Next Generation Scholars of Maryland Program
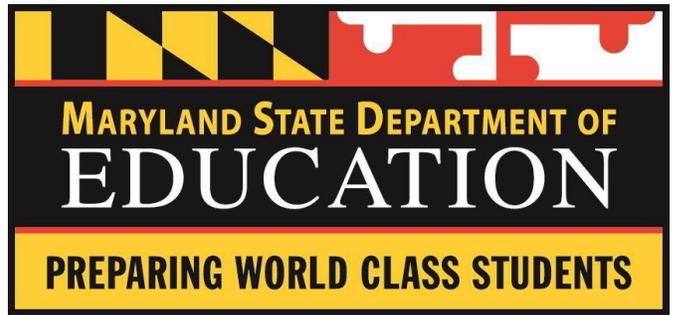
Eligible LEAs:
Allegany
Baltimore City
Caroline
Dorchester
Kent
Prince George's
Somerset
Wicomico

Request for Proposals

Maryland State Department of Education

200 West Baltimore Street
Baltimore, MD 21201

Deadline
November 30, 2017, 4:00 p.m.

This document is available
In alternate formats.

PROPOSAL DESCRIPTION

Name of Grant Program:
Next Generation Scholars of Maryland Program: Allegany County

Authorization:
HB1403 (2016) Next Generation Scholars of Maryland

Posting to MSDE website:
October 2, 2017

Deadline:
November 30, 2017, 4:00 p.m.
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Purpose:
The Next Generation Scholars Program (NGSP) was established by HB1403 (2016) Next Generation Scholars of Maryland. NGSP is a State grant program that provides funding for college access through nonprofit organizations to enhance college and career awareness and college completion for low-income Maryland students in grades 7, 8, and 9. Grant funds will be provided to nonprofits to administer a program that provides guidance and services to students pre-qualifying for the Guaranteed Access Grant in eligible school systems.

District to be Served: See list of Districts and schools on page 18-20

Required Components:
Proposals must contain the following to be considered for funding:
- A high school graduation plan;
- Summer work or internship opportunities;
- Financial aid literacy assistance;
- Career and interest assessments;
- Mentorship and one-on-one counseling;
- Visits to college campuses, and workplaces;
- An intensive summer bridge program for students entering an institution of higher education directly from high school; and
- A plan for students to matriculate and graduate from an institution of higher education.

Priorities:
Priority will be given to projects that incorporate one or more of the following:
1) Maryland-based nonprofit organizations
2) Partner with business and/or institutions of higher education

Eligible Applicants:
501(C)(3) Nonprofit organizations with 5 (five) or more years of consecutive experience providing college access services to low income middle and high school students with a proven track record of success.

Proposal Review:
1) Written applications will be pre-screened for submission requirements. Applicants not meeting all prescreen requirements will not be read.
2) A review committee established by the Maryland State Department of Education (MSDE) in partnership with the Maryland Higher Education Commission (MHEC) will evaluate written applications. The committee will be composed of representatives from MSDE, MHEC and representatives from the eight local school systems receiving services through the grant. Reviewers will comment upon the proposals and assign numerical scores.
3) Final approval for awards will be determined by the Next Generation Scholars Leadership Team. Leadership Team members are representatives from MSDE and MHEC.

MSDE reserves the right to consider geographic distribution when making awards.

Award Notification:
Notification of awards will be sent by email December 15, 2017

Total Funds Available:
$1,913,470

Length of Grants:
January – August 31, 2018

Estimated Number of Grants:
Ten (10)

Estimated Average Grant Amount:
$200,000

Fund Use:
Cost(s) incurred prior to the approval of the grant may not be funded through the award. Funds must be spent on the program outlined in the approved proposal to include required changes. Funds cannot be used to sub-contract services without approval from MSDE. Any changes to the budget must be approved by MSDE 45 days prior to proposed changes.

Fundable activities include but are not limited to:
- Marketing materials, brochures, forms, letters, and other outreach materials for students;
- Social media marketing campaign;
- Efforts to increase parental involvement;
- Personnel travel costs; and/or
- Postage.

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.

Reporting Requirements:
Grantees must submit:
- Quarterly project updates to the local school system;
- Annual financial report; and
- Annual evaluation report, encompassing all funding cycles, within 90 days of the end of the grant period.

Grantees will host at least one site visit during funding cycle.

Proposals must contain the following information, assembled in the order indicated:
1. Proposal Cover Sheet
2. Project Abstract
3. Table of Contents
4. Project Narrative (20 page limit)
      4.1. Extent of Need
      4.2. Goals, Objectives, and Milestones
      4.3. Plan of Operation
      4.4. Evaluation and Dissemination Plan
      4.5. Management Plan/Key Personnel
            4.5.1. Management Worksheet
            4.5.2. Project Time Line
      4.6. Plans for Year 2 (1 page limit)
5. Budget Narrative
      5.1. Line Item Listing of Budgetary Expenses
      5.2. Itemized Budget Form
6. Appendices. Do not append any required sections indicated above. Appendices are included below.
      6.1. Works Cited
      6.2. Letters of commitment from all project partners and principals of participating schools (as appropriate).
      6.3. Resumes of Key Personnel
      6.4. Signed Assurances

Submission Requirements:
- All pages of the project narrative must use one-inch margins and be numbered according to the prescribed numbering convention. (See "Table of Contents" section)
- The project statement that appears on the cover sheet must not exceed 100 words.
- The abstract must not exceed one page.
- Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-point font.
- All copies of the proposal should be on standard size (8½" x 11") paper of regular weight.
- Bound copies must be stapled in the upper left corner. They should not be bound by glue, spirals, wire, clasps, or any other means.
- The prescribed coversheet must be the first page of the proposal.
- The original coversheet must be signed in blue ink. Copies of the coversheet must not be color photocopied.

- Application package **excluding** proposal cover sheet, table of contents, budget narrative, itemized budget form, signed assurances and appendices must not exceed 20 pages.
- All tables and charts must follow prescribed formats.

An unbound original proposal, together with 10 bound copies, and an electronic copy emailed to Dr. Mary Howlett-Brandon, in Microsoft Word format, MUST be submitted to:

Maryland State Department of Education
Division of Curriculum, Research, Assessment, & Accountability
200 West Baltimore Street
Baltimore, MD 21201-2595
Attention: Dr. Mary Howlett-Brandon

Program Contacts:
Mary Howlett-Brandon, 410-767-0367, mary.howlett-brandon@maryland.gov
Andrenette Mack Augins, 410-767-0734, andrenette.mack-augins1@maryland.gov

Technical Assistance:
A technical assistance meeting will be held at MSDE on
October 12, 2017
9:00 a.m. – 12:00 p.m.

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 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

Proposal Cover Sheet

Every proposal must have a Proposal Cover Sheet. No other page may cover the proposal cover sheet. The subsequent information must be clearly stated in the following order:

- Name of applicant
- Title of project
- The words "[NAME OF GRANT]"
- Name of contact person
- Address of contact person
- Telephone, fax, and email address of contact person
- Project partners
- Amount requested
- Project abstract (100-word limit)
- Dated signature of Superintendent of Schools/Head of Grantee Agency

The Project Cover Sheet should be printed on plain white paper and contain neither graphics nor additional information.

The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do and how it will do it). Do not exceed the 100-word limit. This statement will be used in press releases, board exhibits, etc.

PROJECT ABSTRACT
100-word limit

In the Project Abstract introduce the project to the reader. It should be factual, brief, and focused on program goals and activities. Do not assume the reader is familiar with the proposed project.

The Project Abstract should cover the core aspects of the proposed project, while addressing the following goals:

- Encourage low-income Maryland high school students to attend and complete college;
- Connect potential college and university students with nonprofit organizations that have a history of successful higher education outcomes for low-income high school students;
- Track Maryland high school students from high school to college; and
- Enhance and increase college and career awareness.

TABLE OF CONTENTS

The Table of Contents is an important aid for the reader. When writing the proposal and constructing the table of contents, please use the following conventions:

- The Proposal Cover Sheet is not numbered but is considered to be page " i " (lower case, Roman numeral one).
- The Project Abstract is page " ii " (lower case, Roman numeral two).
- Do not list the Table of Contents as one of the pages in the table of contents.
- Table of Contents page(s) is (are) numbered iii, iv, etc.
- The extent of need is the first page of the project narrative and is numbered "1". Subsequent pages are numbered consecutively.

- The Budget is numbered as follows: "B-1, B-2, B-3".
- Appendices are labeled "Appendix A, Appendix B, Appendix C ".

PROJECT NARRATIVE
Twenty (20)-page limit   *10 of 100 points*

The Project Narrative provides an opportunity to convince readers that the project is sound and deserves to receive funding. The Project Narrative should encompass the entire life of the project. When writing the Project Narrative, keep the following suggestions in mind:

- Be succinct and clear. Readers need to understand quickly and easily the components of the project and how they work together to address the stated needs.
- Do not assume the reader is familiar with the project; readers represent diverse backgrounds. Avoid jargon, and define all acronyms.
- Proofread the Narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone not familiar with the project read and critique the proposal before submitting to MSDE.
- Be as detailed as possible. Use the entire page limit to explain the project. Use the Appendices to include information that may be important for the reader but will not fit within the Project Narrative. For clarity, it is important to reference in the body of the proposal any supplemental information included in the appendices.

Summary of Experience Providing College Access Services
15 of 100 points

(OMIT if submitted a proposal in July 2017 – total score will be adjusted accordingly)

Applicants are to provide a summary of experience providing college access programming and support to middle and high school students.   This summary should explicitly detail experience in providing the services listed below:

- A high school graduation plan;
- Summer work or internship opportunities;
- Financial aid literacy assistance;
- Career and interest assessments;
- Mentorship and one-on-one counseling;
- Visits to colleges campuses, and workplaces;
- An intensive summer bridge program for students entering an institution of higher education directly from high school; and
- A plan for students to matriculate and graduate from an institution of higher education.
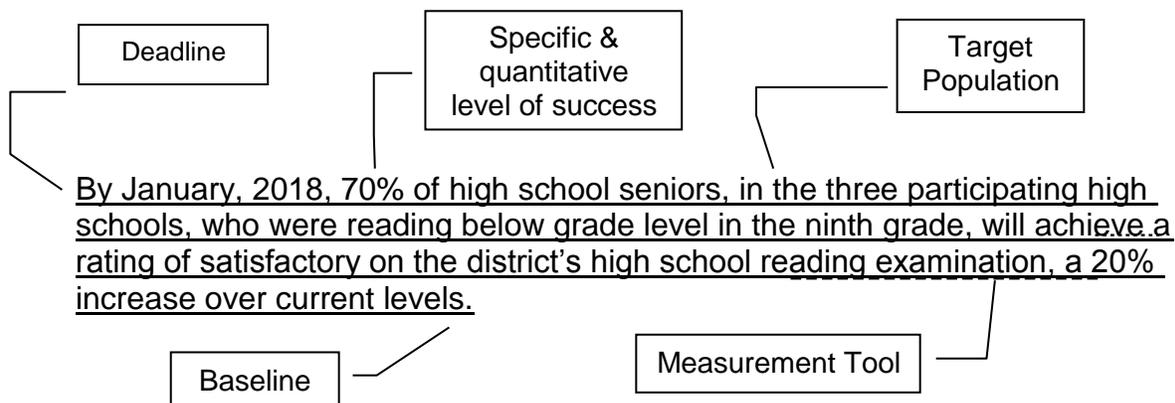
Goals, Objectives, and Milestones

Goals, objectives, and milestones are all outcomes. Outcomes themselves are statements that tell how the project's target population would improve. Every outcome should describe a change in a target population.   In addition, they set standards of progress towards alleviating the problems identified in the needs assessment. **Statements that describe strategies or management issues are not proper outcome statements.**

Outcome statements:
- **Identify the target population**. Who is the specific population the outcome addresses?
- **Are realistic**. Outcomes must be attainable. It is unrealistic to expect that all students will achieve perfect attendance for all activities.   Unrealistic outcomes set the project up for failure and are "red-flags" for reviewers.
- **Are measurable**. Outcomes must demonstrate clear achievement. A good outcome statement references easily-quantified indicators (e.g., absenteeism, grades, promotion rates).
- **Have deadlines.**   All outcome statements specify by when they are to be achieved.
- **Reference state, local, or school-defined baseline data or standards.** To determine if the goal is both reasonable and ambitious, include local baseline data for comparison.

This is an example of an outcome statement containing all of the above elements:

| Deadline | | Specific & quantitative level of success | | Target Population |

By January, 2018, 70% of high school seniors, in the three participating high schools, who were reading below grade level in the ninth grade, will achieve a rating of satisfactory on the district's high school reading examination, a 20% increase over current levels.

| Baseline | | Measurement Tool |

A proposal should identify three kinds of outcomes: goals, objectives and milestones.

The Goal

State the overall goal of the project. The goal should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established the more complex the project becomes.

Objectives

Objectives are the anticipated outcomes to be accomplished for each year of the project. Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal.

It is imperative that objectives be established for every target population the project is designed to affect. For instance, if the project seeks to increase student achievement by training teachers, there must be objectives for both students and teachers.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and objectives are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

Because milestones are intended to indicate progress towards an objective, each milestone must be related to an objective.   Keep in mind that milestones are indicators of progress, and may not use the same measurement tool as the objective to which they are related. A project may take months before there is a significant impact on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Don't set overly-ambitious milestones.

Plan of Operation

10 of 100 points

In the Plan of Operation discuss the strategies and activities to be used to accomplish the outcomes.

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish outcomes. Begin this section with a justification as to why the strategies were chosen and how they will help to achieve the outcomes. The justification should <u>cite research to support the strategies</u>. It is essential that the project include strategies for each outcome, and outcomes for each strategy.

Upon identifying the strategies, discuss how they will be adapted to fit the particular project. Who are the target clients, and how will they use or be affected by the project services? How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how these numbers were derived.

Activities

Activities are specific steps taken to accomplish the project objectives, and involve <u>direct service to clients</u> (students, teachers, parents). Examples include: parent nights, mentoring sessions, etc. They may take place on a single date (e.g., a field trip), or over a period of time (e.g., the use of an innovative curriculum).

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. Do **not** address the elements of the management plan in this section.

List the activities that the project will implement and relate each activity to a strategy. Activities should be grouped with respective strategies. Discuss how the activities relate to the respective strategies. Finally, identify which clients and how many will be serviced by each activity.

Evaluation and Dissemination Plan

20 of 100 points

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

Evaluation & Dissemination Narrative

The topics listed below provide the basis for review of the evaluation plan that should be addressed with specificity.

- **Evaluation Questions**: What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated consequences? Examine the relationship between the expected outcomes, efforts, and what is important to evaluate.
- **Evaluation Strategy**: What approach will be taken to find answers to the evaluation questions? What criteria will be used to assess lessons learned from the project? What populations will be included in the evaluation?
- **Data**: The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will the baseline be established? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, ensure that the resources are sufficient to use the proposed data collection techniques.
- **Evaluator(s)**: Specify the individuals or groups who will conduct the evaluation. What are their qualifications? What are the responsibilities of key personnel?
- **Budgeting of resources and staffing for evaluation:** The application's budget should reflect sufficient funds to carry out a thorough and useful evaluation.
- **Dissemination:** Details on how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will information be posted on the Internet? Will presentations be made at important national conferences to present lessons from the project? How and when will you provide demonstrations of the project? Descriptions of the types of reports and other by products produced during the course of the project may be made available.

Management Plan/Key Personnel

Where many projects fail is in their management. Submit a detailed and time-specific management plan with pre-assigned responsibilities so as to avoid the following common errors:

- Failure to submit required reports.
- Failure to regularly monitor performance of the project during implementation.
- Failure to start the project on time.
- Failure to keep adequate project documentation.
- Failure to assure continuity and quality of the project in light of personnel turnover.
- Changing without approval from MSDE the overall project from that described in the grant proposal.
- Submission of biased or incomplete project evaluation data.
- Having no approved project fiscal procedure in place.
- Disposal of project supplies, equipment, or other assets in unauthorized ways.
- Budget deviations due to unauthorized transfers from one budget category to another.
- Failure to manage inherent conflicts of policies, perspectives, and philosophies between project's host agency and the funder.
- Failure to form partnerships in which all members recognize and fulfill their clearly-defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

Partners: Present a clear discussion of partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically be familiar with a proposed partner, what that partner is capable of or willing to commit to the project, or why the partner is joining in on the project.

The project should have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing quarterly evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project. (e.g., representatives from project partners, parents, principals, Board of Education). Steering committees that are too large are often non-productive. Project directors 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.

List the staff or personnel involved in the project's implementation. What are their qualifications? Append résumés of key personnel. How much of the Project Director's time is devoted to this project? Are sufficient staff hours devoted to the project to ensure proper implementation?   What plans are in place to ensure the project will continue if there are problems with staff turnover?

Management Plan Worksheet

The Management Plan supports the implementation plan but does not contain direct service activities. Direct service activities belong in the Plan of Operation. Examples of management actions are hiring staff, ordering equipment, developing curricula, and holding steering committee meetings. None of these actions render direct service itself, but enables direct service activities to take place.

List on the Management Plan Worksheet, in chronological order, all major management actions necessary to implement the project during the first year of funding. (Worksheets for subsequent years will be included in the action plans for those years.) Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. A well-considered management plan assigns responsibility for action to a management team member. Indicate on the worksheet who is responsible for accomplishing each action.

Requirements made by the funder, MSDE, should also be included in the management plan. These include the annual financial report, submission of progress reports to MSDE, and the final evaluation. The final report will serve as the final evaluation.

Management Plan Worksheet

Action Description	Date	Person Responsible
Brief Description #1	Date	Name or Position
Brief Description #2	Date	Name or Position
Brief Description #3	Date	Name or Position
Add additional rows as needed		

Funder's Requirements	Date	Person Responsible
Quarterly Report #1 Due	Date	Name or Position
Quarterly Report #2 Due	Date	Name or Position
Quarterly Report #3 Due	Date	Name or Position
Financial Report Due	11/30/2018	Name or Position
Annual Evaluation Due	11/30/2018	Name or Position

The Project Timeline is a Gantt chart with columns representing the months of the funding cycle. It should contain three sections: management, implementation, and evaluation.

Activity	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Management												
Hire Project Director	X											
Implementation												
Teacher Training		X			X			X			X	
Evaluation												
Submit Mid-Year Evaluation						X						

Alignment with Next Generation Scholars Program Goals

5 of 100 points

If a project is to be successful, it must be aligned with the Next Generation Scholars Program established under the HB 1403 (2016) and the goals, efforts, and plans of the local school system.

Narrative in this section should minimally answer the following questions:
• How does this project help meet the goals and objectives of the Next Generation Scholars Program?
• How does this project help meet the goals of the local school system?
• How does this project fit the unique needs of the local school system and its students?
• How does this project help meet State educational standards (e.g., MD College and Career Readiness Standards)?
• Does this project coordinate efforts with any other projects currently underway?
• Will resources be shared to increase efficiency and cost effectiveness to promote the sustainability of a college access program in the school/district?

Plans for Year Two

5 of 100 points

Briefly describe plans for continuing the project beyond the first year.

Budget Narrative
No page limit

The budget narrative should clearly detail the proposed budget for the project year. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year.

Begin the budget with a narrative, justifying any line item expenses that are not obvious from the project narrative.

Explain how line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective. Show how the expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective. Group line items according to the following categories: *Salaries & Wages*, *Fringe Benefits*, *Contract Services, Supplies & Materials, Other Charges*, *Equipment*, and *Transfers*. Total each category. Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Budget Narrative Explanation with Directions
The budget narrative below is a guide for developing the grant budget for the proposal. You are required to submit a budget as a part of total grant proposal. The non-profit will receive 15% start-up payment once the grant is approved.

1. Salaries and Wages
Note on Personnel:
Estimates of personnel time should be justified in terms of the tasks to be performed and the instructional contact hours. **Salaries are to be a function of regular appointment for the academic year or the summer session, if applicable. Salaries cannot be drawn at a higher pay rate than that which the individual normally receives.**

  a. Professional Personnel

   List individually all key personnel and the requested salary amounts to be funded during the life the project. For example, you want to hire a project director, Jill Smith [Project Director]–annual salary is $45,000, excluding fringe and benefits. Salary in the amount of **$45,000** should be included in the proposal.

  b. Other Personnel

   List individually all support personnel by support category and the requested rate of pay. Support personnel must be clearly justified and may include clerical and graduate or undergraduate assistants.

  c. Fringe benefits

   These are calculated at the costs normally paid for the salaried members of the staff who will be involved in the project. For example, fringe benefits for Jill Smith will be calculated at (18% x $45,000) = **$8,100.**

   TOTAL SALARIES: $53,100

2. Contract Services
Use of program consultants must be justified and reasonable, and the fee should be a reflection of instructional time or time spent delivering other direct services (e.g., presenting at a parent workshop). Travel and per diem expenses for consultants should not exceed the institutional or State rate. **Preparation time for consultants will not be paid by the grant**. Properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, and routine supplies must be filed per institutional policy; and contractual payments cannot exceed institutional salary levels for similar work. Documentation for consultant services performed should be filed showing:
  a. Consultant's name, dates, hours, and amount charged to grant;

b. Names of grant participants to whom services were provided; and

c. Results or subject matter of the consultation.

3. Materials and Supplies

Non-expendable supplies, including but not limited to books and materials and computer software necessary for the effective implementation of the funded activity, may be purchased only if they are necessary and appropriate to the project activities. Items purchased are considered property of the School or Next Generation Scholars of Maryland students and must remain at the school upon completion of grant activities.

4. Other (specify)

Travel

Enter travel costs if necessary for key personnel to conduct off-campus activities. Mileage allowances may not exceed the State's approved rate for mileage reimbursement at the time of travel. All travel funding must be specifically designated by place and position, approximate date, distance, and method of travel and be approved in the project budget.

5. Equipment

Purchasing non-instructional equipment is not permitted.

6. Transfers

Transfers must be preapproved by MSDE.

The sum of budget items should be the amount requested in the proposal.

Indirect Costs

Next Generation Scholars is an Aid to Education Grant. Indirect costs are not allowed.

Itemized Budget Form

Applicant should submit an itemized budget on an Excel spreadsheet with their proposal. The budget must be signed by the agency director or head.

APPENDICES

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

Works Cited

Use a standard format such as MLA or Chicago Manual of Style. Be consistent.

Letters of Commitment

Letters of commitment are required from all project partners, school principals and local education agencies participating in the project. A good letter should contain the following:

- A statement acknowledging and supporting the goal and objectives of the project.
- The participant's expected gains from the project.
- The expertise, resources and financial contributions the participant is making towards the project. Financial contributions (in-kind and cash) should be quantified.
- A clear statement detailing the responsibilities of the partners.
- A clear statement that the partners intend to continue the partnership beyond the grant period.

Letters of commitment should be addressed to the superintendent or head of the grantee agency acting as the lead agency. All letters should be included with the proposal and not sent directly to MSDE. Letters sent directly to MSDE cannot be appended to the proposal.

Resumes of Key Personnel
Include a one-page resume for each person playing a key role in the project. Only information relevant to the project should be included in the résumé.

Signed Assurances
The following pages contain the assurances that must be signed and dated by the Superintendent of the school system or the head of the grantee agency. Please read all assurances carefully.

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 will operate in compliance with State and federal laws 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.

2. 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, failure of MSDE 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.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable State law and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.

5. Entities receiving $300,000 or more federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. 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.

8. 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 reason for change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall repay any funds which have been finally determined through federal or state audit resolution 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.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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

Next Generation Scholars of Maryland
District & Schools

Allegany
*Washington Middle School -7-8
*Fort Hill High School -9

Baltimore City
BCPS Grades 6-12:
*Academy for College and Career Exploration
Bluford Drew Jemison STEM Academy West
ConneXions: A Community Based Arts School
Excel Academy at Francis M. Wood High
KASA (Knowledge and Success Academy)
NACA Freedom and Democracy Academy II
*National Academy Foundation
New Era Academy
The Reach! Partnership School

Middle Schools:
Afya Public Charter
*Arlington Elementary/Middle
Arundel Elementary/Middle
Barclay Elementary/Middle
Bay-Brook Elementary/Middle
Beechfield Elementary/Middle
Booker T. Washington Middle
Calverton Elementary/Middle
Cherry Hill Elementary/Middle
City Springs Elementary/Middle
Coldstream Park Elementary/Middle
Collington Square Elementary/Middle
*Commodore John Rodgers Elementary/Middle
The Crossroads School (GRADES 6-10)
Curtis Bay Elementary/Middle
Dr. Carter Godwin Woodson Elementary/Middle
Dr. Martin Luther King, Jr. Elementary/Middle
Fort Worthington Elementary/Middle
Franklin Square Elementary/Middle
*Guilford Elementary/Middle
Harlem Park Elementary/Middle
*Highlandtown E/MS
James McHenry Elementary/Middle
Montebello Elementary/Middle
Morrell Park Elementary/Middle
Mount Royal Elementary/Middle
Pimlico Elementary/Middle
Rognel Heights Elementary/Middle
Rosemont Elementary/Middle
Stadium School (GRADES 6-8)

Tench Tilghman Elementary/Middle
*Vanguard Collegiate Middle
Walter P. Carter Elementary/Middle
Waverly Elementary/Middle
Windsor Hills Elementary/Middle
William Pinderhughes Elementary/Middle

High schools:
Achievement Academy at Harbor City High School
Augusta Fells Savage Institute of Visual Arts HS
Carver Vocational-Technical High School
Edmondson-Westside High School
*Forest Park High School
*Frederick Douglass High School
Renaissance Academy HS
Vivien T. Thomas Medical Arts Academy HS
Westport Academy HS

Caroline
*Lockerman Middle School
*Colonel Richardson Middle School

*North Caroline High School
*Colonel Richardson High School

Dorchester (talked to Dr. Bell will provide schools by 4/24)
Mace's Lane Middle School
North Dorchester Middle School
South Dorchester K-8

Cambridge South Dorchester High School
North Dorchester High School

Kent
Kent Count Middle School
Kent County High School

Prince George's
William Hall MS
Walker Mill MS
Andrew Jackson Academy
*Drew Freeman MS
Kettering MS
Samuel Massie
Kenmoor MS
*G. James Gholson MS
*Thomas Johnson
*Buck Lodge MS

*Fairmount HS
*Suiitland HS

*Duval HS
*High Point HS

Somerset
*Somerset Intermediate School (Grades 6-7),

*Crisfield Academy High School (Grades 8-12)
*Washington Academy High School (Grades 8-12)

Wicomico
*Wicomico Middle School
*Wicomico High School

*Supported by a nonprofit organization under May RFP