

**American Rescue Plan Elementary and Secondary School Emergency Relief**

**Afterschool Program Application**

**Fiscal Year 2022 Competitive Award**

Deadline for Submission

Friday, August 20, 2021, by 5:00 P.M. (Eastern Time)

*Electronic Submissions Only*

Division of Student Support, Academic Enrichment, and Educational Policy

Youth Development Branch

Maryland State Department of Education

200 West Baltimore Street

Baltimore, Maryland 21201

|  |  |  |  |
| --- | --- | --- | --- |
| Table of Contents | | | Page |
| 1.0 | Proposal Description | | 6 |
|  | 1.1 | Program Overview | 6 |
|  | 1.2 | Program Purpose | 6 |
|  | 1.3 | Authorization | 6 |
|  | 1.4 | Summary of Dates | 7 |
|  |  | 1.4.1 Pre-proposal Conference | 7 |
|  |  | 1.4.2 Instructions for RFP Questions | 7 |
|  |  | 1.4.3 Cancellation of RFP; Rejection of Proposals | 7 |
|  | 1.5 | Funding and Length of Grant | 8 |
|  | 1.6 | Estimated Number of Grants Awarded | 9 |
|  | 1.7 | Eligible Applicants | 9 |
|  | **1.8** | Competitive Priorities | 9 |
|  | **1.9** | Performance Priorities | 10 |
| 2.0 | Requirements of the Application Submission | | 10 |
|  |  | 2.0.1 Required Minimum Hours of Programming | 10 |
|  | **2.1** | Application Checklist | 10 |
|  | **2.2** | Application for the American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Grant Program | 10 |
| 3.0 | Project Narrative | | 10 |
|  | **3.1** | Extent of Need for Project | 11 |
|  | **3.2** | Project Design | 11 |
|  | **3.3** | Performance Goals and Indicators | 14 |
|  |  | 3.3.1 Alignment with Maryland College and Career Readiness Standards | 15 |
|  |  | 3.3.2 Alignment with National Afterschool Association Alliance Core Knowledge and Competencies for Afterschool and Youth Development for Professionals | 15 |
|  | **3.5** | Implementation and Governance Plan | 15 |
|  |  | 3.5.1 Key Personnel Description and Qualifications | 15 |
|  |  | 3.5.2 Leadership Team Description | 16 |
|  |  | 3.5.3 Steering Committee Description | 16 |
|  |  | 3.5.4 Management Plan | 16 |
|  |  | 3.5.5 Management Plan Worksheet | 16 |
|  | **3.6** | Evaluation and Dissemination | 17 |
|  |  | 3.6.1 Timeline of Evaluation Reporting and Allowable Costs | 18 |
|  | **3.7** | Programmatic Monitoring | 19 |
|  |  | 3.7.1 Critical Elements Monitoring | 19 |
|  |  | 3.7.2 Program Observation | 20 |
|  | **3.8** | Leveraging Private and Existing Funding Sources | 20 |
|  | **3.9** | Partners | 20 |
|  |  | 3.9.0 LSS/School Participation Agreement | 20 |
|  |  | 3.9.1 Partners’ Letters of Commitment | 21 |
|  |  | 3.9.2 Partners’ Plan Worksheet | 21 |
| 4.0 | Sustainability | | 22 |
|  |  | 4.0.1 Transition toward Self-Sufficiency | 22 |
|  |  | **4.0.2.** Matching Contributions | 22 |
|  |  | 4.0.3 Branding | 22 |
| 5.0 | Budget and Adequacy of Resources | | 22 |
|  |  | 5.0.1 Budget Narrative | 23 |
|  |  | 5.0.2 Itemized Budget: Exhibit 8 Budget Worksheet Template | 23 |
|  |  | 5.0.3 MSDE Grant Budget Form (C 1-25) | 25 |
|  |  | 5.0.4 Direct Costs | 25 |
|  |  | **5.0.5** Indirect Costs | 25 |
|  |  | 5.0.6 Uniform Guidance | 26 |
| 6.0 | Appendices | | 27 |
|  |  | Key Personnel Description and Qualifications Evaluation and Dissemination:   1. Evaluator Position Description   Partners Letters of Commitment  Social-emotional Program Letter of Support  Contracted Services MOU |  |
|  | 6.0.1 Works Cited | | 28 |
|  | 6.0.2 Compliance with Federal, State, and Local Health and Safety Standards | | 28 |
|  | 6.0.3 Signed Assurances | | 28 |
|  | 6.0.4 Conflicts of Interest | | 28 |
| 7.0 | The General Education Provisions Act (GEPA), Section 427 | | 29 |
| 8.0 | Validation Process | | 29 |
|  |  | 8.0.1 Validation Process Part I | 29 |
|  |  | 8.0.2 Validation Process Part II | 29 |
|  |  | 8.0.3 Validation Process Part III | 30 |
|  |  | 8.0.4 Awarding of Funds | 30 |
| 9.0 | Denial of Grant Application | | 30 |
|  |  | 9.0.1 Reason for Denial | 31 |
| 9.1 | Appeal Process | | 31 |
| 10.0 | Application Submission Requirements | | 32 |
|  | Exhibits | |  |
|  | 1 | Submitted Questions Form | 34 |
|  | 2 | Application Checklist | 35 |
|  | 3 | Application for American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Program Form | 37 |
|  | 4 | Performance Goals and Indicators | 42 |
|  | 5 | Management Plan Worksheet | 44 |
|  | 6 | Partners Plan Worksheet | 46 |
|  | 7 | Budget Worksheet Guidance and Sample | 47 |
|  | 8 | Budget Worksheet Template | 51 |
|  | 9 | LSS/School Participation Agreement | 53 |
|  | 10 | Recipient Assurances | 54 |

## 

**1.0 Proposal Description**

* 1. **Program Overview**

**American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Afterschool Grant Programs**

A great need exists for afterschool programs to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation. It is crucial that our schools are provided funding to safely reopen and sustain safe operation and address the impact of the coronavirus pandemic on the Nation’s students. The implementation of quality evidence-based comprehensive afterschool programs is needed to ensure that students’ academic, social, and emotional needs are met, and the disproportionate impact of the coronavirus on the student populations is being addressed. ARP ESSER funding presents a unique opportunity not only to help students and educators overcome the trauma and the loss of instructional time that they may have experienced, but also to make investments in student achievement and success. With strategic investment, ARP ESSER funding can build the capacity of States, local school systems (LSS), and schools to sustain meaningful and effective teaching and learning and address the needs of underserved students.

The Maryland State Department of Education (MSDE) must develop and administer the ARP ESSER Afterschool grant program to assist LSSs, public charter schools, and nonprofit [501(c)(3)], full profit, faith-based, or other private or public organizations in the State to establish partnerships designed to support the creation of after school learning centers to provide academic enrichment opportunities during after school hours for children, particularly students who attend high-poverty and low-performing schools. The programs will assist students to meet or exceed state and local student standards in core academic subjects: such as reading and math and offer students a broad array of enrichment activities that can complement their regular academic programs.

Community-based agencies and LSSs will develop partnerships to provide academic and enrichment services to ensure students’ academic, social, emotional, and mental health needs are being addressed. Services will include providing support to students experiencing homelessness, and children in foster care. Programs must be developed and implemented in active collaboration with the school that the students attend.

**1.2 Program Purpose**

The purpose of the ARP ESSER Afterschool grant awards is to provide funding for the

implementation of evidence-based comprehensive after school programs, and ensure

such programs respond to students’ academic, social, and emotional needs and address

the disproportionate impact of the coronavirus on the student populations.

**1.3 Authorization**

Under ESSER, established in the Coronavirus Aid, Relief, and Economic Security

(CARES) Act, Pub. L. No. 116-136 (March 27, 2020), and further funded under the

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Pub.

L. No. 116-260 (December 27, 2020) and the American Rescue Plan (ARP) Act of 2021,

Pub. L. No. 117-2 (March 11, 2021), the U.S. Department of Education (Department)

awarded grants to State educational agencies (SEAs) for the purpose of providing local

educational agencies (LEAs) that receive funds under part A of title I of the Elementary

and Secondary Education Act of 1965 (ESEA), including charter schools that are LEAs,

with emergency relief funds to address the impact the COVID-19 pandemic has had, and

continues to have, on elementary and secondary schools across the Nation.

**1.4 Summary of Dates**

* **Dissemination:** Friday, July 16, 2021
* **Pre-Proposal Virtual Conference:** Friday, July 16, 2021
* **Deadline for RFP Questions Submission**:Friday, July 30, 2021
* **Deadline for RFP Response to Questions:** Friday, August 13, 2021
* **Deadline for Application Submission:**  Friday, August 20, 2021
* **Proposal Review Begins:** Wednesday, September 8, 2021
* **Award Notification:** Friday**,** October 15, 2021
* **Program Start Date:** Upon receipt of Notice of Grant Award
* **Denial Letters Mailed:**  Friday, October 22, 2021

**1.4.1. Pre-proposal Conference**

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

**1.4.2. Instructions for Request for Proposal (RFP) Questions**

* 1. It is the responsibility of all bidders and other interested parties to examine the entire RFP and seek clarification in writing, if they do not understand any information or instruction. Bidders and other interested parties should use Exhibit 1 – Submitted Questions Form – for submission of questions.
  2. The Submitted Questions Form must be submitted by email to:

[arpesserrfp2021.msde@maryland.gov](mailto:arpesserrfp2021.msde@maryland.gov) and received by Friday, July 30, 2021.

The Department assumes no liability for assuring accurate/complete/on-time e-mail transmission and receipt. Responses to all substantive and relevant questions will be compiled in writing and posted on the following website no later than Friday, August 13, 2021.

http://marylandpublicschools.org/about/Pages/ARP-ESSER/index.aspx

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

**1.4.3. Cancellation of RFP; Rejection of Proposals**

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

**1.5 Funding and Length of Grant**

**Total Funds Available:**  $19.5 million

**Length of Grants:**  Three years

Period of Availability for Year 1: October 1, 2021, through August 30, 2022.

Period of Availability for Year 2: October 1, 2022, through August 31, 2023.

Period of Availability for Year 3: October 1, 2023, through August 31, 2024.

The MSDE will award grants for a total of 36 months, which is subject to funding. Applicants are required to submit a three-year budget outlining expenses for each year. Following the initial year, funding for subsequent years will be contingent upon:

1. availability of funding from the specific funding authority.
2. satisfactory performance by the grantee as evaluated by the MSDE; and
3. compliance with all grant requirements and meeting all conditions set forth within the ARP ESSER proposal.

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

Funding for Years 2, and 3 are contingent upon successful completion of monitoring tools, timely completion of all fiscal and program reports or any other indicator required by the MSDE, and/or compliance with all grant requirements. The MSDE may deny reimbursement expenses for insufficient progress on indicators of quality programming or for compliance reasons. In addition, awards may be reduced based on the grantee’s inability to meet the goals and performance measures set forth in this grant. This includes participation numbers consistently lower than projected in the bidder’s application. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction.

The MSDE reserves the right to continue or discontinue the program(s) for the reasons defined in 2 CFR § 200.208 and for non-compliance of the requirements listed below:

1. Demonstrate adequate progress toward achieving all measurable objectives.
2. Meet or exceed 85 percent of the proposed level of students served, as indicated on the Application for American Rescue Plan Elementary and Secondary Education Afterschool Program Form or the Continuation Report for the most recent year of operation.
3. Attend required national and regional conferences, MSDE grantee meetings and trainings.
4. Submit required documentation in a timely manner during the project year as requested and/or required by MSDE, such as:
   1. Monitoring components (Start-Up, Interim, Continuation, and End of Year Reports, Critical Elements Monitoring)
   2. Corrective action(s)
   3. Monthly Reimbursement Expenditure Report submission
   4. Detailed local narrative evaluation report reflecting the growth and progress of the program.
5. Participate fully in statewide evaluation activities; and
6. Comply with all applicable state statutory and regulatory requirements.

Applicants must submit it a budget for each of the three years of the grant at the time of application submission. Grant funds not expended in years one or two will be carried over into the next grant year. A budget amendment would be needed to utilize prior year funds. Final expenditure reports are due 60 days after the end of the grant period. Expenditure reports submitted more than 60 days after the end of the grant period will not be processed.

**1.6 Estimated Number of Grants Awarded**

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

***Minimum Grant Amount:*** *$250,000 total for three years*

***Maximum Grant Amount:*** *$900,000 total for three years*

**1.7 Eligible Applicants**

Schools eligible for services provided by this grant are:

1. [Comprehensive Support and Improvement Schools](http://marylandpublicschools.org/about/Documents/DSFSS/TitleIVPartA/CSIList2019.pdf) (lowest 5 percent of the Title I schools; high schools with graduation rates less than 67 percent; and/or
2. [Title I Schools](http://marylandpublicschools.org/about/Documents/DSFSS/TitleI/titleIschools/TitleISchoolsSY2021.pdf) that serve a high percentage (at least 40 percent) of students from low-income families; and/or
3. Other schools are determined by the LSS to need intervention and support.

**1.8 Competitive Priorities**

The competitive ARP ESSER Request for Proposal will provide an additional five points to applicants that propose to serve LSSs with percentages at or below 50 percent of students receiving in-person instruction as reported in the [Maryland Phased Re-Opening for Local School Systems.](http://marylandpublicschools.org/about/Documents/ARP-ESSER/ARP_ESSER_Enrollment_Attendance_InstructionData.pdf) The data was collected in the spring 2021. The applicant will provide a needs assessment that demonstrates the afterschool program targets students who did not consistently participate in remote instruction when offered during school building closures.

An additional five points shall be given to applications that integrate social-emotional learning in accordance with programs implemented in the schools of the target population. Applicants must provide a letter of support within the appendices from the partnering school(s) acknowledging the social-emotional learning curriculum/or program to be implemented. A letter of support is required to receive the additional five points.

The priority points will be added to the overall score of the application.

**1.9** **Performance Priorities**

The 2018 cohort of 21st Nita M. Lowey 21st Century Community Learning Centers subgrantees' prior grant performance will impact the final scores of this current application. A five-point deduction from the overall score of the FY 22 application will be applied for each of the following:

1. High-risk subgrantees that received an overall risk assessment of a 3, 4, or 5 in Year

2 (SY19-20); and

2. Subgrantees that did not submit Critical Elements Monitoring evidence in Stage I or

Stage II for year 3 (SY20-21) by the specified due date.

**2.0**  **Requirements of Application Submission**

**2.0.1** **Required Minimum Hours of Programming**

The MSDE shall select applications that demonstrate the ability to successfully implement afterschool programs that extend or expand academic enrichment programming day by a minimum of eight hours each full week that school is in session

**2.1** **Application Checklist (Form)**

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

**2.2 Application for the American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Program** (Exhibit 3)

Every proposal must begin with the standard *Application for* ***the American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Program***(Exhibit 3). No other page (including title pages or illustrations) may cover this form.

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

**3.0 Project Narrative (20-page limit, 1.5 line spacing, and a type size of 12 font)**

The Project Narrative includes the following: Extent of Need for Project; Project Design; Performance Goals and Indicators; Implementation and Governance Plan; Evaluation and Dissemination; Leveraging Existing and Private Funding Sources; Partners; and Sustainability.

The Project Narrative must:

1. Be succinct and clear. The review panel needs to understand quickly and easily the components of the project and how the components work together to address the requirements of the program.
2. Do not assume the review panel is familiar with the project. The review panel represents diverse backgrounds. Avoid jargon and define all acronyms.
3. Proofread the narrative upon completion. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. The narrative should contain a minimum number of errors. A good strategy is to let someone unfamiliar with the project read and critique the proposal before it is submitted to the MSDE.
4. Applicants must specify the program’s mode of operation as virtual, hybrid or in-person instruction.
5. Be as detailed as possible. Use the entire page limit to explain your project.

**3.1 Extent of Need for Project**

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

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

1. Clearly define the main problem or obstacle the ARP ESSER Afterschool program will address.
2. Present quantitative data (e.g., test scores, absentee rates, student grades, and parents’ educational levels) and qualitative data in support of quantitative data (e.g., interviews, focus groups). Data must pertain to the specific population and schools the program will serve.
3. State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them. Possible data sources include the Maryland Report Card and the local management board’s needs assessment.
4. Use data from multiple stakeholders from the local community including representative numbers of students, parents, and school staff.
5. Identify who is affected by the problem, state when and where the problem exists, and describe the wider impact on the local community if the problem is not addressed.
6. Document the factors contributing to the problem.
7. Explain why the current or past efforts failed or are inadequate to address the total need.

**3.2 Project Design (Including Evidence of Promise with Citations)**

This section must detail the proposed strategies and activities to meet the factors identified in the Extend of Need section. Provide a description of how the proposed program will successfully address the improvement of student academic achievement and other needs of the target population. Identify evidence-based research strategies and activities that will be implemented to fulfill the program purpose. S*trategies* are broad approaches (methods, procedures, techniques) employed to accomplish a program’s outcomes (e.g., math instruction using XYZ Math Curriculum). *Activities* are the specific steps taken to accomplish the project objectives and involve direct service to students (e.g., one-on-one math tutoring by trained volunteers). They may take place on a single date or over a period of time.

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

1. Student Population:
   1. Describe how the target group will be identified. Describe how the selection will occur and how invitations will be extended. Show how the selection criteria are aligned with the population’s needs as described in the Extent of Need and with the intended outcomes. Describe how information about the program (including its location) will be disseminated to the community in a manner that is understandable and accessible.
2. Programmatic Critical Elements:
   1. Describe a day in the program, including the proposed teacher to student ratio for each program component, how students will transition between activities, and the actual activities and components of the program in which students participate. Provide a brief “walk-through” and sample daily schedule(s). The afterschool program must include an educational component that aligns with the [Maryland College and Career-Ready Standards](https://mdk12.msde.maryland.gov/INSTRUCTION/commoncore/Pages/index.aspx).

.

* 1. Describe the frequency and duration of the program and justify how this will meet the needs of the target group. Refer to Section 2.0.1. Required Minimum Hours of Programming to ensure compliance with grant frequency and duration requirements.
  2. Describe how the:
     1. Afterschool program will:
        1. Integrate an educational component that assist students in meeting academic requirements on grade level;
        2. Provide learning and enrichment activities that will assist students in achieving at or about grade level in the next school year; and
        3. Expose students to future learning and life opportunities.
  3. Explain how these strategies/activities have been used to address needs similar to those described in the Extent of Need of Project. Cite the evidence that the proposed strategies/activities are effective.
  4. Address the extent to which these strategies/activities have been implemented with diverse populations and/or with populations similar to the target population.
  5. Describe how the program will accommodate students with Individualized Education Programs (IEPs), including the disruption of instruction due to the COVID-19 pandemic. Include how the program ensures that the specific requirements of each student’s IEP are implemented in out-of-school-time activities.
  6. Describe how the program will accommodate students and families for whom English is a second language.
  7. Detail how the program will provide healthy snacks and light meals to students participating in the program. Grant funds are to be used primarily to provide academic enrichment activities. Food purchases for cooking-related classes must be well documented, approved in advance and in writing by the MSDE.
  8. Describe plans for how the program will provide students’ access to physical, social, and emotional support.

1. Program Compliance with Federal, State and Local Health and Safety Critical Elements
   1. Describe plans to monitor attendance that are likely to result in clear communication with parents and improved student participation, including how the program addresses the issue of students absent from school, students with early dismissal, and notifying parents when students are absent from the program.
   2. Explain how students will travel safely to and from the center and home. Include a transportation plan that incorporates student walkers, if applicable, that is likely to result in students being safe and secure. If school buses are not used, then explain the mode of transportation. As per the 2005 Safe Transportation Equity Act, 14-15 passenger vans do not meet the standards for applicable federal motor vehicle safety standards, and are prohibited from being purchased, leased, or used for transportation for students. A multi-function school activity bus is preferred, as it meets all the safety standards.
   3. Describe how the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with children, in accordance with standards set forth in Section 5-560 *et seq.* of the Family Law Article of the Maryland Annotated Code. Before starting to work in the ARP ESSER afterschool program, all staff working with children must have relevant clearances as required under state statute. Background checks are for school employees, volunteers, contractors, and subcontractors who have direct contact with students and college students enrolled in a student teacher program.
   4. Address all issues relative to the provision of equitable participation as set forth in the General Education Provisions Act (GEPA) Section 427 and Exhibit 11 Recipient Assurances, Terms and Conditions 1.
2. Management Critical Elements
   1. Describe how students and staff will be actively and productively engaged. If program time is to be used for homework completion, it must be in addition to the required academic and enrichment time.
   2. Describe the professional development that will be provided to staff implementing the strategies/activities that are likely to result in high-quality program implementation. Describe who will provide this professional development; who will be eligible to participate; frequency of professional development; and how staff will be held accountable for implementing and sharing lessons learned from the professional development. Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis.
   3. Describe staff and, if applicable, volunteers’ roles and responsibilities, including how they will be selected, trained, and supervised.
3. Budget and Adequacy of Resources
   1. 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.
   2. Programs with proven effectiveness are those that are most likely to be sustained after the state funding ends. Identify specific and measurable annual actions to sustain the life of the grant program beyond the funding period.

In addition to providing a narrative, add the Strategies and Activities in summarized format to the Exhibit 4.

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

**3.3 Performance Goals and Indicators**

The MSDE identifies performance goals to evaluate the effectiveness of the ARP ESSER Afterschool grant programs. The applicant is responsible for identifying the Performance Indicators, [Maryland College and Career-Ready Standards](https://mdk12.msde.maryland.gov/INSTRUCTION/commoncore/Pages/index.aspx), [National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals](https://naaweb.org/images/NAA-CoreComp-Infographic.pdf)[,](https://mdoutofschooltime.org/wp-content/uploads/MOST_Standard_Core_Final_2010.pdf) Activities, Data Source(s) and Evaluation Methods to achieve the specified goal.

**3.3.1 Alignment with Maryland College and Career-Ready Standards**

The applicant must ensure that the proposed afterschool program has an educational component that is age appropriate and aligns with the Maryland College and Career-Ready Standards. The Maryland College and Career-Ready Standards cover English Language Arts, Mathematics and Literacy in History/Social Studies, Science, and Technical Subjects. These standards define what students should know and be able to do at each grade level and aligns with state standards and state assessments. The applicant must identify the grade level Maryland College and Career-Ready Standards.

**3.3.2 Alignment with the National Afterschool (NAA) Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals**

The applicant must integrate the [National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals](https://naaweb.org/images/NAA-CoreComp-Infographic.pdf). “Core competencies describes the knowledge, skills and dispositions needed by professionals to provide high-quality afterschool and youth development programming, as well as support the learning and development of youth. Competencies are concrete, observable and achievable; they establish standards of practice to strengthen the profession” as stated by the [National Afterschool Association](https://indd.adobe.com/view/52148024-4c17-42d4-9aef-dfef320cf6cf).

The core knowledge and competencies are grouped into 10 content areas listed below. The content areas are categories of knowledge that are widely used in the field and based on research.

1. Child/Youth Growth & Development;
2. Learning Environments & Curriculum;
3. Child/Youth Observation & Assessment;
4. Interactions with Children & Youth;
5. Youth Engagement;
6. Cultural Competency & Responsiveness;
7. Family, School, and Community Relationships;
8. Safety and Wellness;
9. Program Planning and Development; and
10. Professional Development and Leadership

**3.5 Implementation and Governance Plan**

**3.5.1 Key Personnel Description and Qualifications**

Include the organizational framework that identifies the positions that will be responsible for grant implementation (ex: Grant Manager, Finance Agent/Bookkeeper, Academic Instruction Teachers, Enrichment Teacher, Parent Liaison, Evaluator, etc.). Include a one-page position description for each person playing a key role in your project as described in the organizational framework. If the person for each position has been selected, also append his/her resume. All information relevant to the project must be included in the résumé. Include all job descriptions and resumes in the Appendix.

**3.5.2 Leadership Team Description**

This section must identify the project’s leaders, including the roles and positions, as well as, expected qualifications. 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, “A Federal award and a non-Federal award.”

Describe who will be included on the leadership team (e.g., project director, site coordinators, board members, students, parents, etc.), how the leadership team will ensure successful implementation of the project, and how often they will meet.

**3.5.3 Steering Committee Description**

The project must have a steering committee to govern the project consisting of major stakeholders and grant project directors. Duties of the steering committee include establishing major program policies, reviewing quarterly milestones and annual evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in your project (e.g., project partners, parents, students, principals, Board of Education). Project directors should act as advisors to the committee. The duties, members, and meeting dates of the committee should be identified in this section of the project proposal and in the Management Plan (Exhibit 5).

**3.5.4 Management Plan**

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

This section must:

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

**3.5.5 Management Plan Worksheet**

The Management Plan Worksheet (Exhibit 5) details the major management actions and the timeframe and specific persons responsible for each action.

The Management Plan Worksheet supports the proposed Plan of Operation, but includes only management actions, not direct service activities. Examples of management actions are hiring of staff, ordering equipment, and developing curricula. Meetings with the evaluator and holding steering committee meetings must occur within 30 days of the Notice of Grant Award.

On the Management Plan Worksheet, in chronological order, list all major management Specific, Measurable, Attainable, Relevant, and Time-based (SMART) actions necessary to implement the project during the first year of funding. Assign a responsible party, measurable outcome, and an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. The MSDE reporting requirements should also be included in the management plan.

**3.6 Evaluation and Dissemination**

Program evaluation is a critical and essential process of program implementation. Program evaluation involves the systematic collection and analysis of information related to the design, implementation, and outcomes of a program for the purpose of assessing and subsequently modifying program activities to ensure program efficacy and effectiveness (Patton, 1987; Schwartz, Siegel, & Lee, 2019).

The evaluation and dissemination section must include a plan for a professional, independent evaluation of the program.  This evaluation must be conducted annually, culminating in a summative evaluation reflecting the entire three-year project. This section must include specific evaluation questions; an evaluation strategy; and a description of proposed data sources and instruments, collection processes, and analytic methods. This section must reflect a plan to assess progress toward performance measures and indicators that are aligned with the original program goals.  In addition, this section must show how the evaluation will be an integral element in the project’s planning, design, and implementation, and explain how the evaluation will enable project managers to determine which strategies and activities have been successful, and those that need to be revised.  Finally, include a plan for dissemination of evaluation findings, both to stakeholders and to broader, national audiences. The evaluator’s résumé must be included if one has already been identified; otherwise, a specific job description must be included (refer to Appendices).

This section must include the strategy, description of the proposed data instruments, collection processes and analytical methods to how the program leveraged private and existing funding sources to integrate an educational component that assists students in meeting academic requirements on grade level.

The evaluation plan must also address the following:

1. Specify the questions the evaluation will seek to answer, based on the project’s objectives, and plan of operation. These questions must enable project leaders to assess progress toward objectives and milestones and enable project managers to determine which strategies and activities have been successful, and those that need to be revised.
2. Describe the proposed data and measurement instruments that will be used.
3. Explain how data will be collected, including who is responsible and a timeline.
4. Describe how the integrity and accuracy of data will be ensured.
5. Specify the third-party individual or group who will conduct the external evaluation or provide a detailed job description and the selection process by which a qualified evaluator will be identified.
6. Describe how and when evaluation findings will be used to make improvements in the project.
7. Describe how the evaluation findings will be disseminated to the major stakeholders and all individuals with an interest in the project.  Explain how dissemination formats will be tailored to meet the needs of diverse stakeholders.

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

• experience evaluating educational initiatives;

• capacity to collect, manage, analyze, and interpret program and individual

student data;

• time availability (evaluation and reporting for this program may take a

considerable amount of time); and

• understanding of data confidentiality requirements.

An ARP ESSER Afterschool program grantee serving as another ARP ESSER Afterschool program grantee’s local evaluator could be a potential conflict of interest and is strictly prohibited. Applicants should also consider the evaluator’s role in addition to the local report, such as whether the evaluator will assist the grantee in completing federal and state online reports, visit the program periodically, present findings to stakeholders, and/or conduct interviews, surveys, site visits, or focus groups. Applicants should consider their needs related to data, evaluation, and reporting support in selecting an evaluator. Applicants may find evaluators by considering evaluators that they have successfully worked with on other projects, talking with current or former federal grant recipients to find out who they used and their satisfaction with the evaluator’s services, contacting local intermediate units or higher education institutions, using the [American Evaluation Association’s Find an Evaluator Tool](https://my.eval.org/find-an-evaluator?reload=timezone) or through other means.

**Applicants should describe the following in its application for funding:**

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

**3.6.1 Timeline of Evaluation Reporting and Allowable Costs:**

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

**External Local Evaluator should:**

1. Develop or assist the organization with developing an overall plan for evaluating the program outcomes;
2. Assist staff with understanding the evaluation and its use for making data-driven program decisions for planning and implementation of effective programming;
3. Use data gathering methods or tools in an appropriate and reliable manner;
4. Support the organization in identifying existing, implementing, or developing data, and/or quality tools;
5. Collect or gather data for appropriate sources, as needed for evaluation;
6. Analyze and interpret data for annual or periodic evaluation reports;
7. Conduct site visits, interviews or focus groups as needed for reports; and
8. Provide ongoing data/evaluation services related to technical support.

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

1. Understanding of performance measures and indicators stated in the application;
2. Enhanced student academic achievement;
3. Promotion of educational and recreational experiences through program activities and services;
4. Improved student behavior during the regular school day;
5. Increased regular school and program attendance; and
6. Integration of program activities aligned with Performance Indicators/State Goals.

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

1. State assessment data, as applicable to the grade levels served;
2. Reading and math report card grades;
3. Stakeholder survey data-students, parents, staff and partners;
4. Program attendance;
5. Student demographics;
6. Local reading and math assessments, if applicable
7. School attendance and discipline, if applicable;
8. Credit recovery/accrual, if applicable;
9. Fiscal/budget information breakdown of evaluation services to include deliverables;
10. Partner information; and
11. Other data as directed by the MSDE

**3.7 Programmatic Monitoring**

**3.7.1 Critical Elements Monitoring**

The MSDE monitors grantee compliance with requirements of the grant program (including completion of data) on an annual basis through documentation and evidence review. The Critical Elements monitoring comprises of stage evidence submission in the following areas: (1) Programmatic Compliance with Federal, State and Local Health and Safety, (2) Programmatic, (3) Evaluation, (4) Management, (5) Sustainability and (6) Budget and Adequacy of Resources. The MSDE conducts a review of the evidence and identifies corrective actions for sub-grantee completion. The grantee's ability to comply will affect the monitoring risk assessment indicator, as well as advise the MSDE technical assistance.

**3.7.2 Program Observation**

The Out-of-School Time Team observes quality academic enrichment as aligned with the grants approved application and Continuation of Funds report. The priority observation components consist of: (1) academically aligned objectives; (2) student engagement; (3) adherence to the grant requirements; (4) leveraging of partnerships and (5) data informed decisions. The Critical Elements Monitoring data provides additional technical assistance priorities to advise discussion at the time of observation. The goal of program observation is to provide positive, constructive, and immediate feedback to grantees regarding the implementation of the ARP ESSER grant funded program as aligned with the original proposal or as amended.

At the conclusion of the visit, the Extended Learning Specialist discusses the observation results with the grantee, provides additional guidance, as well as addresses corrective actions. The grantee will have an opportunity to provide any missing documentation within a specified timeframe.

**3.8 Leveraging Private and Existing Funding Sources**

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

**3.9 Partners**

A partner is any organization other than the grantee that will actively contribute to the project. This includes the local public school(s) being served, and other nonprofit [501(c)(3)] organizations and foundations. Partners include subcontractors, organizations that are under contract with the grantee to provide grant-funded activities or services. If awarded, all subgrantees must upload signed subcontractor contracts for review and approval before funds will be released for reimbursement requests; any funds paid to subcontractors without an approved contract in place are subject to nonpayment**.**

**3.9.0 LSS/School Participation Agreement**

The LSS/School Participation Agreement (Exhibit 9) must be submitted at the time of the application. The agreement must include a list of partner schools with principal names, and signatures from the local school superintendent. Applications submitted without signed LSS/School Participation Agreements will not be reviewed by the MSDE.

**3.9.1. Partners’ Letters of Commitment**

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

Each letter of commitment must contain the following:

1. A statement acknowledging and supporting the performance measures and indicators of the project.
2. The participant’s expected gains from the project.
3. The expertise, resources, and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified.
4. Detail the roles, responsibilities, and capabilities of the partners.
5. Indicate the terms of the agreement to include the grant period.
6. 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 for all providers.
   1. The MSDE acknowledges that MOUs may not be finalized at the time of the application; however, a proposed agreement is required that outlines the details of partnership.

In addition, letters must include a clear statement that they will provide student data in accordance with the Federal Education Rights and Privacy Act (FERPA), if needed. Please note: When requesting any personally identifiable student data (e.g., test scores, grades, attendance, disciplinary frequency, etc.), parental consent is required.  Recommendation: acquire parental permission at time of registration.

**3.9.2. Partners’ Plan Worksheet**

The Partners Plan Worksheet (Exhibit 6) shows the project’s partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. Include which objectives their services will help to achieve, as well as evaluation dates to reflect on progressing and/or achieved outcomes.

The Partners Plan Worksheet must include:

1. Partner: Provide the name of the partner organization.
2. Role in Project: Specify the partner’s role in the project (e.g., academic instruction, enrichment, family services, professional development, character education, service-learning, volunteers, or transportation).
3. Mutual Objective(s): Identify the objective that this partner will help the project meet. Objectives can be referenced by number as shown in the alignment worksheet or in narrative form.
4. Benefit to Project: Specify who will benefit from the partner’s contribution (e.g., parents, students, staff) and how they will benefit (e.g., parents will learn how to read to their children at home or students will be able to envision themselves going to college).
5. Specific Contribution(s) and Project Deliverables: Specify the deliverable the partner and lead agency will provide (e.g., 10 one-hour workshops; 25 college student volunteers, four times per week, and two hours per day).
6. Evaluation Dates: Specify the dates the lead agency and partner will intermittently meet to complete an assessment of services and objectives, over the course of the grant year.

**4.0 Sustainability**

In this section, describe how the program will achieve sustainability in Year 3 and beyond the life of the grant. Include a description of current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships. It is expected that all programs funded will acquire other funds to assist in sustaining the program in Year 3 and beyond.

This section must:

1. Explain how the project will be sustained after ARP ESSER funding ends.
2. Describe planned efforts to secure additional partners and funding sources.
3. Describe plans for maintaining partnerships beyond the funding cycle.

**4.0.1 Transition towards Self-Sufficiency**

The MSDE will provide funding for all three years of the project at 100 percent, subject to continued grant compliance and state funding.

**4.0.2 Matching Contributions (If applicable)**

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. Matching Contributions are not required for ARP ESSER Afterschool Programs funding

**4.0.3 Branding**

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

**5.0 Budget and Adequacy of Resources**

All ARP ESSER Afterschool program awards are reimbursement grants, whereby each program incurs costs and then invoices MSDE for those charges. Grantees must have sufficient cash flow to operate the ARP ESSER Afterschool program continuously while awaiting reimbursement receipt, which normally takes approximately six to eight weeks. Interest expense or other debt services costs cannot be charged to the ARP ESSER grant. Check cashing fees cannot be charged to the grant. If unallowable costs are reimbursed during the grant period, corrective actions will be provided and require the funds to be repaid to the MSDE.

The grant budget consists of two components:

1. The Budget Worksheet (Exhibit 8); and
2. The approved [MSDE Grant Budget Forms (C-1-25](http://marylandpublicschools.org/about/Pages/Grants/BudgetInfo.aspx)).

The budget objects are: (1) Salaries & Wages; (2) Contracted Services; (3) Supplies & Materials; (4) Other Charges; (5) Equipment; and (6) Transfers. The line items identified in the Budget Narrative and Budget Worksheet must align. The budget object totals in the Budget Worksheet must align with the totals identified on the MSDE Grant Form C-1-25.

**5.0.1. Budget Narrative**

The budget narrative is a part of the Budget Worksheet Template (Exhibit 8). The Budget Narrative must:

1. Describe a clear relationship between the activities described in the application and the proposed allocation of grant funds;
2. Address the necessity and rationale of proposed costs;
3. The budget section must demonstrate that there are sufficient resources to successfully implement the proposed program as described in the project narrative, including, but not limited to, instructional staff, curricular materials, evaluation, professional development, background checks, and transportation, if necessary; and
4. Applicants must list all budgetary costs based upon the narrative components and program design and ensure the budget includes a line-item description for every allowable costs necessary to carry out the goals and objectives of the proposed program.

**5.0.2. Itemized Budget: Exhibit 8 Budget Worksheet Template**

The Budget Worksheet budget objects align directly with the MSDE C-1-25 and Financial Reporting Guidelines and cannot be altered. The budget objects are: (1) Salaries & Wages, (2) Contracted Services, (3) Supplies & Materials, (4) Other Charges, (5) Equipment, and (6) Transfers.

Identify reasonable and allowable expenses aligned with the United States Department of Education (USED) Uniform Grant Guidance, [2 C.F.R. Part 200](https://www.govinfo.gov/content/pkg/CFR-2016-title2-vol1/xml/CFR-2016-title2-vol1-part200.xml#seqnum200.300), (2 CFR § 200). The Electronic Code of Federal Regulations (E-CFR) is accessible at: <https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl>. Utilize [The Maryland Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx) as an additional resource when categorizing allowable expenses. Utilize the [Bureau of Labor and Statistics National Occupational Employment and Wage Estimates](https://www.bls.gov/oes/current/oes_nat.htm) database to identify reasonable and allowable wages.

The itemized budget must:

1. Detail all three years of the project in an itemized budget;
2. Itemize general expenses into specific line items. For example, “Meeting Expenses” can be itemized to include, “room rental” and “photocopying.”
3. Clearly show the requested funds and in-kind contributions for each line item.
   1. Identify the source of each in-kind contribution, if applicable.

Adhere to the following guidelines when proposing expenses in the specified budget objects.

1. Salaries and Wages: Expenditures incurred for personnel on the payroll.
   1. Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay provide based on the r[easonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics](https://www.bls.gov/oes/current/oes_nat.htm) (BLS), number of hours billed to the project, percentage of time billed to the project;
   2. Program staff identified under Salaries/Wages and Contractual Services must remain in that budget object for the remainder of the grant year;
   3. The budget must include a position or contracted services expense for a finance agent/bookkeeper; and
   4. Program staff identified under Salaries/Wages must include paycheck withholding as supporting documentation when submitting reimbursement invoices.
2. Contracted Services: Expenditures for services performed by persons who are not on the payroll.
   1. Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay based on the r[easonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics](https://www.bls.gov/oes/current/oes_nat.htm), administrative fees, and number of hours billed to the project. Please provide the following in the calculation column and embed the hyperlink to the BLS reference;
   2. Vendors that provide direct services to students must submit a proposed Memorandum of Understanding (MOU) outlining the deliverables and breakdown of expenses to include hourly rates and administrative costs for all providers. The MSDE acknowledges that MOUs may not be finalized at the time of the application; however, a proposed agreement is required that outlines the details of partnership; and
   3. The external evaluator costs cannot exceed 7 percent of the Total Requested.
3. Supplies and Materials: Refer to [CFR 200.94](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_194&rgn=div8) and [MD Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx), Appendix D for a definition.The total object cannot exceed 8 percent of the Total Requested.
   1. Specify and detail how the expense was calculated for each line item. The calculation column must include quantity and costs per item.
4. Equipment: Refer to [CFR 200.313](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_1313&rgn=div8) and [MD Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx), Appendix D for a definition. The total object cannot exceed 3 percent of the Total Requested.
5. Other Charges: May include expenses such as travel, conferences, fringe, etc. (not an inclusive list). The total object cannot exceed 36 percent of the Total Requested.
   1. Professional Development:
      1. Include funds to cover travel and lodging expenses for at least two key personnel to attend one national and two regional training activities during each year of the project (actual attendance will be contingent on MSDE approval).
      2. Include funds for the project director to attend three state grantee networking meetings; and
      3. Include funds for the project director to attend one two-day state grantee retreat.
6. Transfers: The total object cannot exceed 13 percent of the Total Requested.
   1. Indirect Cost Rate:
   2. Indirect Costs cannot exceed 10% of the Total Direct Cost.
   3. Refer to Section 5.0.5 Indirect Costs for calculation guidance.

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

**5.0.3 MSDE Grant Budget Form C-1-25**

Complete the MSDE Grant Budget C-1-25 form. This form in Excel format can be downloaded from: <http://marylandpublicschools.org/about/Pages/Grants/BudgetInfo.aspx>.

If the applicant is an LSS: The district’s Budget Officer or Finance Official and the Superintendent or designee must sign this form.

If the applicant is not an LSS: The Finance Official and Agency Head, 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 Costs**

LSSs or other organizations may charge direct costs to the ARP ESSER grant. Direct costs are those that can be identified specifically with a particular costs’ objective. Costs for personnel who supervise the activities of program staff or costs of supplies and materials, or equipment would qualify as direct costs.

**5.0.5 Indirect Costs**

LSSs or other organizations may charge indirect costs to the ARP ESSER grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. LSSs must use approved indirect cost rates as established with the MSDE. All other entities may request to use their state approved cognizant rate or must use the de minimis rate state unrestricted rate of 10 percent in accordance with the EDGAR guidelines. 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).

**5.0.6 Uniform Guidance**

The “Omni Circular” combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the MSDE this means the requirements in EDGAR Parts 74 and 80 have also been subsumed under the Uniform Grant Guidance (UGG). The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014. Refer to the following website for more details: [www.federalregister.gov/documents/2013/12/26/2013-30465/uniform-administrative-requirements-cafterschool-principles-and-audit-requirements-for-federal-awards](http://www.federalregister.gov/documents/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards).

**Examples of Allowable Expenses (not an inclusive list)**

1. Intervention, strategies, and curriculum purchases (must meet ESSA evidence criteria).
2. Salaries and fringe benefits for ARP ESSER afterschool staff;
3. Professional development and ARP ESSER trainings;
4. Consultants, subcontractors, and evaluators providing allowable services/activities;
5. Implement policies in line with the guidance from the Center for Disease Control for the reopening and operation of school facilities
6. Supplies to maintain the public health protocols to ensure the health and safety of students to include personal protection equipment, cleaning and sanitizing materials, portable air purifiers, and emergency supplies;
7. Classroom materials and supplies for ARP ESSER classes;
8. For LSSs, food services, if not provided by any other funding sources.
9. Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
10. Core academic subject educational activities;
11. Arts and music education activities;
12. Address and promote family engagement and dual capacity building for staff and families of English learners;
13. Entrepreneurial education, college, and career readiness programs;
14. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
15. Programs that provide out-of-school activities for limited English proficient students that emphasize language skills and academic achievement;
16. Recreational activities;
17. Telecommunications and technology education programs;
18. Implement social emotional strategies and supports for students;
19. Drug and violence prevention programs;
20. Counseling programs;

**Examples of Unallowable Expenditures (not an inclusive list)**

1. Preparation of the proposal: Costs to develop, prepare, and/or write the ARP ESSER Afterschool proposal cannot be charged to the grant directly or indirectly by either the agency or contractor;
2. Pre-award costs: Pre-award costs may not be charged against the grant;
3. Funding for activities conducted and costs incurred before the start date of the grant;
4. For non LSSs, food is an unallowable expense.
5. Entertainment is not allowed. A field trip without the approved academic support (will be considered entertainment);
6. End-of-year celebrations or food associated with parties or socials;
7. Game systems and game cartridges;
8. Unapproved out-of-state or overnight field trips, including retreats and lock-ins;
9. Incentives (e.g., plaques, trophies, stickers, t-shirt, give-a-ways);
10. Advertisements, promotional, or marketing items;
11. Decorative items;
12. Purchase of facilities, vehicles (e.g., Buses, Vans, or Cars), or Land acquisition;
13. Capital improvements, permanent renovations;
14. Direct charges for items or services that the indirect costs rate covers;
15. Dues to organizations, federations, or societies for personal benefit; and
16. Any costs not allowable for federal programs per Uniform Guidance 2 CFR§ 200.400.

**6.0 Appendices**

The Appendices must be included but do not apply to the page limit of the Project Narrative. Refer to the following sections for appendices references:

# Key Personnel Description and Qualifications (3.5.1);

* 1. Evaluation and Dissemination (3.6)
     1. Evaluator Position Description;
  2. Partners Letters of Commitment (3.9.1);
  3. Social-Emotional Program Letter of Support (1.8);
  4. Contracted Services MOU (5.0.2.b.ii);
  5. Works Cited (6.0.1); and
  6. Compliance with Federal, State, and Local Health and Safety Standards (6.0.2)
     1. Current fire inspection report; and
     2. Use of occupancy permit.

Other than these appendices, please do not include any additional appendices. Do not include any material that is required for the Project Narrative (Section 3.0) in the Appendices.

**6.0.1 Works Cited**

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

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

Each applicant must provide evidence of compliance with federal, state, and local fire, health, zoning codes, and safety standards. Submit a copy of all required licenses and/or certifications for health and safety including a Use and Occupancy (U&O) permit and current Fire Inspection report (refer to Appendix), per operating site.

**6.0.3 Signed Assurances**

The Superintendent of the school system **or** the head of the grantee agency must sign and date the Assurances (Exhibit 10). Please read all assurances carefully. These assurances dictate requirements that must be adhered to by the grantee. By signing the assurances, the applicant agrees to abide by the requirements and policies stated. The signed assurances should be submitted as part of the application package. If extenuating circumstances prohibit submission of the signed Assurances and the applicant qualifies for a Validation Visit, the signed assurances must be submitted 30 days after notification of the interview. If the form is not received within 30 days, the MSDE reserves the right to discontinue further application review.

**6.0.4 Conflicts of Interest**

All potential conflicts of interests should be avoided. According to the general procurement standards, the non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts. 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. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. (EDGAR 2 CFR §200.318)

Within the ARP ESSER program, conflicts of interest could include:

* 1. Employing immediate family members as contract labor for services;
  2. Having a program employee serve as a vendor; and
  3. Purchasing supplies from a company in which a program employee has a financial interest.

**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 to overcome barriers to equitable participation.

**8.0 Validation Process**

**8.0.1 Validation Process Part 1**

Applications will be pre-screened for the following:

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

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

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

1. Review Panel Selection
2. The MSDE will publicly solicit, screen, and select impartial, qualified reviewers who are not employees of the MSDE to review and score applications. The MSDE will assemble review teams based on experience and geographic distribution. Prior to reviewing any applications, each reviewer will submit a signed Conflict of Interest form indicating that they did not assist with the preparation of any application and will not financially benefit from any awards made.
3. Proposal Review
4. Reviewers will individually comment on each proposal assigned to that team and assign each a numerical score using the ARP ESSER scoring rubric. Reviewers will then meet in teams to arrive at consensus scores.
5. Proposal Score
6. After the conclusion of the review process, proposals will be ranked in order by total consensus score plus priority points divided by total possible score to obtain a percentage.
7. Proposals scoring at 85 percent and above will be eligible for Validation Process Part 3.

**8.0.3 Validation Process Part 3 – Validation Overview**

1. Applicants will respond in writing to a standard set of questions, as well as any clarification questions or concerns raised by the reviewers through the Validation Overview process.
   1. The applicant will provide written responses to the general and specific questions and provide any requested revised budgetary documentation no later than the date identified in the Validation Overview form, not to exceed five business days.
   2. The purpose of the Validation Overview process is:
      1. To provide the grant leadership team and partners the opportunity to validate details about their proposed program;
      2. To communicate the aspects of their proposed program that may need clarification and improvement;
      3. To establish a timeline, if needed, for required revisions not to exceed 15 days from the date of the Validation Overview; and
      4. To provide written concerns or remaining questions at the conclusion of the Validation Overview that may result in conducting a Validation Interview.
   3. The purpose of the Validation Interview is:
      1. To provide MSDE representatives and the review team an opportunity to discuss the written responses to validation questions with the leadership team and partners, if necessary.

b. The MSDE will forward the questions at least three days before the interview.

* 1. The MSDE may also conduct a Validation Visit for applicants.
     1. The MSDE, in collaboration with the potential grantee, will arrange the date and time for the validation visit to take place within seven business days of contact by the MSDE. This visit will be attended by the MSDE representatives. The peer review team will be invited to attend; however, their attendance is not mandatory. The proposed program leadership team and program partners (if requested) must attend the validation. Attendees should be limited to active participants in the proposed program.

1. The MSDE shall make final determination for awards based on the results of the Validation Process and the availability of funds.
2. Proposals will be funded as the total federal allocation to the State allows.
3. Participation in the Validation Process Part 3 does not constitute an award.

**8.0.4 Awarding of Funds**

The MSDE will initiate notification of grant awards via email. All funding is contingent on the annual awarding of federal funds to the MSDE.

**9.0 Denial of a Grant/Application**

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

**9.0.1. Reasons for Denial**

All applicants who may be denied funding for any of the following reasons:

* 1. Partnership with school students is not provided within 30 days of the Validation Overview.
  2. The applicant did not have official documentation of a recent local inspection (within two years) indicating compliance within fire, health, and safety requirements.
  3. The proposed facility has visible health and safety issues at the facility serving the students (e.g., evidence of insect/rodent infestation, sewage issues, exposed wiring, overloaded power strips, HVAC i.e., too cold, or too warm, etc.).  Noted corrections are not resolved within 30 days.
  4. Program components unable to be validated.
  5. Applicant does not submit requested documentation within the stated timeframe.
  6. Other concerns that arise in the Validation Process.
  7. Reduction in federal funding.

**9.1 Appeal Process**

The Maryland State Department of Education is the State Educational Agency responsible for administration of the ARP ESSER. The following appeal procedures are written in accordance with federal law and regulations: 20 U.S.C. § 1231b-2(a) and 34 C.F.R. § 76.401 and § 76.783.

1. Actions Subject to Review and Appeal
   1. If an applicant or recipient is aggrieved by the actions of the Maryland State Department of Education (MSDE) and alleges a violation of State or Federal law, rules, regulations, or guidelines governing the program, the applicant may request the MSDE review its initial decision for the following reasons:
      1. disapproving or failing to approve its application or program in whole or in part;
      2. failing to provide funds in amounts in accord with the requirements of the laws and regulations;
      3. ordering, in accordance with a final State audit resolution determination, the repayment of misspent or misapplied Federal funds; or
      4. terminating further assistance for an approved program.
   2. Within 60 calendar days of the request for review, the MSDE will issue a final decision on the matter in writing.
   3. Final decisions by the MSDE may be appealed by the applicant or recipient pursuant to Subsection II below.
2. Requesting an Appeal Hearing
   1. The applicant or recipient shall request an appeal hearing within 30 calendar days from the date of the MSDE’s final decision.
   2. The hearing request shall be in writing and signed by the aggrieved applicant or recipient.
   3. The hearing request shall clearly identify the basis of the request and contain a brief statement of the supporting reasons for the request and clearly identify the action the MSDE is being asked to take.
   4. The Request shall be delivered to:
      1. Assistant State Superintendent of the Division of Student Support, Academic Enrichment, and Educational Policy

200 West Baltimore Street

Baltimore, MD 21201.

# Delegation to Hearing Officer

1. Upon receipt of the Request, the State Superintendent or designee shall delegate a request for a hearing to the Office of Administrative Hearings (OAH) in accordance with State Government Article Sec. 10-205, Annotated Code of Maryland to conduct the hearing and to issue recommended findings of fact and conclusions of law to the State Superintendent or designee.
2. The hearing shall be conducted by an administrative law judge (ALJ) within the OAH pursuant to the State Government Article, 10-201 *et. seq.*
3. The hearing officer shall:
   1. Hold the hearing within 30 calendar days of the date of the appeal unless the parties jointly agree to a delay.
   2. Within five business days of the conclusion of the hearing, submit to the State Superintendent or designee and the aggrieved applicant or recipient:
      1. Recommended findings of fact and conclusions of law.

# Final Decision

1. The State Superintendent or designee will review the recommended findings of fact and conclusions of law and issue a final decision to the aggrieved applicant or recipient within 10 business days of the conclusion of the hearing.
2. Notice of the appeal will be sent to the aggrieved applicant or recipient by United States Postal Service and electronically. This notice shall contain appeal rights.
3. If the aggrieved applicant or recipient disagrees with the decision of the State Superintendent or designee, they may appeal to the Secretary of the United States Department of Education within 20 days pursuant to Section 432 of the General Education Provisions Act (GEPA).
4. **Application Submission Requirements**
5. The Application for the American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Grant Programmust be the first page of the proposal;
6. All pages of the Project Narrative must use one-inch margins and be numbered;
7. The Project Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Proposals that fail to meet this requirement will be rejected;
8. Charts, worksheets, and tables may use single spacing and a type size of 10-point font;
9. Applications must not exceed 20 pages. Additional pages that exceed the 20-page limit will not be read or scored. This ***excludes*** proposal Application Form, Application Checklist, Table of Contents, Budget Narrative, Itemized Budget Form, the MSDE Grant Budget C-1-25, Appendices, Signed Assurances; and
10. References must be cited using the American Psychological Association (APA) format.
11. All parts of the application are due at the same time and partial submissions will not be reviewed.

**All proposals MUST be electronically submitted in one pdf document by 5:00 P.M. (Eastern Time) on Friday, August 20, 2021, to:**

[arpesserrfp2021.msde@maryland.gov](mailto:arpesserrfp2021.msde@maryland.gov)

Maryland State Department of Education

Division of Student Support, Academic Enrichment, and Educational Policy

Youth Development Branch

Attention: Reginald Burke

**Non-Discrimination Statement**

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:**

Agency Equity Officer

Equity Assurance and Compliance Office

Office of the Deputy State Superintendent for Finance and Administration

Maryland State Department of Education

200 W. Baltimore Street

Baltimore, Maryland 21201-2595

410-767-0426 - voice

410-767-0431 - fax

410-333-6442 - TTY/TDD

**EXHIBIT 1:** SUBMITTED QUESTIONS FORM

**American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Grant Programs**

Bidders and other interested parties should use this form for submission of questions. Responses to all substantive and relevant questions received by **Friday, July 30, 2021,** will be compiled in writing and posted on the following website no later than **Friday, August 13, 2021.**

[**http://marylandpublicschools.org/about/Pages/ARP-ESSER/index.aspx**](http://marylandpublicschools.org/about/Pages/ARP-ESSER/index.aspx)

|  |  |
| --- | --- |
| ***LSS/Organization Name*** | Enter Text Here |

|  |  |
| --- | --- |
| ***RFP Section & Page Number*** | ***Question*** |
| 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: [arpesserrfp2021.msde@maryland.gov](mailto:arpesserrfp2021.msde@maryland.gov)

**EXHIBIT 2:** APPLICATION CHECKLIST

|  |  |  |
| --- | --- | --- |
| Yes | No |  |
|  |  | **American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Grant Programs Form *(Exhibit 3)*** |
|  |  | **Project Narrative (20-page limit)** |
|  |  | Extent of Need for Project |
|  |  | Project Design |
|  |  | Performance Measures and Indicators |
|  |  | 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 - LSS/School Participation Agreement |
|  |  | Exhibit 10 - Recipient Assurances |
|  |  | **Appendices** |
|  |  | Key Personnel Description and Qualifications |
|  |  | Evaluation and Dissemination: Evaluator Position Description |
|  |  | Partners Letters of Commitment |
|  |  | Contracted Services MOU |
|  |  | Social-Emotional Program Letter of Support |
|  |  | Works Cited |
|  |  | Compliance with Federal, State, and Local Health and Safety Standards  1. Current Fire Inspection Report(s); and 2. Use of Occupancy Permit(s) |
|  |  | The Wallace Calculator Output Form or a written rationale of the cost per pupil calculation (refer to Application, Section II. Grant Program, a.ii). |
|  |  | Other (Refer to check list in Table of Contents for additional documentation) |

**EXHIBIT 3:**

**Application for the American Rescue Plan Elementary and Secondary School Emergency Relief**

**Afterschool Grant Program**

1. **Applicant Information**

Identify the Lead Agency responsible for the submission of the application and implementation of the proposed grant program.

* 1. **Lead Agency:** Enter Text Here
  2. **Check if applicable:**

2018 Nita M. Lowey 21st CCLC Recipient

* 1. **Agency Address**
  2. **Street:** Enter Text Here **City:** Enter Text Here
  3. **State:** Enter Text Here **Zip Code:** Enter Text Here
  4. **Employer/Taxpayer Identification Number:** Enter Text Here
  5. **Fiscal Agency (if different from the Lead Agency):** Enter Text Here
  6. **Organizational DUNS:** Enter Text Here
  7. **Type of Organization (choose one):**

Local School System For Profit Organization

Not for-Profit Organization Charter School

Faith Based Organization

1. **Applicant Point of Contact**

Provide the name and contact information for the individual responsible for communications regarding this application.

**Prefix:** Enter Text Here **First Name:** Enter Text Here **Last Name:** Enter Text Here

**Title:** Enter Text Here

**Telephone Number:** Enter Text Here **Email:** Enter Text Here

1. **Grant Program**

Provide the title of the grant program.

**Title of Project:** Enter Text Here

Identify the intended student population to be served.

1. **Target Population**
   1. **Number of Students and Grades Proposed to be Served:**

*Afterschool Program:* Indicate Number of Students Served: Enter Text Here

Indicate which of the following grade(s) you propose to serve in the *extended day program* (check all that apply).

Pre-Kindergarten  Kindergarten Grade 1 Grade 2  Grade 3  Grade 4 **☐** Grade 5 **☐** Grade 6 **☐** Grade 7 Grade 8  Grade 9

**☐** Grade 10 **☐** Grade 11 **☐** Grade 12 **☐** N/A

* 1. **Costs 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:*

*Total Award Amount/Number of Operating Days = Cost per Day.*

*Cost Per Day/Total Number of Seats= Cost Per Seat*

Enter Text Here

*Afterschool Program:* Enter Text Here

Complete [The Wallace Foundation Out-of-School Time Cost Calculator](https://www.wallacefoundation.org/cost-of-quality/pages/default.aspx)\* for elementary, and/or elementary and middle school programs.\*\* Provide the “low and high cost per slot calculation” below:

*Comprehensive Afterschool Program:* Low*-* Enter Text HereHigh*-* 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.

**IV. Operations**

* + 1. **Provide the operational details of the proposed after school grant program.**

Establish new educational partnerships with:

Local public schools

Private sector businesses

Other nonprofit [501(c)(3)] organizations and foundations

* + 1. **Days and Hours**
  1. **Identify the total number of days the program will be in operation:** Enter Text Here
  2. **Identify the operating hours of the proposed after school program:**
     1. **Days of Operation**

Monday Tuesday Wednesday Thursday Friday

* + 1. **Hours of Operation**

Start Time(s): Enter Text HereEnd Time(s): Enter Text Here

* + 1. **Operating Site**

Provide the locations the program will operate and indicate if the location is a LSS or community site (CS).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Site/School Name | LSS or CS | Address | City | Zip Code |
| Enter Text Here | LSS CS | Enter Text Here | Enter Text Here | Enter Text Here |
| Enter Text Here | LSS  CS | Enter Text Here | Enter Text Here | Enter Text Here |
| Enter Text Here | LSS  CS | Enter Text Here | Enter Text Here | Enter Text Here |
| Enter Text Here | LSS  CS | Enter Text Here | Enter Text Here | Enter Text Here |
| Enter Text Here | LSS  CS | Enter Text Here | Enter Text Here | Enter Text Here |

1. **Eligible Applicants**

Schools eligible for services provided by this grant are:

1. [Comprehensive Support and Improvement Schools](http://marylandpublicschools.org/about/Documents/DSFSS/TitleIVPartA/CSIList2019.pdf) (lowest 5 percent of the Title I schools; high schools with graduation rates less than 67 percent; and School Improvement Grant (SIG) IV schools) and/or;

[Title I Schools](http://marylandpublicschools.org/about/Documents/DSFSS/TitleI/titleIschools/TitleISchoolsSY2021.pdf) that serve a high percentage (at least 40 percent) of students from low-income families; and/or;

1. Other schools are determined by the LSS to need intervention and support.

List the eligible schools that will be served by the proposed program:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Local School System** | **School Name** | **School ID Number** | **Address** | **City** | **Zip Code** | **% of FARMS** |
| 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 | Enter Text Here | Enter Text Here | Enter Text Here | Enter Text Here |

Illustrate the ability to leverage private and existing funding sources (See Section 3.8).

1. **Competitive Priority**

The competitive ARP ESSER RFP will provide an additional five points to applicants that propose to serve local school systems with lowest percentages of students receiving in-person instruction as reported in the [Maryland Phased Re-Opening for LSSs.](http://marylandpublicschools.org/about/Documents/ARP-ESSER/ARP_ESSER_Enrollment_Attendance_InstructionData.pdf) The data was collected in the Spring of 2021.

An additional five points shall be given to applications that integrate social-emotional learning in accordance with programs in place in the schools of the target population. The priority points will be added to the overall score of the application.

1. **Funding**

Identify the total funds requested annually:

**Year 1:** Enter Text Here **Year 2:** Enter Text Here **Year 3:** Enter Text Here

1. **Project Statement**

Provide a 100 word or less statement that explains the purpose, need and proposed design of the project.

Enter Text Here

Enter Signature HereEnter Text Here

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent of Schools/Head of Grantee Agency Signature Date

**EXHIBIT 4:**

Performance Goals and Indicators

The Maryland State Department of Education (MSDE) identifies three performance goals to evaluate the effectiveness of the ARP ESSER Afterschool grant programs. The applicant is responsible for identifying the Performance Indicators, [Maryland College and Career-Ready Standards](https://mdk12.msde.maryland.gov/INSTRUCTION/commoncore/Pages/index.aspx), [National Afterschool Association (NAA) Core Knowledge and Competencies for Afterschool and Youth Development Professionals](https://naaweb.org/images/NAA-CoreComp-Infographic.pdf)[,](https://mdoutofschooltime.org/wp-content/uploads/MOST_Standard_Core_Final_2010.pdf) 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 National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals include: (1) Child/Youth Growth & Development, (2) Learning Environments & Curriculum, (3) Child/Youth Observation & Assessment, (4) Interactions with Children & Youth, (5) Youth Engagement, (6) Cultural Competency & Responsiveness, (7) Family, School,& Community Relationships, (8) Safety and Wellness, (9) Program Planning and Development, and (10) Professional Development and Leadership.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Afterschool Program Goal 1:**Integrate an educational component that will assist students in meeting academic requirements on grade level. | | | | | |
| ***Performance Indicators*** | ***College and Career-Ready Standard*** | ***NAA Core Knowledge and Competencies*** | ***Activities***  Include those activities specifically chosen to influence the area addressed by the performance indicator | ***Data Source(s) and Evaluation Methods***  List all data sources used to examine this indicator | ***Grant Year***  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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Afterschool Program Goal 2:**  (1)Provided learning and enrichment activities that assisted students in achieving at or above grade level in the next school year; and  (2) Exposed students to future learning and life opportunities | | | | | |
| ***Performance Indicators*** | ***College and Career-Ready Standard*** | ***NAA Core Knowledge and Competencies*** | ***Activities***  Include those activities specifically chosen to influence the area addressed by the performance indicator | ***Data Source(s) and Evaluation Methods***  List all data sources used to examine this indicator | ***Grant Year***  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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Afterschool Program Goal 3:**  (1) Enhance educational purpose of school; or  (2) Enhance students’ access to physical, social, and emotional support. | | | | | |
| ***Performance Indicators*** | ***College and Career-Ready Standard*** | ***NAA Core Knowledge and Competencies*** | ***Activities***  Include those activities specifically chosen to influence the area addressed by the performance indicator | ***Data Source(s) and Evaluation Methods***  List all data sources used to examine this indicator | ***Grant Year***  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 |

**EXHIBIT 5:** *MANAGEMENT PLAN WORKSHEET*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Afterschool Program Critical Elements** | **Specific**  *(What are the actions to be completed?)* | **Measurable**  *(How will the action be measured as attained?)* | **Attainable/Responsible Party**  *(Is this realistic to achieve and who will own this task?)* | **Relevant**  *(How does this action relate to the scope of work?)* | **Time Based**  *(When will the action be completed? Identify intermittent due dates, if necessary.)* | **Notes/Other** |
| Safety | *ex: Completion of 10 staff background checks* | *10 background check results received* | *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 |
| Budget and Adequacy of Resources | 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 |
| **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 Afterschool Program 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 Afterschool Program Orientation | 3.Assign Team ownership and responsibilities |

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

## EXHIBIT 6: PARTNERS PLAN WORKSHEET

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Partner** (Agency) | **Role in the Project** | **Mutual Objective(s)**  *(Identify which objective(s) from Exhibit 4)* | **Benefit (s) to Project**  *(Who and how will the project benefit)* | **Specific Contributions and Project Deliverables**  *(Identify both the partner and Lead Agency’)* | **Evaluation Dates**  *(Dates partner’s services and objective progress will be evaluated*) |
| *Ex: Example Inc.* | *To provide weekly STEAM project-based learning experiences to 5th grade students* | *Increase student’s knowledge and application of the STEAM mindset* | *Students: increase in STEAM knowledge and experience* | *Lead Agency:*  *1.Recruit 60 5th grade students; and*  *2.Co-facilitate weekly 60-minute lessons.*  *Partner:*  *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.* | *Initial Assessment of Services: August 1, 2022*  *Interim Assessment: December 1, 2022*  *Pre-Close Assessment:*  *April 1, 2023*  *Summative Assessment:*  *June 15, 2023* |
| 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.

**EXHIBIT 7:**BUDGET WORKSHEET

***Guidance and Sample***

The Budget Worksheet is a mandated reporting form. Exhibit 8 is a sample Budget Worksheet example and Exhibit 8 is an editable template for applicant use. Please review the guidance provided in the sample explicitly, prior to completing the Exhibit 8 Budget Worksheet.

The Budget Worksheet budget objects align directly with the MSDE C-1-25 and Financial Reporting Guidelines and cannot be altered. The budget objects are: (1) Salaries & Wages, (2) Contracted Services, (3) Supplies & Materials, (4) Other Charges, (5) Equipment, and (6) Transfers.

Identify reasonable and allowable expenses aligned with the USDE Uniform Grant Guidance, [2 C.F.R. Part 200](https://www.govinfo.gov/content/pkg/CFR-2016-title2-vol1/xml/CFR-2016-title2-vol1-part200.xml#seqnum200.300), (2 CFR § 200). The Electronic Code of Federal Regulations (E-CFR) is accessible at: <https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl>. Utilize [The Maryland Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx) as an additional resource when categorizing allowable expenses.

The itemized budget must:

1. Detail all three years of the project in an itemized budget;
2. Itemize general expenses into specific line items. For example, “Meeting Expenses” can be itemized to include, “room rental” and “photocopying.”
3. Clearly show the requested funds and in-kind contributions for each line item.
   1. Identify the source of each in-kind contribution; and
   2. Reflect in-kind levels, if applicable.

Adhere to the following guidelines when proposing expenses in the specified budget objects.

1. Salaries and Wages: Expenditures incurred for personnel on the payroll.
   1. Specify and detail how the expense was calculated for each line item. The calculation column must include: Hourly rate of pay based on the r[easonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics](https://www.bls.gov/oes/current/oes_nat.htm), number of hours billed to the project, percentage of time billed to the project;
   2. Program staff identified under Salaries/Wages and Contractual Services must remain in that budget object for the remainder of the grant year;
   3. The budget must include a position or contracted services expense for a finance agent/bookkeeper; and
   4. Program staff identified under Salaries/Wages must include paycheck withholding as supporting documentation when submitting reimbursement invoices.

b. Contracted Services: Expenditures for services performed by persons who are not on the payroll.

* 1. Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay based on the r[easonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics](https://www.bls.gov/oes/current/oes_nat.htm), administrative fees, and
  2. number of hours billed to the project. In the calculation column, embed the hyperlink to the BOL reference;
  3. Partners that serve as vendors providing direct support 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 MOUs may not be finalized at the time of the application; however, the MSDE requires a proposed agreement that outlines the details of partnership; and
  4. The external evaluator costs cannot exceed 7 percent of the Total Requested.

1. Supplies and Materials: Refer to [CFR 200.94](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_194&rgn=div8) and [MD Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx), Appendix D for a definition.The total object cannot exceed 8 percent of the Total Requested.
   1. Specify and detail how the expense was calculated for each line item. The calculation column must include quantity and after school per item.
2. Equipment: Refer to [CFR 200.313](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_1313&rgn=div8) and [MD Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx), Appendix D for a definition. The total object cannot exceed 3 percent of the Total Requested.
3. Other Charges: May include expenses such as travel, conferences, fringe, etc. (not an inclusive list). The total object cannot exceed 36 percent of the Total Requested.
   1. Professional Development:
      1. Include funds to cover travel and lodging expenses for at least two key personnel to attend one national and two regional training activities during each year of the project (actual attendance will be contingent on MSDE approval).
      2. Include funds for the project director to attend three state grantee networking meetings: and
      3. Include funds for the project director to attend one two-day state grantee retreat.
4. Transfers: The total object cannot exceed 13 percent of the Total Requested.
   1. Indirect Cost Rate: Indirect Costs cannot exceed 8 percent of the Total Direct Costs.
   2. Refer to Section 5.0.5 Indirect Costs for calculation guidance.

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

***BUDGET WORKSHEET: Sample***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | **Third Party In-kind Amount**  **and Source** | **Total** |
| **Salaries & Wages - *The budget object aligns with the C-1-25 and cannot be edited.*** | | | | | |
| *Project Director* |  | *Full-time (100%) @ $40,000/year, 40 hrs. per week for 40 weeks at rate of $25 per hour* [*https://www.bls.gov/oes/current/oes212021.htm*](https://www.bls.gov/oes/current/oes212021.htm) | *$20,000* | *$20,000* | *$40,000* |
| ***Total Salaries & Wages*** | | | **$*20,000*** | ***$20,000*** | **$40,000** |
| **Contracted Services** *-* ***The budget object aligns with the C-1-25 and cannot be edited.*** | | | | | |
| *STEAM Enrichment* |  | *(1)60 minute lessons= $180/lesson to include supplies for 30 students + $20- 1 hour of instruction X 4 days* | *$800* |  | *$800* |
| *Independent Evaluation* |  | *Approximately 7%* | *$17,330* |  | *$17,300* |
| ***Total Contracted Services*** | | | **$18,130** |  | **$18,130** |
| **Supplies & Materials *- The budget object aligns with the C-1-25 and cannot be edited. Refer to*** [***CFR 200.94***](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_194&rgn=div8) ***and*** [***MD Financial Reporting Manual***](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx)***, Appendix D.*** | | | | | |
| *XYZ Curriculum* |  | *300 books x $10 per book* | *$3000* | *$1,000* | *$4000* |
| ***Total Supplies & Materials*** | | | **$3,000** | **$1,000** | **$4,000** |
| **Other Charges -*The budget object aligns with the C-1-25 and cannot be edited.*** | | | | | |
| *National Conference: USED Sponsored- Beyond School Hours* |  | *(PD + 1 SC) airfare, lodging, meals* | *$2,000* | *$3,000* | *$5,000* |
| *State Retreat* |  | *AFTERSCHOOL Annual Retreat (PD + 2 SC) lodging, meals* | *$600* |  | *$600* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Regional/Networking* |  | *4 Networking Meetings (PD) mileage* | *$800* |  | *$800* |
| *Retirement* |  | *SACPS 12%* | *$2,400* |  | *$2,400* |
| *Insurance* |  | *SACPS 15%* | *$3,000* |  | *$3,000* |
| *Social Security* |  | *.0765 X total wages* | *$1,530* |  | *$1,530* |
| **Total Other Charges** | | | **$19,180** | **$3,000** | **$22,270** |
| **Equipment- *The budget object aligns with the C-1-25 and cannot be edited. Refer to*** [***CFR 200.313***](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_1313&rgn=div8) ***and*** [***MD Financial Reporting Manual***](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx)***, Appendix D.*** | | | | | |
| *5 Laptop Computers* |  | *5 staff (1 PC + 4 SC) X $500 per laptop* | *$2,500* |  | *$2,500* |
| **Total Equipment** | | | **$2,500** |  | **$2,500** |
| **Transfers - *The budget object aligns with the C-1-25 and cannot be edited.*** | | | | | |
|  | | |  |  |  |
| **Total Transfers** | | | **$0** |  | **$0** |
| *Total Direct Costs - Calculate by adding the budget object totals.* | | | **$62,810** | **$24,000** | **$86,810** |
| **Indirect Costs** *(3% of direct costs) – [Calculate by adding the budget object totals minus equipment charges and the first $25,000 of each subcontract over that amount] x Total Direct Costs.* | | | **$1,884** |  | **$1,884** |
| **TOTAL Requested** *- This amount cannot exceed $900,000. For all three years combined* | | | **$64,694.** | **$24,000** | **$88,694** |

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

***EXHIBIT 8:*** BUDGET WORKSHEET TEMPLATE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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.

***Exhibit 9:*** LSS/SCHOOL PARTICIPATION AGREEMENT

The Maryland State Department of Education expects each ARP ESSER Afterschool program to collaborate and cooperate with regular school academic programs to help students meet state academic standards for the four-year period. Accordingly, ARP ESSER Afterschool program 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 (ARP ESSER 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 ARP ESSER Afterschool program 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 ARP ESSER program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and ARP ESSER 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 ARP ESSER stakeholders and community partners by telephone, email, newsletters, web sites, or by whatever means necessary or needed.
6. Observe ARP ESSER classrooms and sites to support implementation efforts.
7. Understand ARP ESSER 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 ARP ESSER program within the school.
11. Remain apprised of ARP ESSER 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.

***Local School System Name of School Name of Principal***

***1.*** Enter Text HereEnter Text HereEnter Text Here

***2.*** Enter Text HereEnter Text Here Enter Text Here

***3.*** Enter Text HereEnter Text HereEnter Text Here

***(Add additional lines as needed)***

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

Enter Text HereEnter Text Here **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Superintendent Original Signature Date**

**EXHIBIT 10:** 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 always comply with the Family Educational Rights and Privacy Act (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. Grantees 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 the 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 percent 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 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.

Enter Text Here Enter Text Here

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent of Schools/Head of Grantee Agency Original Signature Date