



GRANT RENEWAL APPLICATION

American Rescue Plan Elementary and Secondary Schools Emergency Relief Afterschool Program Fiscal Year 2024 (Year 3)

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

Deadline
September 15, 2023
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The Maryland State Department of Education (MSDE) administers the American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Program (ARP ESSER ASP) to assist local education agencies (LEAs), public charter schools, and nonprofit [501(c)(3)] 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 LEAs develop partnerships to provide academic and enrichment services to ensure students' academic, social, emotional, and mental health needs are being addressed. Programs are developed and implemented in active collaboration with the school that the student attends.

The ARP ESSER ASP grant recipients are requested to complete the Grant Renewal Application to provide programmatic and fiscal outcome data for the 2022-2023 grant award period and a 2023-2024 grants management plan for review in consideration for year three funding. The applicant is requested to submit the data electronically through accessing the [ARP ESSER Performance Report and Grant Renewal Application Form](#). The details of the e-application are included in Attachment 1. Upon submission, the MSDE will review the provided Grant Renewal Application and the year two performance data which includes, but is not limited to, the: (1) Start-up report, (2) Critical Elements Monitoring Stage I, II and III, (3) Timely reimbursement invoice submissions, and (4) Total number of amendments. Upon review, applicants approved for year three funding will receive a risk assessment level of 1-5 that will be reflected on the Year III Notification of Grant Award (NOGA).

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 LEAs that receive funds under Title I Part A of the Elementary and Secondary Education Act (ESEA) of 1965, 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.

GRANT OVERVIEW

Name of Grant Program

American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Program (ARP ESSER ASP)

Purpose

The purpose of the ARP ESSER ASP 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.

Dissemination

This Grant Renewal Application was released on July 31, 2023.

Deadline

Applications are due no later than 5 p.m. on September 15, 2023. However, grant applications will be reviewed on a rolling basis starting August 7, 2023.

Grant Period

Length of Grants: Three (3) years (this is the final year of the 3-year grant term).

- Period of availability for Year 3: September 1, 2023, through August 31, 2024.

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:

- Availability of funding from the specific funding authority;
- Satisfactory performance by the grantee as evaluated by MSDE; and
- Compliance with all grant requirements and meeting all conditions set forth within the ARP ESSER ASP proposal.

Funding Amount Available

Total funds available: \$19.5 million

Grant Award

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 and failure to meet expected performance goals. MSDE may impose additional specific award conditions, as needed (See Uniform

Guidance section 200.207). 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.

Grant amounts each year will be funded at one hundred percent of the original award contingent on the availability of funding and satisfactory performance. Programs selected for funding will be level funded the same amount for each of the four years of programming unless a lesser amount is specified for subsequent years. In those cases, the lesser amount will be awarded. 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 applicant in advance of the reduction.

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:

- Demonstrate adequate progress toward achieving all measurable objectives;
- Meet or exceed 85 percent of the proposed level of students served, as indicated on the original ARP ESSER ASP application, or the Grant Renewal Application for the most recent year of operation;
- Attend required out-of-school (OST) national and regional conferences and MSDE grantee meetings and trainings;
- Submit required documentation in a timely manner during the project year as requested and/or required by MSDE, such as:
 - Monitoring components (Start-Up, Interim, Grant Renewal Application, End-of-Year Reports, and Critical Elements Monitoring)
 - Corrective action(s)
 - Monthly Reimbursement Expenditure Report submission
 - Detailed local narrative evaluation report reflecting the growth and progress of the program;
- Participate fully in statewide evaluation activities; and
- Compliance with all applicable state statutory and regulatory requirements.

The MSDE ARP ESSER ASP program allows a subgrantee to carry over ARP ESSER ASP funds that were not used in the current grant budget year for approved activities that would most benefit from additional funding. The amount of Fiscal Year 2023 carryover funds is determined based on the unspent funds from the year two budget.

State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide additional assistance when requested.

Program Contact

Reginald Burke

Director, Youth Development Branch

410-767-0313

reginald.burke@maryland.gov

Eligibility

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 that are previous grant recipients; and/or
- [Title I schools](#) that serve a high percentage (at least 40 percent) of students from low-income families that are previous grant recipients; and/or
- Other schools are determined by the LEA to need intervention and support that are previous grant recipients.

Use of Funds

Funds may be used for (not an exhaustive list):

- Intervention, strategies, and curriculum purchases (must meet ESSA evidence criteria).
- Salaries and fringe benefits for ARP ESSER ASP staff;
- Professional development and ARP ESSER ASP trainings;
- Consultants, subcontractors, and evaluators providing allowable services/activities;
- Implementation of policies in line with the guidance from the Center for Disease Control for the reopening and operation of school facilities;
- 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;
- Classroom materials and supplies for ARP ESSER ASP classes;
- Food services for LEAs, if not provided by any other funding sources;
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Core academic subject educational activities;
- Arts and music education activities;
- Address and promote family engagement and dual capacity building for staff and families of English learners;
- Entrepreneurial education, college, and career readiness programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide out-of-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Implementation of social emotional strategies and supports for students;
- Drug and violence prevention programs; and
- Counseling programs.
- Proposal Cost: per 2 CFR 200.460 costs of preparing bids, proposals, or applications on potential federal and non-federal awards or projects, including the development of data necessary to support the non-federal entity's bids or proposals. Proposal costs of the current accounting period of both successful and unsuccessful bids and proposals should be treated as indirect cost.

Funds may not be used for (not an exhaustive list):

- Pre-award costs: pre-award costs may not be charged against the grant;
- Funding for activities conducted and costs incurred before the start date of the grant;
- Food for non-LEAs (unallowable expense);
- Entertainment (not allowed). A field trip without the approved academic support will be considered entertainment;
- End-of-year celebrations or food associated with parties or socials;
- Game systems and game cartridges;
- Unapproved out-of-state or overnight field trips, including retreats and lock-ins;
- Incentives (e.g., plaques, trophies, stickers, t-shirt, give-a-ways);
- Advertisements, promotional, or marketing items;
- Decorative items;
- Purchase of facilities, vehicles (e.g., buses, vans, or cars), or land acquisition;
- Capital improvements, permanent renovations;
- Direct charges for items or services that the indirect cost rate covers;
- Dues to organizations, federations, or societies for personal benefit; and
- Any costs not allowable for federal programs per Uniform Guidance 2 CFR §200.400.

Program Requirements

REQUIRED MINIMUM HOURS OF PROGRAMMING

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

PERFORMANCE GOALS AND INDICATORS

MSDE identifies performance goals to evaluate the effectiveness of the ARP ESSER ASP grant programs. The applicant is responsible for identifying the [Performance Indicators, Maryland College and Career-Ready Standards, National Afterschool Association Alliance Core Knowledge and Competencies for Afterschool and Youth Development for Professionals](#), Activities, Data Source(s), and Evaluation Methods to achieve the specified goal.

Annual renewal requires applicant reflection and analysis of performance outcomes (see Attachment 1). Evaluative findings and programmatic practice drive informative and systematic changes that enhance implementation. Applicants are to apply the programmatic and evaluative findings to their succession planning for year three implementation and, therefore, conduct a review and revision of the original exhibits included in the RFP. The exhibits required as a part of the Grant Renewal Application include: (1) [Performance Goals and Indicators](#), (2) [Management Plan](#), (3) [Partner Plan](#), and (4) [Evaluation Plan](#). Final documents are to be submitted as a part of the Grant Renewal Application and uploaded into the 2022-2023 Critical Elements Monitoring folder by August 7, 2023.

ALIGNMENT WITH THE MARYLAND COLLEGE AND CAREER-READY STANDARDS

The applicant must ensure that the proposed after-school 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, 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 align with state standards and state assessments. The applicant must identify the applicable grade level Maryland College and Career-Ready Standards.

ALIGNMENT WITH THE NATIONAL AFTERSCHOOL ALLIANCE (NAA) ASSOCIATION CORE KNOWLEDGE AND COMPETENCIES

The applicant must integrate the [National Afterschool Association Alliance Core Knowledge and Competencies for Afterschool and Youth Development for Professionals](#). Core competencies describe 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 [National Afterschool Association](#).

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

- Child/youth growth and development;

- Learning environments and curriculum;
- Child/youth observation and assessment;
- Interactions with children and youth;
- Youth engagement;
- Cultural Competency and responsiveness;
- Family, school, and community relationships;
- Safety and wellness;
- Program planning and development; and
- Professional development and leadership;

Performance Goals and Indicators



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
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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

<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
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Afterschool Program Goal 3:
 (1) Enhance educational purpose of school; or
 (2) Enhance students' access to physical, social, and emotional support.

<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
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Implementation and Governance Plan

LEADERSHIP TEAM DESCRIPTION

The applicant must identify the project's leaders, including the roles, positions and expected qualifications, and specify how much of the project director's time will be devoted to this project, as per Uniform Guidance 2 CFR §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.

The applicant must 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, how often they will meet, and actions to oversee positions responsible for grant implementation.

The applicant must identify the positions that will be responsible for grant implementation (ex: Grant Manager, Bookkeeper, Academic Instruction Teachers, Enrichment Teacher, Parent Liaison, Evaluator, etc.).

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 the project (e.g., project partners, parents, students, principals, Board of Education members). 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.

MANAGEMENT PLAN

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

- Describe how, when, and by whom the program's implementation will be monitored, including starting the project on time.
- 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.

The Management Plan Worksheet details the major management actions and the timeframe and specific persons responsible for each action. The worksheet supports the proposed Plan of Operation, but includes only management actions, not direct service activities. Examples of management actions are hiring 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, the grantee needs to list all major management specific, measurable, attainable, relevant, and time-based (SMART) actions necessary to implement the project during the third year of funding. The grantee will 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.




Exhibit 5

EXHIBIT 5: MANAGEMENT PLAN WORKSHEET

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

PARTNERS

A partner is any organization other than the grantee that will actively contribute to the project. This includes the LEA(s) being served, local parks and recreation departments, recreation councils, public libraries, institutions of higher education, private sector business, 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 renewed, all applicants must ensure the MSDE OST Team has a record of the current contract/Memorandum of Understanding (MOU) in the applicant Budget Documents folder. New or revised contracts are to be submitted with the Fiscal Year 2024 budget documents for MSDE review and approval. Contracts require review and approval before funds will be released for reimbursement. Funds paid to partners by the applicant without an approved contract are subject to non-reimbursement.

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




Exhibit 6

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: August 1, 2021</i> <i>Interim Assessment: December 1, 2021</i> <i>Pre-Close Assessment: April 1, 2021</i> <i>Summative Assessment: June 15, 2021</i>
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Note: The columns can be expanded, and more rows added as needed.

EVIDENCE OF IMPACT

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes. Highlight the program's success stories.

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. The Evaluation Plan outlines the process by which the program will be evaluated. The evaluation must include a plan for a professional, independent evaluation of the program.

The evaluation plan must also address the following:

- 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.
- Describe the proposed data and measurement instruments that will be used.
- Explain how data will be collected, including who is responsible, and provide a timeline.
- Describe how the integrity and accuracy of data will be ensured.
- 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.
- Describe how and when evaluation findings will be used to make improvements in the project.
- 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.


Through implementation of the Evaluation Plan, the applicant will provide a summative Evaluation Report to MSDE following the project year implementation. An evaluation report will integrate the following components:

- Evaluation framework/purpose;
- Methodology;
- Evaluation findings;
- Summary;
- Recommendations and limitations.

Applicants operating multiple sites are to submit one evaluation report with a summary, recommendations, and limitations for all operating sites and individual data reported for each operating site, as outlined below:

- Evaluation framework/purpose;
- Methodology; and
- Evaluation findings.

Evaluation Plan



Evaluation Plan Template

Evaluation Questions/ Objective	Source	Data Collection Method	Data Collection		Reporting		
			By Whom	When	To Whom	How	When

Adapted from Evaluation Planning Template Morrison & Harms, 2018.

Developed by Psychometric Solutions, LLC for the MSDE Out-of-School Time (OST) Sub-Grantees

Programmatic Monitoring

CRITICAL ELEMENTS MONITORING

The applicant is required to comply with requirements of the grant program (including completion of data) on an annual basis through documentation and evidence review. The OST Critical Elements monitoring is comprised 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 applicant completion, as well as priorities for technical assistance through program observation. The grantee's ability to comply will affect the monitoring risk assessment indicator, as well as advise the MSDE technical assistance.

PROGRAM OBSERVATION

The applicant must implement quality academic enrichment as aligned with the approved grant program. The MSDE conducts onsite observations of the following program components: (1) academically aligned objectives; (2) student engagement; (3) adherence to the grant requirements; (4) leveraging of partnerships; and (5) data informed decisions. The goal of program observation is to provide positive, constructive, and immediate feedback to grantees regarding the implementation of the OST grant funded program as aligned with the original proposal or as amended.

At the conclusion of the onsite visit, the MSDE 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.

Leveraging Private and Existing Funding Sources

MSDE encourages applicants to illustrate the ability to leverage federal, state, private, and existing funding sources. If applicable, applicants should include on the Budget Worksheet and Narrative how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources.

SUSTAINABILITY

MSDE will fund all three years of the project at 100 percent, subject to continued grant compliance and federal funding. The MSDE encourages applicants to evaluate plans to expand partnerships and 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.

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 ASP funding.

BRANDING

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

Budget and Adequacy of Resources

All ARP ESSER ASP 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 ASP program continuously while awaiting reimbursement receipt, which normally takes approximately six to eight weeks. Interest expenses or other debt services costs cannot be charged to the ARP ESSER ASP grant. Check cashing fees cannot be charged to the grant. If unallowable costs are reimbursed during the grant period, corrective actions will be taken, and the grantee will be required to repay the funds to MSDE.

The grant budget consists of two components:

1. [The Budget Worksheet and Narrative](#); and
2. [The approved MSDE Grant Budget Forms \(C-1-25\)](#).

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

BUDGET WORKSHEET AND NARRATIVE TEMPLATE

The budget narrative is a part of the Budget Worksheet and Narrative Template (see Part VI of this document). The budget narrative must:

- Describe a clear relationship between the activities described in the application and the proposed allocation of grant funds;
- Address the necessity and rationale of proposed costs;
- 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
- Detail all budgetary costs based upon the narrative components and program design and ensure the budget includes a line-item description for every allowable cost necessary to carry out the goals and objectives of the proposed program.

The budget must:

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

Identify reasonable and allowable expenses aligned with the United States Department of Education (USDE) Uniform Grant Guidance, [2 CFR Part 200](#), (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](#) as an additional resource when categorizing allowable expenses. Utilize the [Bureau of Labor and Statistics](#)

[National Occupational Employment and Wage Estimates](#) database to identify reasonable and allowable wages.

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

- Salaries and Wages: Expenditures incurred for personnel on the payroll.
 - Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay provided based on the [reasonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics \(BLS\)](#), number of hours billed to the project, and percentage of time billed to the project;
 - Program staff identified under Salaries and Wages and Contractual Services must remain in that budget object for the remainder of the grant year;
 - The budget must include a position or contracted services expense for a finance agent/bookkeeper; and
 - Program staff identified under Salaries and Wages must include paycheck withholding as supporting documentation when submitting reimbursement invoices.
- Contracted Services: Expenditures for services performed by persons who are not on the payroll.
 - Specify and detail how the expense was calculated for each line item. Please provide this information in the calculation column on the budget worksheet and embed the hyperlink to the BLS for reference. 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](#), administrative fees, and number of hours billed to the project;
 - 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. 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
 - The external evaluator cost cannot exceed seven percent of the total requested amount.
- Supplies and Materials: Refer to [2 CFR. Part 200](#), and [The Maryland Financial Reporting Manual](#), Appendix D, for a definition. The total object cannot exceed eight percent of the Total Requested.
 - 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 [2 CFR. Part 200](#), and [The Maryland Financial Reporting Manual](#), Appendix D, for a definition. The total object cannot exceed three percent of the total requested.
- 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.
- Professional Development:
 - 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).
 - Include funds for the project director to attend three state grantee networking meetings; and

- Include funds for the project director to attend one two-day state grantee retreat.
- Transfers: The total object cannot exceed 13 percent of the total requested.
- Indirect Cost Rate:
- Indirect Costs cannot exceed 10 percent of the total direct cost for non-LEAs; and
- 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.

Conflict 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 or 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 ASP program, conflicts of interest could include:

- Employing immediate family members as contract labor for services;
- Having a program employee serve as a vendor;
- Purchasing supplies from a company in which a program employee has a financial interest;
- Accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts; and
- Employing yourself as a vendor while administering the grant e.g., you are the executive director on the ARP ESSER ASP Grant, and you own a company that does professional development, so you procure your company as the vendor to do professional development for teachers.

Audit Requirements

Any subrecipient that expends \$750,000 or more of federal awards in a fiscal year must have a single or program-specific audit conducted for that year in accordance with the provisions set forth in 2 CFR Part 200, Subpart F – Audit Requirements. Subrecipients must submit a copy of their single audit report and financial statement to MSDE. These reports must be submitted within nine months after the end of the fiscal year, or 30 days after the auditor has signed the report, whichever comes first.

If a subrecipient did not spend \$750,000 or more in federal awards, the subrecipient must complete, sign, and submit to MSDE the Single Audit Exemption Certification form and a copy of its financial statement. Subrecipients may contact the MSDE Office of Grants Management and Compliance for form templates and for more information.

Non-Discrimination Statement

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

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice

410-767-0431 - fax

410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPA)

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

Customer Service Support Session

The MSDE OST Team will hold two virtual customer service support sessions for applicants. During this session, the MSDE OST Team will provide support and answer questions regarding the application and submission process.

Customer Service Support Session 1

Thursday, August 3, 2023, 1:00 p.m. – 2:00 p.m.

[Join video call](#) or dial: (US) +1 469-213-3760 PIN: 749 663 000#

Customer Service Support Session 2

Thursday, August 15, 2023, 1:00 p.m. – 2:00 p.m.

[Join video call](#) or dial: (US) +1 469-213-3760 PIN 992 287 079#

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

Awarding of Funds

Budgets will be reviewed and approved as they are submitted, on a rolling basis.

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.

REASONS FOR DENIAL

Applicants may be denied funding for failure to meet the requirements listed under the Grant Award and Grant Period sections in this document.

GRANT TIMELINE

This funding opportunity, including all attachments and updates, are found on the [MSDE website](#).

Date	Program Milestone
July 31, 2023	MSDE disseminates the grant information and opens the application submission window
August 7, 2023	MSDE will start reviewing applications on a rolling basis
September 15, 2023	The grant application period closes – Application and all attachments are due to MSDE
September 31, 2023	MSDE completes application review and notifies awardee
August 3, 2023 August 15, 2023	MSDE will host customer service sessions from 1:00pm to 2:00pm
July 1, 2023 – August 31, 2024	Grant Period
September 30, 2024	Final Evaluation and Report (Narrative and Fiscal) due

Attachment 1: ARP ESSER ASP Performance Report and Renewal Application Form

The details of the e-application are included in Attachment 1. Please submit the data electronically by accessing the [ARP ESSER ASP Performance Report and Grant Renewal Application Form](#).

Upon submission, MSDE will review the provided data:

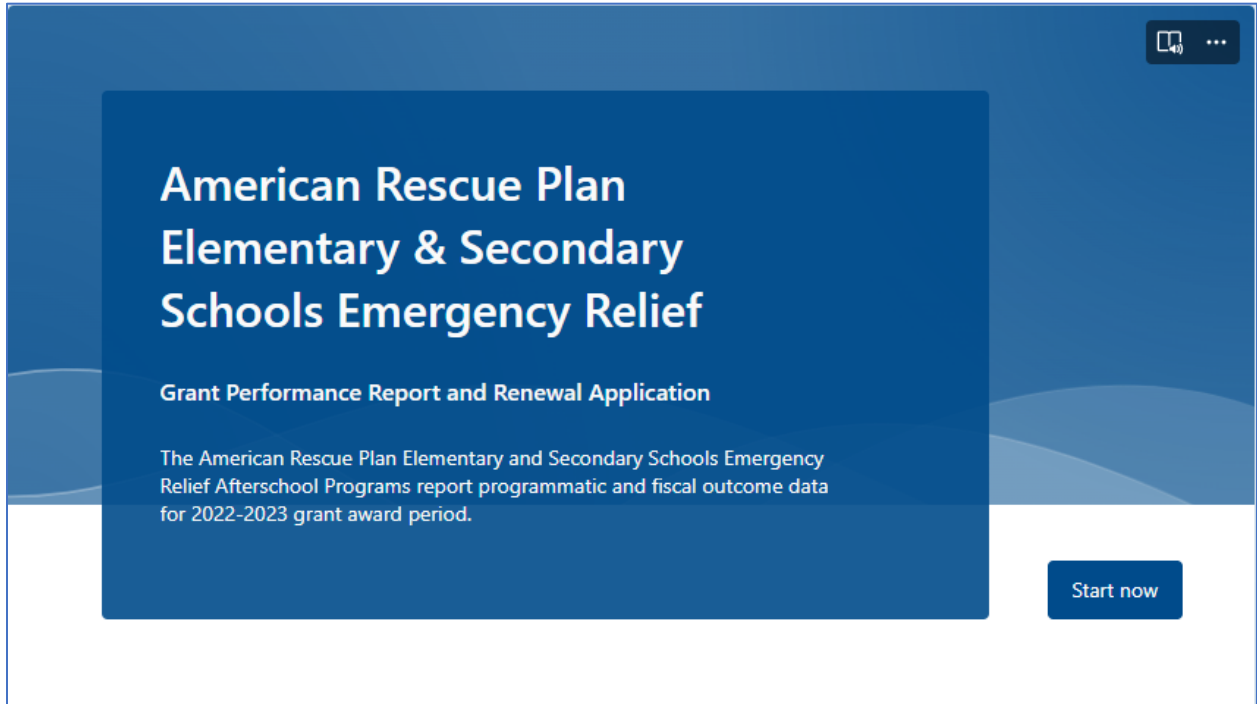
- Details and information submitted via this Grant Renewal Application;
- Year two performance data which includes, but is not limited to, the: (1) Start-up report, (2) Critical Elements Monitoring Stage I, II and III, (3) Timely reimbursement invoice submissions, and (4) Total number of amendments; and
- 2023-2024 grants management plans consisting of: (1) Performance Goals and Indicators, (2) Management Plan, (3) Partner Plan, and (4) Evaluation Plan. Final documents are to be submitted as a part of the Grant Renewal Application and uploaded into the 2023-2024 Critical Elements Monitoring folder by August 7, 2023.

A risk assessment level of 1-5 will be generated and a NOGA amendment will be provided for risk assessments 2-5.

PART 1: PROGRAM INFORMATION

Lead Agency Information

Provide the lead agency’s information including the type of organization, address, grant program name, grant number, organizational unique entity identifier, and grant manager’s contact information, as well as a summary of the project’s design.



American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs



* Required



The ARP ESSER ASP grant recipients are requested to complete the ARP ESSER Performance Report and Renewal Application Form to provide programmatic and fiscal outcome data for the 2022-2023 grant award period.



Subgrantees are to apply the programmatic and evaluative findings to their succession planning for year two implementation and therefore, conduct a review and revision of the original exhibits included in the RFP. The 2023-2024 grants management plans required to be submitted as a part of the Grant Renewal include: (1) Performance Goals and Indicators, (2) Management Plan, (3) Partner Plan, and (4) Evaluation Plan. Final documents are to be submitted as a part of the Grant Renewal Application and uploaded into the 2023-2024 Critical Elements Monitoring folder by June 23, 2023.

The Grant Renewal Application and 2023-2024 grants management plans will be reviewed by MSDE in consideration for continuation of year three funding.


1. Email *

Enter your answer


Next


American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required


Part I: Program Information 

To collect the sub-grantee's organization and point of contact information.

2. Lead Agency Name or Local Education Agency (LEA): * 

3. Type of Organization: * 

- Local Education Agency (LEA)
- Not-For-Profit Organization
- For Profit Organization
- Charter School
- Faith Based Organization

4. Address: * 

5. Grant Program Name: *

Enter your answer

6. FY23 Grant Number: *

Enter your answer

7. Organizational Unique Entity Identifier (UEI): *


Enter your answer

8. Grant Manager Name: *


Enter your answer

9. Email Address: *


Enter your answer

10. Phone Number: * 

Enter your answer

11. Summarize the project design (not to exceed 100 words). * 

Enter your answer


12. Core Subject Focus (Check all that apply): * 

Math

Science

Language Arts/English


Social Studies

13. Identify any additional subject focuses of the grant program. Insert "not applicable," if additional subject focuses were not implemented. * 

Enter your answer

Purpose and Design


The grant program’s purpose and design are reported to align with the federal and state operating requirements.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  ...


* Required

Program Purpose and Design

Provide the details of the grant program’s operational details included in the approved application.

14. Establish new educational partnerships with: * 



- Local Public Schools
- Private Sector Businesses
- Other nonprofit 501(c)(3) organizations and foundations

15. Provide an explanation of how the grant program upheld the operational details in the approved application. * 

Enter your answer

Program Operating Details


The program operating details include the reporting of school year operating status, days and hours of operation, and LEA or community site operations.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Program Operating Details

The ARP ESSER grant program funded school year only afterschool programs. Provide the operating details including the days, hours and location of implementation.

16. Identify the operating days of the program. * 

Monday


Tuesday


Wednesday

Thursday


Friday

Saturday


17. Identify the hours of operation (ex: Afterschool between 3:00 p.m. and 6:30 p.m.). * 

18. Provide the operating site(s) name and address, as well as, indicate if the location is a Local Education Agency (LEA) or a Community Site (CS). * 

Enter your answer

19. Identify the partnering LEA(s) served by the program. * 

Enter your answer

20. Identify the schools that were proposed to be served from the original application (Exhibit 3. IV Applicant Priorities. A. Eligible Schools). * 



Enter your answer

Back

Next

2022-2023 Program Calendar


The grant program timeline includes the actual start and end dates of program implementation.


American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  


* Required


2022-2023 Program Calendar


The MSDE is requesting data be submitted for the October 1, 2022 through June 30, 2023 operating period only.

21. Program Start Date (2022 or 2023) * 


Please input date (M/d/yyyy) 

22. Program End Date (2023) * 

Please input date (M/d/yyyy) 


23. Indicate the actual number of days that the program met for the 2021-2022 grant year. * 

The value must be a number

24. Did the program meet the number of days outlined in the grant application or as amended for 2022-2023? * 

Yes

No

25. If "No," please explain. If "Yes," indicate "not applicable." * 



Enter your answer

Back

Next

Competitive Priority

The applicant may have opted to integrate a competitive priority in the original application. If a competitive priority was implanted, the applicant is required to report on the status of implementation.


American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Competitive Priority, (if applicable)


In the original application a competitive ARP ESSER RFP was given to applicants that proposed to serve local school systems with lowest percentages of students receiving in-person instruction as reported in the Maryland Phased Re-Opening for Local Education Agencies (LEA). The data was collected in the Spring of 2022.

An additional five points was given to applications that integrate social-emotional learning in accordance with programs in place in the schools of the target population. The applicant is required to report on the status of competitive priority integration, if applicable.

26. Did the applicant propose to serve local education agencies with lowest percentages of students receiving in-person instruction as reported in the Maryland Phased Re-Opening for LEAs?  *

Yes

No

27. Provide a status update on the schools served and how students were selected to participate in the ARP ESSER grant program. (If not applicable, indicate "N/A.")  *

Enter your answer

28. Did the applicant propose to integrate social-emotional learning in accordance with programs in place in the schools of the target population? *



Yes

No

29. Provide a status update on the integration of the social-emotional learning program implementation. Report the name of the implemented social-emotional curricular. (If not applicable, indicate "N/A.") *



Enter your answer

30. Identify the specific social emotional learning practices implemented in the school day and extended into the OST program. *



Enter your answer

Back

Next

PART II: STUDENT ENROLLMENT AND ATTENDANCE DATA

Student Enrollment

The grant program is to consistently serve at or above 80 percent of the proposed number of students. The OST Critical Elements program evidence and annual collection procedures support targeted outcomes. Implementation year two data is reported for attendance and enrollment.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs
📄 ...

* Required

Part II: Student Enrollment and Attendance Data 📄

31. Identify the total number of students proposed to be served as indicated in the original grant application (Exhibit 3). * 📄

The value must be a number

32. Identify the total number of students enrolled for the 2022-2023 program. * 📄

The value must be a number


33. Critical Elements monitoring requires sub-grantees to report the average monthly attendance percentage. Please indicate the summative average monthly attendance percentage as calculated and reported in Stage III C.4 and the Attendance Data Report (Microsoft form). * 📄

Enter your answer


34. As per the risk assessment, the program should maintain an 80% student enrollment. Did the program maintain an 80% student enrollment? * 📄

Yes

No

35. If "NO", check below the reasons that apply. * 

- Selection and/or recruitment
- Attendance monitoring
- Communication of student absences with family
- Use of wait list

36. Outline strategies that will be used to recruit and retain students for the FY24 program. * 

Enter your answer

Back

Next

Target Population

The grant program proposed to serve a target grade level(s). The data collected reflects the proposed and actual grades served.

🔍 ⋮

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs

* Required

Target Population and Student Demographics 🔍

2022-2023 Program Participants


Target Population

Report the proposed and actual grades of students served by the grant program.

37. Identify the grade levels proposed to be served (check all that apply). * 🔍

- Pre-Kindergarten
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- Ninth Grade

- Tenth Grade
- Eleventh Grade
- Twelfth Grade


38. Identify the grade levels actually served (check all that apply). * 

- Pre-Kindergarten
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- Ninth Grade

- Tenth Grade
- Eleventh Grade
- Twelfth Grade

Student Demographics

The grant program serves an individualized student demographic.

39. Identify the student demographic groups served by the grant program (check all that apply). * 

Demographics

Report the demographic groups served by the grant program.

American Indian/Alaskan Native

Asian


Black/African American

Hispanic/Latino


Native Hawaiian or Pacific Islander

White/Caucasian


Two or more races

40. Report the number of students identified as "American Indian/Alaskan Native" served by the grant program. * 


The value must be a number

41. Report the number of students identified as "Asian" served by the grant program. * 


The value must be a number

42. Report the number of students identified as "Black/African American" served by the grant program. * 


The value must be a number

43. Report the number of students identified as "Hispanic/Latino" served by the grant program. * 


The value must be a number

44. Report the number of students identified as "Native Hawaiian or Pacific Islander" served by the grant program. * 


The value must be a number

45. Report the number of students identified as "White/Caucasian" served by the grant program. * 


The value must be a number

46. Report the number of students identified as "Two or more races" served by the grant program. * 


The value must be a number

47. Report the total number of students served by the grant program. * 


The value must be a number

48. Report the number of eligible "Free and Reduced Meal" students served by the grant program. * 

The value must be a number

49. Report the number of students receiving Special Education services served by the grant program. * 

The value must be a number

50. Report the number of students with limited English Language Proficiency served by the grant program. * 

The value must be a number

PART III: PERFORMANCE GOALS AND INDICATORS

MSDE identifies three performance goals to evaluate the effectiveness of the ARP ESSER ASP grant programs.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs
☰ ...

* Required

Part III: 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.

The sub-grantee is responsible for reporting on the alignment, progression, and methodology of each goal as it was outlined in the original application.

51. Did the sub-grantee seek and receive the MSDE OST Team approval to amend the program's goals during the 2022-2023 school year? * ☰

Yes


No

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  ...

* Required

Afterschool Program Goal I

The ARP ESSER Programs were to integrate an educational component that assisted students in meeting academic requirements on grade level. Please report on the grant program's progress to fulfill this goal by providing the requested information.


52. Identify the grant's progress to achieve Performance Indicator I. * 

Met


Progressing

Not Met


Unable to Measure

53. Identify the Maryland College and Career Ready Standards aligned with Performance Indicator I. * 


Enter your answer

54. Check the NAA Core Knowledge and Competencies aligned with Indicator I. * 


- Child/Youth Growth and Development
- Learning Environments and Curriculum
- Child/Youth Observation and Assessment
- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

55. Describe the activities implemented to influence the area addressed by Performance Indicator I. * 

Enter your answer

56. List all data and evaluation sources used to examine Performance Indicator I * 

Enter your answer


57. Indicate which grant year(s) Performance Indicator I will be examined. * 

Year I

Year II

Year III

Year IV



58. Does the sub-grantee have another performance indicator to report for Afterschool Program Goal I? * 

Yes


No


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Next

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Afterschool Program Goal I: Performance Indicator II 


59. Identify the grant's progress to achieve performance indicator II. * 

Met


Progressing

Not Met

Unable to Measure

60. Identify the Maryland College and Career Ready Standards aligned with Performance Indicator II. * 

Enter your answer


61. Check the NAA Core Knowledge and Competencies aligned with Indicator II. * 

Child/Youth Growth and Development


Learning Environments and Curriculum

Child/Youth Observation and Assessment


- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

62. Describe the activities implemented to influence the area addressed by Performance Indicator II. * 

Enter your answer

63. List all data and evaluation sources used to examine Performance Indicator II. * 

Enter your answer


64. Indicate which grant year(s) Performance Indicator II will be examined. * 

Year I

Year II



Year III

Year IV


65. Does the sub-grantee have another performance indicator to report for Afterschool Program Goal 1? * 


Yes

No

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Afterschool Program Goal I, Performance Indicator III 


66. Identify the grant's progress to achieve performance indicator III. * 

Met


Progressing

Not Met

Unable to Measure

67. Identify the Maryland College and Career Ready Standards aligned with Performance Indicator III. * 

Enter your answer


68. Check the NAA Core Knowledge and Competencies aligned with Indicator II. * 

Child/Youth Growth and Development


Learning Environments and Curriculum

Child/Youth Observation and Assessment


- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

69. Describe the activities implemented to influence the area addressed by Performance Indicator III. * 



Enter your answer

70. List all data and evaluation sources used to examine Performance Indicator III * 


Enter your answer

71. Indicate which grant year(s) Performance Indicator III will be examined. * 


- Year I
- Year II
- Year III
- Year IV

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Afterschool Program Goal II 

(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.


72. Identify the grant's progress to achieve performance indicator I * 

Met


Progressing

Not Met

Unable to Measure

73. Identify the the Maryland College and Career Ready Standards aligned with Performance Indicator I. * 

Enter your answer

74. Check the NAA Core Knowledge and Competencies aligned with Indicator II. * 

Child/Youth Growth and Development

Learning Environments and Curriculum

- Child/Youth Observation and Assessment
- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership


75. Describe the activities implemented to influence the area addressed by Performance Indicator I.




Enter your answer

76. List all data and evaluation sources used to examine Performance Indicator I. * 

Enter your answer

77. Indicate which grant year(s) Performance Indicator III will be examined. * 



- Year I
- Year II
- Year III
- Year IV

78. Does the sub-grantee have another performance indicator to report for Afterschool Program Goal II? * 


- Yes
- No


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Next

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Afterschool Program Goal II: Performance Indicator II 


79. Identify the grant's progress to achieve performance indicator II. * 

Met


Progressing

Not Met

Unable to Measure

80. Identify the Maryland College and Career Ready Standards aligned with Performance Indicator II. * 

Enter your answer


81. Check the NAA Core Knowledge and Competencies aligned with Indicator II. * 

Child/Youth Growth and Development


Learning Environments and Curriculum

Child/Youth Observation and Assessment


- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

82. Describe the activities implemented to influence the area addressed by Performance Indicator II. * 

Enter your answer

83. List all data and evaluation sources used to examine Performance Indicator II. * 

Enter your answer


84. Indicate which grant year(s) Performance Indicator II will be examined. * 

Year I

Year II


Year III

Year IV


85. Does the sub-grantee have another performance indicator to report for Afterschool Program Goal II? * 


Yes

No

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  ...

* Required

Afterschool Program Goal II: Performance Indicator III 


86. Identify the grant's progress to achieve performance indicator III. * 

Met


Progressing

Not Met

Unable to Measure

87. Identify the Maryland College and Career Ready Standards aligned with Performance Indicator III. * 

Enter your answer


88. Check the NAA Core Knowledge and Competencies aligned with Indicator III. * 

Child/Youth Growth and Development


Learning Environments and Curriculum

Child/Youth Observation and Assessment


- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

89. Describe the activities implemented to influence the area addressed by Performance Indicator III. * 


Enter your answer

90. List all data and evaluation sources used to examine Performance Indicator III. * 

Enter your answer

91. Indicate which grant year(s) Performance Indicator III will be examined. * 


- Year I
- Year II
- Year III
- Year IV

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  ...

* Required

Afterschool Program Goal III, Indicator I

(1) Enhance educational purpose of school; or (2) Enhance students' access to physical, social, and emotional support.


92. Identify the grant's progress to achieve performance indicator I. * 

Met


Progressing

Not Met

Unable to Measure

93. Identify the Maryland College and Career Ready Standards aligned with Performance Indicator I. * 


Enter your answer

94. Check the NAA Core Knowledge and Competencies aligned with Indicator I. * 


Child/Youth Growth and Development

Learning Environments and Curriculum


- Child/Youth Observation and Assessment
- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

95. Describe the activities implemented to influence the area addressed by Performance Indicator I. * 

Enter your answer

96. List all data and evaluation sources used to examine Performance Indicator I. * 

Enter your answer


97. Indicate which grant year(s) Performance Indicator I will be examined. * 

Year I

Year II



Year III

Year IV


98. Does the sub-grantee have another performance indicator to report for Afterschool Program Goal III? * 


Yes

No

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Afterschool Program Goal III: Performance Indicator II 


99. Identify the grant's progress to achieve performance indicator II. * 

Met


Progressing

Not Met

Unable to Measure

100. Identify the Maryland College and Career Ready Standards aligned with Performance Indicator II. * 

Enter your answer


101. Check the NAA Core Knowledge and Competencies aligned with Indicator II. * 

Child/Youth Growth and Development


Learning Environments and Curriculum

Child/Youth Observation and Assessment


- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

102. Describe the activities implemented to influence the area addressed by Performance Indicator II. * 

Enter your answer

103. List all data and evaluation sources used to examine Performance Indicator II. * 

Enter your answer


104. Indicate which grant year(s) Performance Indicator II will be examined. * 

Year I

Year II

Year III

Year IV


105. Does the sub-grantee have another performance indicator to report for Afterschool Program Goal III? * 

Yes


No


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Next

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  ...

* Required

Afterschool Program Goal III: Indicator III 


106. Identify the grant's progress to achieve performance indicator III. * 

Met


Progressing

Not Met

Unable to Measure

107. Identify the Maryland College and Career Ready Standards aligned with Performance Indicator III. * 

Enter your answer


108. Check the NAA Core Knowledge and Competencies aligned with Indicator III. * 

Child/Youth Growth and Development


Learning Environments and Curriculum

Child/Youth Observation and Assessment


- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

109. Describe the activities implemented to influence the area addressed by Performance Indicator III. * 

Enter your answer

110. List all data and evaluation sources used to examine Performance Indicator III. * 



Enter your answer

111. Indicate which grant year(s) Performance Indicator III will be examined. * 

- Year I
- Year II
- Year III
- Year IV


Evidence of Impact

The applicant is required to report on evidence-based strategies, impact, and effective practices.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Evidence of Impact

112. Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.  *

Enter your answer

[Back](#) [Next](#)

PART IV: EVALUATION AND REFLECTION

Evaluation

The applicant is required to conduct an annual evaluation of program effectiveness completed by a local external evaluator. The evaluation report, including student performance data, is provided to MSDE by August 31, 2023, for final assessment of the grant program’s effectiveness. Currently, the applicant is required to provide an interim report of the evaluator’s findings regarding the grant program’s best practices.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs

* Required

Part IV: Evaluation and Reflection

Provide an interim summative response of the external evaluators findings that includes but is not limited to: (1) Specific programmatic and compliance findings; (2) Team performance observations; and (3) Student Enrichment Experience.

The MSDE OST Team will review the official external evaluation report upon submission on August 31, 2023.

113. Did the external evaluator identify successful program implementation of best practices? Please specify the findings of the evaluation plan below (ex: descriptions of success and method(s) to sustain).

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Requested Revision to Performance Indicators

The applicant is encouraged to conduct an ongoing and annual assessment of the evaluation plan and performance indicators. Currently, the grant program is provided an opportunity to request a revision to the original program objectives. Submission of a request does not eliminate the submission of C-1-25 A to report a programmatic change.

📄 ...
American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs

* Required

Requested Revisions to Performance Indicator for 2023-2024 📄

114. Are there any revisions to the current Performance Indicator(s)? * 📄

Yes

No

115. Insert the Performance Indicator the program is requesting for revision. 📄

Enter your answer

116. Insert the revised Performance Indicator. 📄

Enter your answer



117. Insert the connection to the target need and/or project design. 📄

Enter your answer

PART V: COLLABORATION, REFLECTION, AND UPDATES

Leadership Team


An annual evaluative reflection of leadership and program staff grant management is encouraged as a best practice.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  


* Required

Part V: Collaboration Reflection and Updates


Provide an evaluative reflection and updated information regarding the grant leadership team, partnership with the LEA and collaborative partners.

118. Name and title of the Leadership Members * 


Enter your answer

119. Name and title of the new Leadership Members * 

Enter your answer

120. Name and title of the staff members * 

Enter your answer

121. Name and title of the new staff members * 


Enter your answer

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PARTNERSHIP WITH THE LEA


The data reported in this section reflects the collaborative partnership with the LEA.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  ...

* Required


Partnership with the LEA

Non-LEA sub-grantees are required to partner with the LEA(s) to implement the PSOEP grant.


122. Is the subgrantee an LEA? * 

Yes


No

123. Identify what worked well in the partnership with the LEA. * 

Enter your answer

124. Identify any challenges that existed in the LEA partnership. * 

Enter your answer

125. Identify any proposed year two changes for the LEA partnership. * 

Enter your answer

Program Partners

Partnerships are an integral component of effective grant implementation. Grant programs are required to reflect and report on the effectiveness of program partners.

American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs 📄 ⋮

*** Required**

Partners 📄

Complete the following section to provide performance data on the partnerships upheld through the grant.

126. Please identify the name and the classification of each partnering agency (ie: Non-Profit, Community Based, For Profit, Other). ***** 📄

Enter your answer

127. Identify the outcomes of each partnership. ***** 📄

Enter your answer

128. Will the partners remain exactly the same for 2023-2024? ***** 📄

Yes



No

129. Please identify the partnership changes. ***** 📄

Enter your answer

Private and Existing Funding Sources


MSDE encourages applicants to leverage private and existing funding sources as a sustainability practice.


American Rescue Plan Elementary & Secondary Schools Emergency Relief Afterschool Programs  

* Required

Private and Existing Funding Sources

This section should include how private and existing funding sources were combined or coordinated with the grant funding to illustrate the effective use of resources.

130. How were private and existing funding sources leveraged in year two? * 

131. How are private and existing funding sources to be leveraged in year three? * 

PART VI: BUDGET DOCUMENTS (YEAR 3)

Please provide a detailed description of the requested funds that will be spent by using the categories listed below (add more rows, if needed). An MSDE [C-1-25](#) form and [Budget Worksheet and Narrative](#) must also be completed, signed, and submitted. Refer to the ARP [ESSER Fiscal Grants Guidance: Budget Worksheet and Narrative](#) for additional information.

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME		GRANT RECIPIENT NAME			
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD			
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - WAGES	02 - SERVICES	03 -	04 - OTHER CHARGES	05 -	06 -	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges							0.00
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval				
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval				
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



FY24 BUDGET WORKSHEET with FY23 CARRYOVER FUNDS
American Rescue Plan Elementary and Secondary Schools Emergency Relief Afterschool Programs: Editable Sample



Line Item (Required Budget Categories as per Maryland Financial Reporting)	Budget Narrative (Describe a clear relationship between the grant activity and expense)	Time and Effort Requirement* (Indicate if: (1) an employee works on (a) more than one federal award, (b) non-federal award and state award, (2) the source and percentage of time on each. This column is to be completed for Salaries and Wages, as well as, Contracted Services (direct service providers), and (3) enter the other federal, state, nonfederal grantor. Refer to CFR 200.430(j).	Calculation (a detailed itemization must be provided, refer to guidance)	Year II Amount Requested	**In-kind Amount	**In-Kind Source	FY23 Carryover Amount Requested	Total
Salaries & Wages - The budget object aligns with the C-1-25 and cannot be edited.								
Project Director		21st CCLC - 80% ARP ESSER - 20%	Full-time (80%) @ \$60,000/year, 40 hrs. per week for 40 weeks at rate of \$37.50 per hour https://www.bls.gov/oes/current/oes212021.htm	\$48,000	\$12,000	PSOEP		\$60,000
Site 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	\$20,000	\$20,000	PSOEP		\$40,000
Total Salaries & Wages				\$68,000	\$32,000			\$100,000