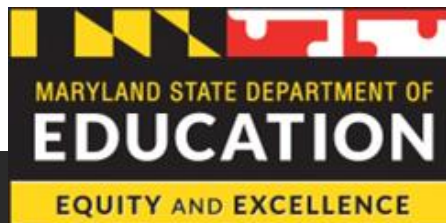


Fiscal Year 2022

**American Rescue Plan
Elementary and Secondary School
Emergency Relief Afterschool
Program Application**



Division of Student Support, Academic Enrichment, and Educational Policy

Pre-Proposal Conference Webinar

Technical Assistance

July 16, 2021

Agenda

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

A Collaborative Introduction

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

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

1.2 Program Purpose

- The purpose of the ARP ESSER Afterschool grant awards is to provide funding for the implementation of evidence-based comprehensive Afterschool 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

Authorization For Funding

- ☐ 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:** Monday, 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

1.4.2 Instruction for RFP Questions

Responsibilities of all bidders:

- ☐ Examine the entire RFP;
- ☐ Seek clarification, in writing, if any information or instructions are not understand:
 - Use Exhibit 1 – Submitted Questions Form – for submission of questions; and
 - Submit Questions Form by email to:
arpesserrfp2021.msde@maryland.gov

by Friday, July 30, 2021.

10.0 Application Submission Requirements

☐ 1 Submitted Question Form



 Exhibit 1

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>

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
Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here

The Submitted Questions Form must be submitted by email to: arpeesserrfp2021.msde@maryland.gov



1.5 Funding and Length of Grant

☐ Length of Grant: Three Years

- October 1, 2021 - August 31, 2024


☐ Range of Grant Awards*

- Minimum: \$250,000 total for three years
- Maximum: \$900,000 total for three years

☐ Grant awards will be written for a total of 36 months.

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

1.5 Funding and Length of Grant

-  Submit a budget for each of the three years of the grant at the time of application submission.

- ☐ Grant funds not expended in years 1 or 2 will be carried over into the next grant year;
- ☐ A budget amendment would be needed to utilize prior year funds; and
- ☐ Final expenditure reports are due 60 days after the end of the grant period.

1.5 Funding and Length of Grant (con't)

Awards are contingent upon:

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

1.7 Eligible Applicants

Schools eligible for services provided by this grant are:

- ☐ [Comprehensive Support and Improvement Schools](#)
(lowest 5 percent of the Title I schools; high schools with graduation rates less than 67 percent; and/or
- ☐ [Title I Schools](#) that serve a high percentage (at least 40 percent) of students from low-income families; and/or
- ☐ Other schools are determined by the LSS to need intervention and support.

1.8 Competitive Priorities

Competitive Priorities 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](#).*

- ❑ Applicants provide a needs assessment demonstrating the afterschool program targets students who did not consistently part remote instruction when offered during building school closures.

*Data was collected in Spring 2021.

1.8 Competitive Priorities

An additional 5 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.

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 the current application.

- ❑ A five point deduction from the overall score of the FY 22 application will be applied for each of the following:
 - ❑ High-risk subgrantees that received an overall risk assessment of a 3, 4, or 5 in Year 2 (SY 19-20); and
 - ❑ 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.

2.0.1 Required Minimum Hours of Programming

- ❑ Applicants must propose to 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

2.2 Application for ARP ESSER Afterschool Program Form

Proposal **must** begin with the *Application for American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Program Form* (Exhibit 3).

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

2.2 Application for ARP ESSER Afterschool Program Form

❑ Exhibit 3: Application

❑ Section III: Grant Program, Target Population

ii. 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*](#) for elementary, and/or elementary and middle school programs.** Provide the "low and high cost per slot calculation" below:

*Provide a copy of The Wallace Foundation Out-of-School Time Cost Calculator output form as an appendix to the application.

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

[Click here](#) to
access The
Wallace
Calculator

2.2 Application for ARP ESSER Afterschool Program Form

The screenshot shows the 'Wallace Cost Calculator' application form. Red annotations highlight specific sections: a red oval around the title, red arrows pointing to the 'About You' section, the 'Age of Participants' section, and the 'Time of Program' section. A red box highlights the 'Program Focus' section with a callout stating 'All OST programs choose "multiple."'. A 'NEXT >>' button is visible at the bottom right.

Wallace Cost Calculator

How this tool works 1

1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

About You

1. What is your role?

Program director

Age of Participants

2. What level of children will you serve?

☐ Only Elementary ☐ Only Middle
☐ Elementary and Middle ☐ Middle & High
☐ Elementary, Middle, High ☐ Only High

Time of Program

3. Do you want to budget for:

☐ A school year program
☒ The summer portion of a year round program 1

Why is there no year-round option? 1

Program Focus

4. What will be the program focus?

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

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

NEXT >>

All OST programs choose "multiple."

2.2 Application for ARP ESSER Afterschool Program Form

Wallace Cost Calculator

How this tool works 

1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

Program Location and Operator Type

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

select...

Choose MD.

Operator Type

6. What sort of organization will run the program?

- ☐ Community Based Organization
- ☐ A School
- ☐ I don't know yet

7. Where will the program be located?

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

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

<< PREVIOUS

NEXT >>


2.2 Application for ARP ESSER Afterschool Program Form


Wallace Cost Calculator

How this tool works 

1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

Program Size

8. How many slots will the program have? 

1  

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

1  


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

1  

**Insert
program
specific
information.**

Youth to Staff Ratio

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

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

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

<< PREVIOUS

NEXT >>

2.2 Application for ARP ESSER Afterschool Program Form

Wallace Cost Calculator

How this tool works 1

1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

Your Program Parameters

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

Elementary and Middle MD - Baltimore

A school year program Multiple

Community Based Organization Number of Slots 30

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

Your Calculation Results

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

Cost Ranges 1 Low Median 1 High

WEEKLY Costs

Hours per Week (projected) 15

Costs Per Slot \$60.65 \$123.88 \$123.88

Total Program Cost \$1,819.42 \$3,716.35 \$3,716.35

Cost per SLOT vs Cost per CHILD SERVED 1

ANNUAL Costs

Weeks per Year (projected) 35

Costs Per Slot \$2,122.85 \$4,335.74 \$4,335.74

Total Program Cost \$63,679.57 \$130,072.20 \$130,072.20

► HOURLY Costs

► Daily Costs

► MONTHLY Costs (assuming 4.33 weeks/month)

Print this Page Save this Page Email this Page

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

<< PREVIOUS Start Over

**Download
and
incorporate
attachment
in Appendix**

3.0 Project Narrative

The Project Narrative must:

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

3.1 Extent of Need for Project

Purpose:

- ☐ 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;
- ☐ Identifies a clearly defined problem supported by a needs assessment; and
- ☐ Establishes relevance and scope of the main problem or obstacle that the proposed program will address.

Function:

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

3.2 Project Design

Purpose:

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

Function:

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

3.2 Project Design

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

- ❑ **Strategies** -- broad approaches employed to accomplish a program's outcomes:
 - ❑ e.g., methods, procedures, techniques such as math instruction using XYZ Math Curriculum.
- ❑ **Activities** -- the specific steps taken to accomplish the project objectives and involve direct service to students and their families:
 - ❑ e.g., one-on-one math tutoring by trained volunteers.

3.2 Project Design

Considerations:

☐ **Programmatic Critical Element**

- a. The afterschool program must include an educational component that aligns with the [Maryland College and Career-Ready Standards](#).
- c. Describe how the afterschool program will:
 - a) Integrate an educational component that assist students in meeting academic requirements on grade level;
 - b) Provide learning and enrichment activities that will assist students in achieving at or about grade level in the next school year;
 - c) Expose students to future learning and life opportunities; and
 - d) Incorporate a detailed plan of how the applicant will recruit and retain certified teachers for academic instruction.

3.2 Project Design

Considerations:

☐ **Programmatic Critical Element (cont'd)**

- f. 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.

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

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

3.2 Project Design

Considerations:

☐ **Budget and Adequacy of Resources**

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

3.3 Performance Goals and Indicators

Purpose:

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

Function:

- ❑ Identify the Performance Indicators, [Maryland College and Career-Ready Standards](#), [National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#), Activities, Data Source(s) and Evaluation Methods to achieve the specified goal.

3.3.1 Alignment with Maryland College and Career Ready Standards

Purpose:

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

Function:

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

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

Purpose:

- ☐ The program integrates the [National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#).

Function:

- ☐ Ensures the program's performance indicator aligns with 10 content areas: (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

3.3 Performance Goals and Indicators

Exhibit 4: Editable Document




Exhibit 4

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](#), [National Afterschool Association \(NAA\) Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#), 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.

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

**Identify
Performance
Indicators**

**Identify College
and Career-Ready
Standard(s)**

**Identify NAA
Core Knowledge
and Competencies**

3.5 Implementation and Governance Plan

Purpose:

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

Function:

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

* Specific
Measurable
Attainable
Relevant
Time Based

Exhibit 5: Management Plan Worksheet

Exhibit 5: Editable Document

EXHIBIT 5: MANAGEMENT PLAN WORKSHEET						
OST Critical Element	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 by CJIS	Yes: Grant Manager + Project Director	Yes: State Requirement	October 1, 2021	
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Management	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Evaluation	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Programmatic	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Partnership	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

OST Critical Elements

3.5.1 Key Personnel Description and Qualifications

Purpose:

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

Function:

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

3.5.1 Key Personnel Description and Qualifications

Requirement:

- ☐ Teachers of core academic classes (English Language Arts, science, social studies, mathematics) must hold a valid teaching license, or provide evidence of submission to obtain a license in the relevant subject area from the state of Maryland;
- ☐ Include all job descriptions in the Appendix; and
- ☐ If the person for each position has been selected, append his/her resume.

3.5.2 Leadership Team Description

Purpose:

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

Function:

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

Consideration:

- ☐ Embed **specific** actions into Exhibit 5

3.5.2 Leadership Team Description

Requirement:

☐ **Leadership Time and Effort**

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

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

3.5.3 Steering Committee Membership

Purpose:

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

Function:

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

Consideration:

- ☐ Embed **specific** actions into Exhibit 5

3.5.4 Management Plan

Purpose:

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

Function:

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

Consideration:

- ☐ Embed **specific** actions into Exhibit 5

3.5.5 Management Plan Worksheet

Exhibit 5: Editable Document

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

**Required by
the MSDE**

3.6 Evaluation and Dissemination

Purpose:

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

Function:

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

Consideration:

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

3.7.2 Leveraging Private and Existing Funding Sources

Purpose:

- ❑ To illustrate effective use of resources.

Function:

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

3.9 Partners

Considerations:

- ❑ A partner is any organization other than the sub-grantee that will actively contribute to the project
 - ❑ Examples include the partnering LSS/School(s), as well as Contracted Service (vendors) providing grant-funded activities or services.
- ❑ Prepare contracts in advance and refer to **Section 3.9.1.f.i** Letters of Commitment, Contractor Memorandum of Understanding (MOU) .
 - ❑ If awarded, all grantees must upload subcontractor contracts for review and approval before funds will be released for reimbursement requests.

3.9.0 LSS/School Participation Agreement

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

3.9.0 LSS/School Participation Agreement



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.



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

Local School System	Name of School	Name of Principal
1. Enter Text Here	Enter Text Here	Enter Text Here
2. Enter Text Here	Enter Text Here	Enter Text Here
3. Enter Text Here	Enter Text Here	Enter Text Here
(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 PSOEP application and will adhere to the assurances.

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

3.9.1 Partners' Letter of Commitment

Purpose:

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

Function:

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

3.9.1 Partners' Letter of Commitment

Consideration:

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

3.9.2 Partners' Worksheet

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

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

60 | Page

4.0 Sustainability

Requirements:

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

4.0.2 Matching Contributions

Requirements:

- ☐ Matching Contributions are not required for ARP ESSER Afterschool Programs funding
- ☐ Proposed budgets may include cash and third-party in-kind contributions (including but not limited to material, personnel, and other types of contributions) each year.
- ☐ Third party in-kind contributions **cannot** be derived by the state under another award, except where authorized by a statute to be used for cost sharing or matching.

5.0 Budget and Adequacy of Resources

Requirements:

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

5.0 Budget and Adequacy of Resources (con't)

Considerations:

- ❑ All ARP ESSER Afterschool Program awards are reimbursable grants, whereby each program incurs costs and then, invoices the MSDE for requested charges.
- ❑ Applicable to non-LSS's only:
 - ❑ Grantees must have sufficient cash flow to operate the ESSER grant continuously while awaiting reimbursement receipt, which typically takes approximately six to eight weeks.

5.0 Budget and Adequacy of Resources (con't)

Grant funds cannot be used to purchase:

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

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

5.0.2 Budget Worksheet



Exhibit 8

EXHIBIT 8: BUDGET WORKSHEET TEMPLATE

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

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

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

5.0.2 Budget Worksheet (con't)

Function:

- ☐ Provides a clear itemization of all proposed costs.

Considerations:

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

5.0.2 Budget Worksheet

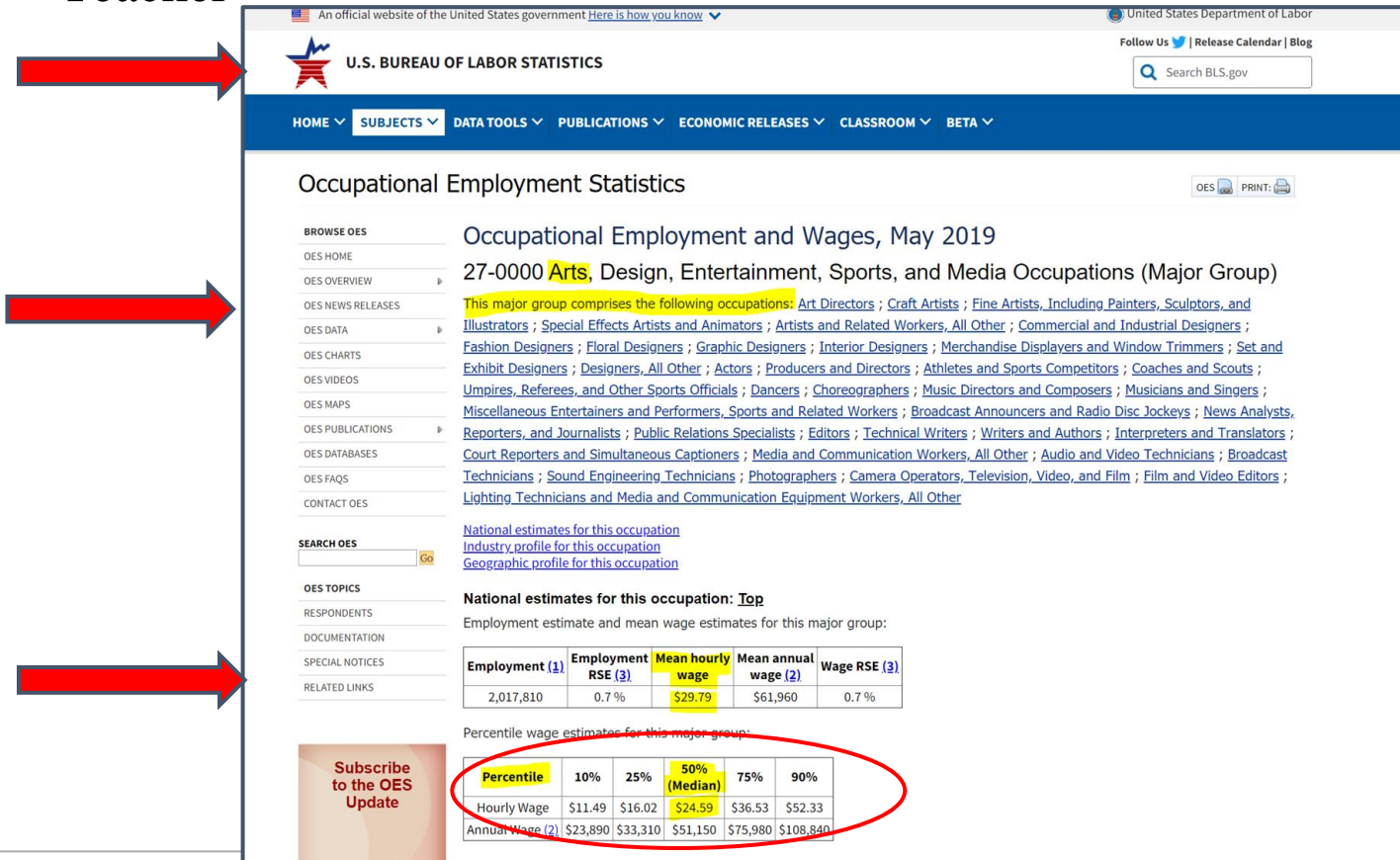
Requirements:

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

5.0.2 Budget Worksheet

Requirements:

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



U.S. BUREAU OF LABOR STATISTICS

Occupational Employment Statistics

Occupational Employment and Wages, May 2019

27-0000 **Arts, Design, Entertainment, Sports, and Media Occupations (Major Group)**

This major group comprises the following occupations: [Art Directors](#) ; [Craft Artists](#) ; [Fine Artists, Including Painters, Sculptors, and Illustrators](#) ; [Special Effects Artists and Animators](#) ; [Artists and Related Workers, All Other](#) ; [Commercial and Industrial Designers](#) ; [Fashion Designers](#) ; [Floral Designers](#) ; [Graphic Designers](#) ; [Interior Designers](#) ; [Merchandise Displayers and Window Trimmers](#) ; [Set and Exhibit Designers](#) ; [Designers, All Other](#) ; [Actors](#) ; [Producers and Directors](#) ; [Athletes and Sports Competitors](#) ; [Coaches and Scouts](#) ; [Umpires, Referees, and Other Sports Officials](#) ; [Dancers](#) ; [Choreographers](#) ; [Music Directors and Composers](#) ; [Musicians and Singers](#) ; [Miscellaneous Entertainers and Performers, Sports and Related Workers](#) ; [Broadcast Announcers and Radio Disc Jockeys](#) ; [News Analysts, Reporters, and Journalists](#) ; [Public Relations Specialists](#) ; [Editors](#) ; [Technical Writers](#) ; [Writers and Authors](#) ; [Interpreters and Translators](#) ; [Court Reporters and Simultaneous Captioners](#) ; [Media and Communication Workers, All Other](#) ; [Audio and Video Technicians](#) ; [Broadcast Technicians](#) ; [Sound Engineering Technicians](#) ; [Photographers](#) ; [Camera Operators, Television, Video, and Film](#) ; [Film and Video Editors](#) ; [Lighting Technicians and Media and Communication Equipment Workers, All Other](#)

National estimates for this occupation: [Top](#)

Employment estimate and mean wage estimates for this major group:

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

Percentile wage estimates for this major group:

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

5.0.2 Budget Worksheet

Requirements:

☐ Contracted Services:

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

5.0.2 Budget Worksheet

Requirements:

- ☐ Supplies and Materials
 - ☐ Refer to [CFR 200.94](#) and [MD Financial Reporting Manual](#), Appendix D for a definition.
 - ☐ Specify and detail how the expense was calculated for each line item. The calculation column must include: quantity and cost per item.
- ☐ Equipment
 - ☐ Refer to [CFR 200.313](#) and [MD Financial Reporting Manual](#), Appendix D for a definition.

5.0.2 Budget Worksheet

Requirements:

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

5.0.3 The MSDE Grant Budget C-1-25 Form

For all applicants:

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

5.0.4 Direct Cost

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

5.0.5 Indirect Cost

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

- ☐ As per EDGAR §76.564 the unrestricted indirect cost of 10% applies to the ARP ESSER Afterschool Program non-local school systems (LSS) grant awards.
- ☐ The MSDE has established an approved restricted for all LSS's.

6.0 Appendices

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

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

6.0 Appendices (con't)

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

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

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

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

6.0.3 Recipient Assurances

EXHIBIT 11: RECIPIENT ASSURANCES

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

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

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

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

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

Superintendent of Schools/Head of Grantee Agency

Original Signature

Date



6.0.4 Conflict of Interest

EDGAR 200.318

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

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

7.0 The General Education Provisions Act (GEPA)

Section 427

- ❑ Each application must develop and describe the steps taken to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

8.0.1 Validation Process Part I

Pre-screening Process:

- ☐ Late applications;
- ☐ Debarments/Terminations;
- ☐ Superintendent signed Exhibit 9: LSS/School Participation Agreement; and
- ☐ Minimum hours of required programming (Refer to Section 2.01).

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

8.0.2 Validation Process Part II

Proposal Review:

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

Proposal Score:

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

8.0.3 Validation Process Part III

Validation Overview:

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

8.0.4 Awarding of Funds

The MSDE will initiate notification of grant awards via email.

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

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

9.0 Denial of Grant Application

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

- ☐ 9.0.1 Reason for Denial
- ☐ 9.1 Appeal Process

10.0 Application Submission Requirements

Formatting Requirements:

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

10.0 Application Submission Requirements

❑ Exhibit 2 Application Checklist





Exhibit 2

EXHIBIT 2: APPLICATION CHECKLIST

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

10.0 Submission Requirements

- ☐ Submit the entire proposal in one document pdf-format electronically no later than 5:00 P.M. on **Friday, August 20, 2021** to:

arpresserrfp2021.msde@maryland.gov

- ☐ Include the lead agency and program name in the email subject line;
- ☐ Each applicant will receive an email confirming receipt of proposal(s) and the time received by the MSDE; and
- ☐ All parts of the application are due at the same time and partial submissions will not be reviewed.

Timelines and Deadlines

Project Task	Date
Additional Questions Due Date	July 30, 2021
Q&A Posted on the MSDE Web Page	August 13, 2021
Proposal Due Date	August 20, 2021
Application Decision	October 15, 2021

Questions and Answers

- ☐ Please submit any questions in the chat box.
- ☐ The questions will be gathered, and responses posted to the website by Friday, August 13, 2021.
- ☐ Questions will be addressed one-by-one as time allows.

**Thank you for attending the
Maryland State Department of Education
ARP ESSER Afterschool Program
FY22 Pre-Proposal Conference.**