the PSOEP grant authorized the MSDE to award grants to local school systems, community schools, and non-profit organizations.
- ❑ Grants are used to expand or create extended day and summer enhancement programs.

1.4 Summary of Dates

- Dissemination:** Friday, April 16, 2021
- Pre-Proposal Virtual Conference:** Friday, April 16, 2021
- Deadline for RFP Questions Submission:** Friday, April 30, 2021
- Deadline for RFP Response to Questions:** Friday, May 7, 2021
- Deadline for Application Submission:** Friday, May 28, 2021
- Proposal Review Begins:** Monday, June 7, 2021
- Award Notification:** Friday, August 13, 2021
- Program Start Date:** Upon receipt of Notice of Grant Award
- Denial Letters Mailed:** Friday, August 20, 2021

1.4.2 Instruction for RFP Questions

Responsibilities of all bidders:

- Examine the entire RFP;
- Seek clarification, in writing, if any information or instructions that are not understood:
 - Use Exhibit 1 – Submitted Questions Form – for submission of questions; and
 - Submit Questions Form by email to:
psoeprfp2021.msde@maryland.gov
by Friday, April 30, 2021.

10.0 Application Submission Requirements

1 Submitted Question Form




Exhibit 1

EXHIBIT 1: SUBMITTED QUESTIONS FORM

Public Schools Opportunities Enhancement Program

Bidders and other interested parties should use this form for submission of questions. Responses to all substantive and relevant questions received by **Friday, April 30, 2021**, will be compiled in writing and posted on the following website no later than **Friday, May 7, 2021**.

<i>LSS/Organization Name</i>	Enter Text Here
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+

<i>RFP Section & Page Number</i>	<i>Question</i>
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here

The Submitted Questions Form must be submitted by email to: psoeprfp2021.msde@maryland.gov



1.5 Funding and Length of Grant

- ❑ Length of Grant: Four Years
 - July 1, 2021 - June 30, 2025

- ❑ Range of Grant Awards*
 - Minimum: \$50,000 per year
 - Maximum: \$250,000 per year

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

*Section 1.6 Estimated Number of Grants Awarded

1.5 Funding and Length of Grant

- ❑ Summer enhancement programs will execute a pre-implementation planning year during Year 1 (July 1, 2021 – June 30, 2022) of the four-year grant.
- ❑ Years 2, 3, and 4 (July 1, 2022 through June 30, 2024) require summer enhancement program implementation.

1.5 Funding and Length of Grant (con't)

Awards are contingent upon:

- Satisfactory performance by the grantee as evaluated by the MSDE;
- Compliance with all grant requirements and conditions set forth within the PSOEP RFP; and
- The MSDE reserves the right to continue or discontinue the program(s) for the reasons defined in 2 CFR § 200.208 and for non-compliance of requirements listed in Section 1.5.

1.7 Eligible Applicants

This competition is open to 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.

The eligible entities are:

- Local school systems;
- Nonprofit [501(c)(3)] organizations (the MSDE shall give priority to Maryland-based non-profit organizations); or
- Community Schools (currently in Baltimore City and Prince George's County).

1.8 Priorities

Absolute Priorities are those priorities which must be addressed by all proposals; failure to do so will disqualify a proposal from consideration.

- ❑ 1.8.1 Absolute Priorities

Competitive Priorities are optional and, if addressed, may earn additional 5 points as outlined in the RFP.

- ❑ 1.8.2 Competitive Priorities; and

- ❑ 1.8.3 Performance Priorities.

1.8.1 Absolute Priorities

Schools eligible for services provided by this grant are:

- Local school systems (**refer to Section 1.1**) with at least 50 percent of public-school students that qualify for free lunch under the National School Lunch Program.

- The MSDE shall give priority to applicants that:
 - Illustrate the ability to leverage private and existing funding sources (**See Section 3.8**); and/or
 - Are not-for-profit organizations and not-for-profit organizations operating in Maryland on or before July 1, 2016.

1.8.1 Absolute Priorities

Each eligible entity may use the funds to carry out a broad array of activities including:

- Expand or create an extended day or an extended day and summer enhancement program;
- Expand or create a summer enhancement program; or
- Establish new educational or recreational partnerships with:
 1. Local parks and recreation departments
 2. Recreation councils
 3. Local public schools
 4. Public libraries
 5. Institutions of higher education
 6. Private sector businesses
 7. Other nonprofit [501(c)(3)] organizations and foundations

1.8.1 Absolute Priorities

- Incorporate features that will have positive measurable impact on the conditions of well-being for children and youth as identified by [Maryland Out of School Time Standards](#)
 - i. All applications for **extended day programs** must:
 - a) Integrate an educational component that assist students in meeting academic requirements on grade level.
 - i. All applications for **summer enhancement programs** must:
 - a) Provide learning and enrichment activities that will assist students in achieving at or about grade level in the next school year; and
 - b) Expose students to future learning and life opportunities.
 - i. All applications for **educational school day programs** must:
 - a) Enhance educational purpose of school; and
 - b) Enhance students' access to physical, social, and emotional support.

1.8.2 Competitive Priorities

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

- Provide opportunities for students to learn about the environment, their place in it, and what they can do to protect it;

- Provide opportunities to learn about the environment to improve understanding of how nature, science practice, society and social responsibility are intertwined; offer opportunities for appropriate stewardship practice; and help to prepare youth with skills needed in the workforce, and expose them to careers in environmental fields, green jobs, or sustainable practices that apply to any career field;

1.8.2 Competitive Priorities (cont'd)

- ❑ Supplement transportation costs for public transportation and alternative transportation for program sites that are not easily accessible to outdoor education centers or park sites. Applications must explain and justify the transportation needed; or

- ❑ Include components that will connect youth to their environment, provide time outdoors for free play, and discovery as well as structured programming that exposes them to outdoor recreational pursuits, life skills, stewardship activities, and green career skills.

1.8.4 Performance Priorities

The 2017 PSOEP subgrantees prior grant performance will impact the final scores of the current application.

- ❑ A five point deduction from the overall score of the FY 22 application will be applied for each of the following:
 - ❑ High-risk subgrantees that received an overall risk assessment of a 3, 4, or 5 in Year 2 and/or Year 3 (SY 18-19 and/or 19-20); and
 - ❑ Subgrantees that did not submit Critical Elements Monitoring evidence in Stage I or Stage II for year 4 (SY20-21) by the specified due date.

2.0.1 Required Minimum Hours of Programming

Extended day and summer enhancement programs are educational and recreational enrichment programs for children between the ages of 4 and 19 that take place:

- Before and after the school day;
- On weekends and holidays; and
- During vacations and summer breaks.

2.0.1 Required Minimum Hours of Programming (cont'd)

The MSDE shall select applications that demonstrate the ability to successfully implement programs that meet the established criteria:

- Extended or educational school day by a minimum of 8 hours each full week that school is in session; and/or
- Extended day for a minimum of 4 hours per weekend; and/or
- Summer enhancement program for a minimum of 4 hours per day for a minimum of 30 days.

2.1 Application for PSOEP Form

Proposal **must** begin with the *Application for Public Schools Opportunities Enhancement Program Form* (Exhibit 3).

- No other page (including title pages or illustrations) may cover this form.
 - This must be the first page of the application (do not count this page); and
 - A DUNS number is required for submission; If you do not have an active DUNS number, apply [here](#).

2.1 Application for PSOEP Form

❑ Exhibit 3: Application

❑ Section III: Grant Program, Target Population

ii. Cost Per Seat/Slot

The number of "seat/slots" a program has is equivalent to a program's average daily attendance. Slots may be filled by the same youth every day or by a different youth each day. This is a program decision and must be enforced by attendance requirements.

Provide the calculation (with detailed explanation) and total cost per seat/slot.

Example:

$$\text{Total Award Amount} / \text{Number of Operating Days} = \text{Cost per Day}$$

$$\text{Cost Per Day} / \text{Total Number of Seats} = \text{Cost Per Seat}$$

Enter Text Here

School Year Program: Enter Text Here

Summer Program: Enter Text Here

Submit both cost per seat, if operating SY and S program.

Complete [The Wallace Foundation Out-of-School Time Cost Calculator*](#) for elementary, and/or elementary and middle school programs.** Provide the "low and high cost per slot calculation" below:

School Year Program: Low- Enter Text Here

High- Enter Text Here

Summer Program: Low- Enter Text Here

High- Enter Text Here

*Provide a copy of The Wallace Foundation Out-of-School Time Cost Calculator output form as an appendix to the application.
**Middle and high school program applicants are requested to provide a written rationale and cost per pupil calculation in lieu of the Wallace Foundation Out-of-School Time Cost Calculator. Submit the explanation as an appendix.

Click image to access The Wallace Calculator

2.1 Application for PSOEP Form

Wallace Cost Calculator

How this tool works 1

- 1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

About You

1. What is your role?

Program director

Age of Participants

2. What level of children will you serve?

- Only Elementary Only Middle
 Elementary and Middle Middle & High
 Elementary, Middle, High Only High

Time of Program

3. Do you want to budget for:

- A school year program
 The summer portion of a year round program 1

Why is there no year-round option? 1

Program Focus

4. What will be the program focus?

- Academic
 Non-academic
 Multiple
 I don't know yet

Reminder: all questions are required. You cannot proceed to the next step before you complete the current page.

NEXT >>

All OST programs choose "multiple."

2.1 Application for PSOEP Form

Wallace Cost Calculator

How this tool works **i**

1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

Program Location and Operator Type

5. What is the nearest metro area to you or the one that has a cost of living comparable to yours?

select... ▼

Choose MD.

Operator Type

6. What sort of organization will run the program?

Community Based Organization
 A School
 I don't know yet

7. Where will the program be located?

In a School
 In the Community
 I don't know yet

Reminder: all questions are required. You cannot proceed to the next step before you complete the current page.

<< PREVIOUS NEXT >>

10.0 Application Submission Requirements

Wallace Cost Calculator

How this tool works **i**

- 1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

Program Size

8. How many slots will the program have? **i**

 ▲ ▼

9. How many hours per week will the program run?

 ▲ ▼

10. How many weeks per year will the program run?

 ▲ ▼

**Insert
program
specific
information.**

Youth to Staff Ratio

11. What youth/staff ratio do you expect to have?

- Youth:Staff ratio is less than 11:1
 Youth:Staff ratio is between 11:1 & 15:1
 Youth:Staff ratio higher than 15:1 **i**
 I don't know yet

Reminder: all questions are required. You cannot proceed to the next step before you complete the current page.

<< PREVIOUS

NEXT >>

2.1 Application for PSOEP Form

Wallace Cost Calculator

How this tool works **1**

1 Program Goals **2** Implementation **3** Size & Staffing **4** Results

Your Program Parameters

The boxes below contain your entries from the previous steps. You may adjust them below.

Elementary and Middle MD - Baltimore

A school year program Multiple

Community Based Organization Number of Slots 30

In a School Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Remember: do not navigate elsewhere in the site without saving the page. Your responses will not be saved in the calculator itself.

Cost Ranges **1** Low Median **1** High

WEEKLY Costs

Hours per Week (projected) 15

Costs Per Slot	\$60.65	\$123.88	\$123.88
Total Program Cost	\$1,819.42	\$3,716.35	\$3,716.35

Cost per SLOT vs Cost per CHILD SERVED **1**

ANNUAL Costs

Weeks per Year (projected) 35

Costs Per Slot	\$2,122.65	\$4,335.74	\$4,335.74
Total Program Cost	\$63,679.57	\$130,072.20	\$130,072.20

▶ HOURLY Costs

▶ Daily Costs

▶ MONTHLY Costs (assuming 4.33 weeks/month)

Print this Page Save this Page Email this Page

Reminder: all questions are required. You cannot proceed to the next step before you complete the current page.

<< PREVIOUS Start Over

Download and incorporate attachment in Appendix

3.0 Project Narrative

The Project Narrative must:

- Be succinct and clear;
- Be as detailed as possible; and
- Use the entire page limit to explain the project.
 - 20 page limit, 1.5 line spacing and a type size of 12 font

Requirement:

- School year and summer applicants must include separate descriptions of both programs in the Project Design section.
- Specify the programs mode of operation as virtual, hybrid or in-person.

3.1 Extent of Need for Project

Purpose:

- ❑ Describes the needs of the targeted students attending identified high poverty schools;
- ❑ Identifies a clearly defined problem supported by a needs assessment; and
- ❑ Establishes relevance and scope of the main problem or obstacle that the proposed program will address.

Function:

- ❑ Acts as the entire foundation in the further development of the project narrative.

3.2 Project Design

Purpose:

- ❑ Identify proposed student population and how the project will address the Programmatic, Health and Safety, Management, Budget and Adequacy Out-of-School Time (OST) Critical Elements; and
- ❑ Develop plans, procedures, and policies that describe daily program operations that enable staff to successfully meet program goals.

Function:

- ❑ Describe proposed strategies and activities supported by evidence-based research to meet students' academic needs and evidence of program success.

3.2 Project Design

Identifies proposed **strategies and activities** to meet the factors identified in the Extent of Need section:

- ❑ **Strategies** -- broad approaches employed to accomplish a program's outcomes:
 - ❑ e.g., methods, procedures, techniques such as math instruction using XYZ Math Curriculum.

- ❑ **Activities** -- the specific steps taken to accomplish the project objectives and involve direct service to students and their families:
 - ❑ e.g., one-on-one math tutoring by trained volunteers.

3.2 Project Design

Considerations:

Programmatic Critical Element

- c. Extended day programs: (a) Integrate an educational component that assist students in meeting academic requirements on grade level; (b) Provide learning and enrichment activities that will assist students in achieving at or about grade level in the next school year; and (c) Expose students to future learning and life opportunities;
- Summer enhancement programs: (a) Provide learning and enrichment activities that will assist students in achieving at or about grade level in the next school year; and (b) Expose students to future learning and life opportunities; or
- Educational school day programs: (a) Enhance educational purpose of school; and (b) Enhance students' access to physical, social, and emotional support and include how and how often program staff communicates with school staff, how academic instruction is aligned the [Maryland College and Career-Ready Standards](#).

3.2 Project Design

Considerations:

Programmatic Critical Element (cont'd)

- i. Describe plans for how the program will provide students' access to physical, social, and emotional supports.

Program Compliance with Federal, State and Local Health and Safety Critical Elements

- a. Describe plans to monitor attendance that are likely to result in clear communication with parents and improved student participation.
- b. Include a transportation plan that incorporates student walkers, if applicable, that is likely to result in students being safe and secure.

3.2 Project Design

Considerations:

Budget and Adequacy of Resources

- a. Provide a written plan that details the organization's actions to intermittently assess the overall adequacy of the program including student recruitment and retention, staff retention and development, contractual partnerships and funding stability.

3.3 Performance Goals and Indicators

Purpose:

- ❑ The program's activities, data sources and measurable evaluation outcomes must aim to accomplish the SEA performance goals.

Function:

- ❑ Identify the Performance Indicators, [Maryland College and Career-Ready Standards](#), [Maryland Out-of-the-School Time Standards](#), Activities, Data Source(s) and Evaluation Methods to achieve the specified goal.

3.3.1 Alignment with Maryland College and Career Ready Standards

Purpose:

- ❑ The program's activities, data sources and measurable evaluation outcomes must aim to accomplish the specified goal(s).

Function:

- ❑ Ensures the age appropriate educational component and performance indicators align with the Maryland College and Career- Ready Standards (English Language Arts, Mathematics, Literacy in History/Social Studies, Science and Technical Subjects)

3.3.2 Alignment with Maryland Out-of-School Time Program Quality Standards

Purpose:

- ❑ The program integrates the [Maryland Out-of-School Time Program Quality Standards](#) that will have a positive measurable impact on the conditions and well being of youth.

Function:

- ❑ Ensures the program's performance indicator aligns with the Program Quality Standards: (1) Youth Program Climate, (2) Youth Development and/or (3) Family/Caring Adult and Community Engagement.

3.3 Performance Goals and Indicators

Exhibit 4: Editable Document

Identify Performance Indicators

Identify College and Career-Ready Standard(s)

Identify MOST Program Quality Standards




Exhibit 4

EXHIBIT 4:
Public Schools Opportunities Enhancement Program (PSOEP) Performance Goals and Indicators

The Maryland State Department of Education (MSDE) identifies performance goals to evaluate the effectiveness of the PSOEP grant programs. The goals are organized by: (1) Extended Day, (2) Summer Enhancement and (3) Educational School-Day programs. The applicant is responsible for identifying the Performance Indicators, [Maryland College and Career-Ready Standards](#), [Maryland Out-of-the-School Time Standards](#), Activities, Data Source(s) and Evaluation Methods to achieve the specified goal. The applicant must identify the grade level Maryland College and Career-Ready Standards. The Program Quality Standards include: (I) Youth Program Climate, (II) Youth Development, and (III) Family/Caring Adult and Community Engagement.

Extended Day Program Goal: Integrate an educational component that will assist students in meeting academic requirements on grade level.

<i>Performance Indicators</i>	<i>College and Career-Ready Standards</i>	<i>MOST Program Quality Standards</i>	<i>Activities</i> Include those activities specifically chosen to influence the area addressed by the performance indicator	<i>Data Source(s) and Evaluation Methods</i> List all data sources used to examine this indicator	<i>Grant Year</i> Indicate which grant years this indicator will be examined
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

3.5 Implementation and Governance Plan

Purpose:

- ❑ Enables the grant program's direct services to be implemented; and
- ❑ Outlines a specific and measurable actions required in each OST Critical Elements to achieve the grant's overall purpose.

* Specific
Measurable
Attainable
Relevant
Time Based

Function:

- ❑ Provides a SMART* action plan of management's specific tasks to implement and govern the grant program.

Exhibit 5: Management Plan Worksheet

Exhibit 5: Editable Document

EXHIBIT 5: MANAGEMENT PLAN WORKSHEET

OST Critical Element	Specific <i>(What are the actions to be completed?)</i>	Measurable <i>(How will the action be measured as attained?)</i>	Attainable/Responsible Party <i>(Is this realistic to achieve and who will own this task?)</i>	Relevant <i>(How does this action relate to the scope of work?)</i>	Time Based <i>(When will the action be completed? Identify intermittent due dates, if necessary.)</i>	Notes/Other
Safety	ex: Completion of 10 staff background checks	10 background check results received by CJIS	Yes: Grant Manager + Project Director	Yes: State Requirement	October 1, 2021	
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Management	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Evaluation	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Programmatic	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Partnership	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

OST Critical Elements

3.5.1 Key Personnel Description and Qualifications

Purpose:

- Outlines the organizational framework required to administer the grant program;
- Specifies the qualifications and job descriptions of critical leaders to implement the grant program; and

Function:

- Ensures the applicant has the personnel capacity and proposed collaborative relationships to administer the grant program.

3.5.1 Key Personnel Description and Qualifications

Requirement:

- Include all job descriptions in the Appendix; and
- If the person for each position has been selected, append his/her resume.

3.5.2 Leadership Team Description

Purpose:

- Identifies the individual leadership positions, as well as the roles and responsibilities of each to manage the grant program.

Function:

- Ensures the applicant has the leadership capacity and framework to administer the grant program and maintain accountability of all stakeholders.

Consideration:

- Embed **specific** actions into Exhibit 5

3.5.2 Leadership Team Description

Requirement:

Leadership Time and Effort

- Specify how much of the project director's time will be devoted to this project, as per Uniform Guidance 2CFR 200.430.
 - In support of salaries and wages, documentary support* will be required where employees work on:
 - (b) A Federal award and a non-Federal award.

*Required in the Reimbursement Invoice Process upon issuance of award.

3.5.3 Steering Committee Membership

Purpose:

- Identifies the steering committee to govern the project consisting of major stakeholders and grant project directors.

Function:

- Ensures the applicant has the representation of all stakeholder groups to support the establishment of major program policies, review of quarterly milestones and annual evaluation reports, and make recommendations.

Consideration:

- Embed **specific** actions into Exhibit 5

3.5.4 Management Plan

Purpose:

- Describes how and by whom the program will be managed to ensure project implementation success.

Function:

- Ensures the applicant has the leadership capacity and framework to administer the grant program and maintain accountability of all stakeholders.

Consideration:

- Embed **specific** actions into Exhibit 5

3.5.5 Management Plan Worksheet

Exhibit 5: Editable Document

EXHIBIT 5: MANAGEMENT PLAN WORKSHEET						
OST Critical Element	Specific <i>(What are the actions to be completed?)</i>	Measurable <i>(How will the action be measured as attained?)</i>	Attainable/Responsible Party <i>(Is this realistic to achieve and who will own this task?)</i>	Relevant <i>(How does this action relate to the scope of work?)</i>	Time Based <i>(When will the action be completed? Identify intermittent due dates, if necessary.)</i>	Notes/Other
Funder's Requirements	1.Submit the Signed Recipient Assurances	1.Verification from the MSDE at time of submission	1. Yes: Grant Manager	1.Yes: State Requirement	1.Within 30 days of receiving the NOGA	Enter Text Here
	2.Submit the Start-Up Report	2.Verification from the MSDE at time of submission	2.Yes: Grant Manager + Project Director + Teachers	2.Yes: State Requirement	2. Date to be provided at The OST Orientation	Enter Text Here
	3.Submit the Stages of Critical Elements Monitoring	3.Verification from the MSDE at time of submission	3.Yes: Grant Manager + Project Director + Teachers	3.Yes: State Requirement	3. Dates to be provided at The OST Orientation	3.Assign Team ownership and responsibilities

Required by the MSDE

3.6 Evaluation and Dissemination

Purpose:

- To establish purposeful methods of self-appraisal, performance, and transparency.

Function:

- Creates a repeated cycle of assessment that constantly increases the quality of the proposed program.

Consideration:

- Job Description or resume provided in Appendix; and
- Embed **specific** actions into Exhibit 5

3.7.2 Leveraging Private and Existing Funding Sources

Purpose:

- ❑ To illustrate effective use of resources.

Function:

- ❑ Establish how private and existing funding sources will be combined and coordinated with the proposed grant funding.

3.9 Partners

Considerations:

- ❑ A partner is any organization other than the sub-grantee that will actively contribute to the project
 - ❑ Examples include the partnering LSS/School(s), as well as Contracted Service (vendors) providing grant-funded activities or services.
- ❑ Prepare contracts in advance and refer to **Section 3.9.2.f.i** Letters of Commitment, Contractor Memorandum of Understanding (MOU) .
 - ❑ If awarded, all grantees must upload subcontractor contracts for review and approval before funds will be released for reimbursement requests.

3.9.1 LSS/School Participation Agreement

Consideration:

- The LSS/School Participation Agreement must be submitted at the time of the PSOEP application.

- The agreement must:
 - Include a list of partner schools with principal names, **and** signature from the local school superintendent; and
 - Be submitted with local superintendent signature.
 - Applications submitted without signed LSS /School Participation Agreements will not be reviewed by the MSDE.

3.9.1 LSS/School Participation Agreement




Exhibit 9

Exhibit 9 LSS/SCHOOL PARTICIPATION

The Maryland State Department of Education expects each PSOEP program to collaborate and cooperate with regular school academic programs to help students meet state academic standards for the four-year period. Accordingly, PSOEP 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, **local school Superintendents** 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 state award (PSOEP grant). This is also applicable for all equipment and technology purchased for the effective implementation of the grant award. (200.313). **The LSS/School Participation Agreement must be submitted at the time of the application.**

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

1. Maintain knowledge of state and local site(s) objectives and practices; help to foster partnership development, and advocate for 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 LSS buildings, facilities, and student-level data.
4. Consider 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 state statutes; ensure compliance with the original stipulations and intent of the RFP, and adhere to all guidelines, regulations, and assurances as set forth in the grant application.

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

1. Maintain knowledge of state and local LSS's PSOEP site(s) objectives and practices; help to foster partnership development, and advocate for the program in the school district and community.
2. Provide school level oversight of the PSOEP program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and PSOEP program alignment to the regular school day objectives.
4. Meet with the Program Director or Site Coordinator(s) regularly to communicate accomplishments and/or identify any areas of opportunity.
5. Maintain regular communication with PSOEP stakeholders and community partners by telephone, email, newsletters, web sites, or by whatever means necessary or needed.
6. Observe PSOEP classrooms and sites to support implementation efforts.
7. Understand PSOEP project implementation and capacity-building as a three-year commitment.
8. Provide site staff and partners with access to appropriate LSS 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 PSOEP program within the school.

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Exhibit 9

11. Remain apprised of PSOEP federal and state statutes; ensure compliance with the original stipulations and intent of the RFP; and adhere to all guidelines, regulations, and assurances as set forth in the grant application.

<i>Local School System</i>	<i>Name of School</i>	<i>Name of Principal</i>
1. Enter Text Here	Enter Text Here	Enter Text Here
2. Enter Text Here	Enter Text Here	Enter Text Here
3. Enter Text Here	Enter Text Here	Enter Text Here
<i>(add additional lines as needed)</i>		

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

Enter Text Here	Enter Text Here
Name of Superintendent	Original Signature
	Date

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3.9.1 Partners' Letter of Commitment

Purpose:

- To clearly specify the scope of work, deliverables and partnership actions between the lead agency and partner or contracted service provider.

Function:

- Establishes a mutual understanding and ownership of collaborative actions between the applicant and the partner to execute the grant project.

3.9.1 Partners' Letter of Commitment

Consideration:

- ❑ Each letter of commitment must contain the following:
 - ❑ Vendors that direct service to students must submit a proposed Memorandum of Understanding (MOU) outlining the deliverables and breakdown of expenses to include hourly rates.
 - ❑ The MSDE acknowledges that MOU's may not be finalized at the time of the application; however, requires a proposed agreement that outlines the details of partnership.
 - ❑ The letters are to be addressed to the applicant not the MSDE.

3.9.2 Partners' Worksheet

EXHIBIT 6: PARTNERS PLAN WORKSHEET					
Partner (Agency)	Role in the Project	Mutual Objective(s) <i>(Identify which objective(s) from Exhibit 4)</i>	Benefit (s) to Project <i>(who and how will the project benefit)</i>	Specific Contributions and Project Deliverables <i>(identify both the partner and Lead Agents')</i>	Evaluation Dates <i>(dates partner's services and objective progress will be evaluated)</i>
<i>Ex: Example Inc.</i>	<i>To provide weekly STEAM project-based learning experiences to 5th grade students</i>	<i>Increase student's knowledge and application of the STEAM mindset</i>	<i>Students: increase in STEAM knowledge and experience</i>	<u>Lead Agency:</u> 1. Recruit 60 5th grade students; and 2. Co-facilitate weekly 60-minute lessons. <u>Partner:</u> 1. Provide curriculum- 60-minute lesson plan. 2. Provide teachers for instruction and materials. 3. Conduct weekly pre- and post-assessments. 4. Organize assessment data and participate in monthly Evaluator meetings.	<u>Initial Assessment of Services:</u> August 1, 2021 <u>Interim Assessment:</u> December 1, 2021 <u>Pre-Close Assessment:</u> April 1, 2021 <u>Summative Assessment:</u> June 15, 2021
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

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

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4.0 Sustainability

Requirements:

- ❑ Detail how the project will achieve sustainability;
- ❑ Describe planned efforts to secure additional partners and funding sources; and
- ❑ Describe plans for maintaining partnerships beyond the funding cycle.

4.0.2 Matching Contributions

Requirements:

- LSS must provide dollar-for-dollar matching funds that are at least equal the amount of the grant awarded.
- Proposed budgets may include cash and third-party in-kind contributions (including but not limited to material, personnel, and other types of contributions) each year.
- Third party in-kind contributions **cannot** be derived by the state under another award, except where authorized by a statute to be used for cost sharing or matching.

5.0 Budget and Adequacy of Resources

Requirements:

- Describe a clear relationship between the activities described in the Project Narrative and the proposed allocation of proposed costs; and
- Address necessity and rationale of proposed costs.
- The grant budget consists of three components:
 1. The Budget Worksheet (Exhibit 8); and
 2. The approved [MSDE Grant Budget Forms \(C-1-25\)](#).

5.0 Budget and Adequacy of Resources (con't)

Considerations:

- ❑ All PSOEP awards are reimbursable grants, whereby each program incurs costs and then, invoices the MSDE for requested charges.

- ❑ Applicable to non-LSS's only:
 - ❑ Grantees must have sufficient cash flow to operate the PSOEP grant continuously while awaiting reimbursement receipt, which typically takes approximately six to eight weeks.

5.0 Budget and Adequacy of Resources (con't)

Grant funds cannot be used to purchase:

- Food;
- Facilities;
- Vehicles; or
- Support new construction.

See examples of allowable expenses and unallowable expenditures (not an inclusive list) on **pages 28-29**.

5.0.2 Budget Worksheet



Exhibit 8

EXHIBIT 8: BUDGET WORKSHEET TEMPLATE

Refer to
Exhibit 7 for a
Sample
Budget
Worksheet
and additional
guidance.

Line Item (Required Budget Categories as per Maryland Financial Reporting)	Budget Narrative (Refer to Section 4.1.1: Describe a clear relationship between the grant activity and expense)	Calculation (a detailed itemization must be provided, refer to guidance)	Amount Requested	In-kind (if applicable) Amount and Source	Total
Salaries & Wages					
Total Salaries & Wages					
Contracted Services					
Total Contracted Services					
Supplies & Materials					
Total Supplies & Materials					
Other Charges					
Total Other Charges					
Equipment					
Total Equipment					
Transfers					
Total Transfers					
Total Direct Costs					
Indirect Costs					
TOTAL Requested					

*Indicate the amount of the in-kind (if applicable) contribution and the source in the corresponding cell. This can be a cash contribution or a non-monetary contribution

5.0.2 Budget Worksheet (con't)

Function:

- Provides a clear itemization of all proposed costs.

Considerations:

- Identify reasonable and allowable expenses aligned with the USED Uniform Grant Guidance, [2 C.F.R. Part 200](#), (2 CFR § 200). The [Electronic Code of Federal Regulations \(E-CFR\)](#) is accessible. Utilize [The Maryland Financial Reporting Manual](#) as an additional resource when categorizing allowable expenses.

5.0.2 Budget Worksheet

Requirements:

- Salaries and Wages and Contractual Employees
 - The calculation column must include: Hourly rate of pay based on the [reasonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics](#) (BOL), number of hours billed to the project, percentage of time billed to the project. In the calculation column embed the hyperlink to the BOL reference; and
 - The budget must include a position or contracted services expense for a finance agent/bookkeeper.

5.0.2 Budget Worksheet

Requirements:

- U.S. Bureau of Labor and Statistics (BOL) example of Art's Enrichment Teacher

The screenshot shows the U.S. Bureau of Labor Statistics website. The main heading is "Occupational Employment Statistics" for "Occupational Employment and Wages, May 2019". The specific category is "27-0000 Arts, Design, Entertainment, Sports, and Media Occupations (Major Group)". A list of occupations is provided, including Art Directors, Craft Artists, Fine Artists, etc. A table shows employment and wage data for this group. A "Percentile wage estimator" table is circled in red, showing hourly and annual wages at various percentiles.

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
2,017,810	0.7 %	\$29.79	\$61,960	0.7 %

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$11.49	\$16.02	\$24.59	\$36.53	\$52.33
Annual Wage (2)	\$23,890	\$33,310	\$51,150	\$75,980	\$108,840

5.0.2 Budget Worksheet

Requirements:

Contracted Services:

- The calculation column must include:
- Hourly rate of pay provide the following the [reasonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics](#) (BOL), number of hours billed to the project, percentage of time billed to the project. In the calculation column embed the hyperlink to the BOL reference; and
- Partners that serve as vendors providing direct services to students must provide a proposed Memorandum of Understanding (MOU) outlining the services and breakdown of expenses to include hourly rates and administrative costs for all providers.
 - The MSDE acknowledges that MOU's may not be finalized at the time of the application; however, requires a proposed agreement that outlines the details of partnership.

5.0.2 Budget Worksheet

Requirements:

- Supplies and Materials
 - Refer to [CFR 200.94](#) and [MD Financial Reporting Manual](#), Appendix D for a definition.
 - Specify and detail how the expense was calculated for each line item. The calculation column must include: quantity and cost per item.

- Equipment
 - Refer to [CFR 200.313](#) and [MD Financial Reporting Manual](#), Appendix D for a definition.

5.0.2 Budget Worksheet

Requirements:

- Other Charges
 - May include expenses such as travel, conferences, fringe, etc. (not an inclusive list); and
 - Fringe must be clearly defined and might include percentage of state and federal taxes, retirement/pension, unemployment, liability insurance, health insurance, etc.

5.0.3 The MSDE Grant Budget C-1-25 Form

For all applicants:

- ❑ If the applicant is an LSS: The district's budget officer or chief financial officer and the superintendent or designee must sign this form.
- ❑ If the applicant is not an LSS: The chief financial officer and chief executive officer or designee must sign this form.
- ❑ One individual cannot sign the C-1-25 as the Finance Official and the Agency Head.

5.0.4 Direct Cost

- ❑ Direct costs are those that can be identified specifically with a particular cost objective; and
- ❑ Costs for personnel who supervise the activities of program staff, costs of supplies and materials and/or equipment would qualify as direct costs.

5.0.5 Indirect Cost

Indirect costs are those expenses incurred by a school, school district, or community-based organization in administering or providing program services. Indirect costs are calculated as a percentage of the direct costs (minus equipment charges and the first \$25,000 of each subcontract over that amount).

- ❑ As per EDGAR §76.564 the unrestricted indirect cost of 10% applies to the PSOEP non-local school systems (LSS).
- ❑ The MSDE has established an approved restricted for all LSS's.

6.0 Appendices

Appendix documents do not apply to the page limit of the Project Narrative.

- The following sections request additional evidence:
 - Key Personnel Description and Qualifications
 - Evaluation and Dissemination
 - Evaluator Position Description or Resume
 - Partners Letters of Commitment
 - Contracted Services Memorandum of Understanding (MOU)

6.0 Appendices (con't)

- Works Cited
- Compliance with Federal, State, and Local Health and Safety Standards
 - Current Fire Inspection Report(s)
 - Use of Occupancy Permit(s)

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

Submit a copy of all required licenses and/or certifications for health and safety including:

- Use and Occupancy (U&O) permit; and
 - Current Fire Inspection report.
-
- Evidence must be submitted per operating site.

6.0.3 Recipient Assurances

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 conform 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 Original Signature Date



6.0.4 Conflict of Interest

EDGAR 200.318

- ❑ No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.

- ❑ Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

7.0 The General Education Provisions Act (GEPA)

Section 427

- Each application must develop and describe the steps taken 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.

8.1 Validation Process Part I

Pre-screening Process:

- Late applications;
- Debarments/Terminations; and
- Minimum hours of required programming (Refer to Section 2.01).

Applications not meeting Part I of the Validation Process will not be reviewed and feedback will not be provided.

8.0.2 Validation Process Part II

Proposal Review:

- ❑ Reviewers will assign a numerical score to each application and participate in consensus scoring in as assigned Review Team.

Proposal Score:

- ❑ A final score will be calculated with consideration of the state absolute priorities, as well as the competitive and performance priorities; and
- ❑ Proposals scoring at 85% and above will be eligible for Validation Process Part 3.

8.0.3 Validation Process Part III

Validation Overview:

- ❑ Applicant responds in writing to a set of general and specific programmatic and budget questions.
- ❑ If necessary, applicants will participate in a Validation Interview to provide the MSDE representatives and the applicant's leadership team and partners (if requested) the opportunity clarify any outstanding programmatic or budgetary questions.
- ❑ The MSDE may also conduct a Validation Visit.

8.0.4 Awarding of Funds

The MSDE will initiate notification of grant awards via email.

- Final determination for awards based on the results of the Validation Process and the availability of funds;
- Proposals will be funded as the total state allocation allows; and
- Participation in the Validation Process Part III does not constitute an award.

All funding is contingent on the annual awarding of state funds to the MSDE.

9.0 Denial of 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.

- 9.0.1 Reason for Denial
- 9.1 Appeal Process

10.0 Application Submission Requirements


Formatting Requirements:

- Number pages;
- 1 inch margins;
- 1.5 line spacing;
- 12-point font;
- Not to exceed 20 pages (excluding the Exhibits and Appendix);
- The formatting of charts, worksheets, and tables may use single spacing and a type size of 10-point font; and
- References must be cited using the American Psychological Association (APA) format.

10.0 Application Submission Requirements

☐ Exhibit 2 Application Checklist



		 Exhibit 2	
EXHIBIT 2: APPLICATION CHECKLIST			
Yes	No		
		Application for Public Schools Opportunities Enhancement Program Form (Exhibit 3)	
		Project Narrative (20-page limit)	
		Extent of Need for Project	
		Project Design	
		Performance Measures and Indicators	
		Alignment with SEA Goals	
		Implementation and Governance Plan	
		Evaluation and Dissemination	
		Leveraging Private and Public-School Funding	
		Partners	
		Sustainability	
		The General Education Provisions Act (GEPA)	
		Budget and Adequacy of Resources	
		Budget Narrative	
		C-1-25	
		Exhibits	
		Exhibit 4 - Performance Goals and Indicators	
		Exhibit 5 - Management Plan Worksheet	
		Exhibit 6 - Partners Plan Worksheet	
		Exhibit 8 - Budget Worksheet Template	
		Exhibit 9 - LEA/School Participation Agreement	
		Exhibit 10 - Recipient Assurances	
		Appendices	

10.0 Submission Requirements

- Submit the entire proposal in one document pdf-format electronically no later than 5:00 P.M. on **Friday, May 28, 2021** to:
psoeprfp2021.msde@maryland.gov
- Include the lead agency and program name in the email subject line;
- Each applicant will receive an email confirming receipt of proposal(s) and the time received by the MSDE; and
- All parts of the application are due at the same time and partial submissions will not be reviewed.

Timeline and Deadlines

Project Task	Date
Additional Questions Due Date	April 30, 2021
Q&A Posted on the MSDE Web Page	May 7, 2021
Proposal Due Date	May 28, 2021
Application Decision	August 13, 2021

Questions and Answers

- Please submit any questions in the chat box.
- The questions will be gathered and responses posted to the website by Friday, May 7, 2021.
- Questions will be addressed one-by-one as time allows.

**Thank you for attending the
Maryland State Department of Education
Public School Opportunities
Enhancement Program
FY22 Pre-Proposal Conference.**