

REQUEST FOR PROPOSAL



Learning in Extended Academic Programs (LEAP)

Solicitation for Grant Application

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

Deadline for Submission
Monday, January 7, 2019
no later than 2:00 P.M. (Eastern Time)
Electronic Submissions Only

This document is available in alternate formats upon request

1.0 PROPOSAL DESCRIPTION	4
1.1 Program Overview	4
1.2 Program Purpose	4
1.3 Allowable Activities	4
1.4 Summary of Dates	4
1.5 Pre-proposal Technical Assistance Webinar	5
1.6 Instructions for RFP Questions	5
1.7 Cancellation of RFP	5
1.8 Funding and Length of Grant	5
1.9 Eligible Applicants	6
1.10 Program Components	6
2.0 REQUIREMENTS OF THE APPLICATION	6
2.1 Requirements of the Application Submission	6
2.2 Application Checklist (Form)	7
2.3 Application for Learning in Extended Academic Programs (LEAP) Form	7
3.0 PROJECT NARRATIVE	7
3.1 Extent of Need for Project	7
3.2 Project Design	8
3.3 Performance Measures and Indicators	9
3.4 Alignment with SEA Goals (Maryland’s College and Career-Ready Standards)	10
3.5 Implementation and Governance Plan	10
3.5.1 Key Personnel and Qualifications	10
3.5.2 Leadership Team Description	10
3.5.3 Management Plan	11
3.5.4 Management Plan Worksheet	11

3.6	Evaluation and Dissemination	11
	3.6.1 Timeline of Evaluation Reporting and Allowable Cost	13
3.7	Coordinating with Other Programs	14
3.8	Partners	14
	3.8.1 Partners' Letters of Commitment	14
	3.8.2 Partners' Plan Worksheet	14
3.9	Sustainability	15
4.0	BUDGET AND ADEQUACY OF RESOURCES	15
4.1	Budget Narrative	15
4.2	Itemized Budget	16
	4.2.1 Direct Cost	16
	4.2.2 Indirect Cost	16
4.3	MSDE Grant Budget C-1-25 Form	17
5.0	APPENDICES	18
5.1	Works Cited	18
5.2	Key Personnel Description and Qualifications	18
5.3	Compliance with Federal, State, and Local Health and Safety Standards	18
5.4	Signed Assurances	18
6.0	THE GENERAL EDUCATION PROVISIONS ACT (GEPA), SECTION 427	18
7.0	VALIDATION PROCESS	18
7.1	Validation Process Part 1	18
7.2	Validation Process Part 2	19
7.3	Validation Process Part 3	19
8.0	AWARDING OF FUNDS	20

9.0 DUE PROCESS REQUIREMENTS 20

9.1 Validation Visit Concerns 20

9.2 Application Status 20

10.0 SUBMISSION REQUIREMENTS 20

APPENDICES

Exhibit 1 - Submitted Questions Form 22

Exhibit 2 - Application Checklist 23

Exhibit 3 - Application for Learning in Extended Academic Programs (LEAP) Form 24

Exhibit 4 - Performance Measures and Indicators 26

Exhibit 5 - Management Plan Worksheet 27

Exhibit 6 - Partners Plan Worksheet 28

Exhibit 7 - Budget Worksheet 29

Exhibit 8 - Recipient Assurances 31

Exhibit 9 – List of Eligible LEAP Schools 33

1.0 PROPOSAL DESCRIPTION

1.1 Program Overview

A great need exists for out-of-school time programs that provide appropriate academic enrichment programming to assist youth who are at risk of falling behind academic requirements. Out-of-school time programs keep students safe and assist working families while also improving academic achievement. Students in out-of-school time programs are less likely to be involved in crime and more likely to have better grades and behavior than their counterparts who are left with little structured activities after school.

The Maryland State Department of Education (MSDE) will implement the Learning in Extended Academic Programs (LEAP) grant, introduced as House Bill 1415 during the 2018 legislative session and enacted under Subtitle 20, Chapter 361 of the Maryland Constitution. This Bill establishes a competitive grant program to provide extended academic enrichment programming.

1.2 Program Purpose

The purpose of the LEAP is to provide grants to eligible schools to provide extended academic programming that has a positive measurable impact on or enriches the academic performance and overall well-being of students who are at risk of falling behind academic requirements.

1.3 Allowable Activities

Eligible organizations must use funds to provide activities outside of school hours for:

- academic enrichment,
- instructional services particularly for students who attend low-performing schools, and
- academic achievement in core academic subjects (language arts, science, social studies, and mathematics).

1.4 Summary of Dates

Dissemination: Friday, November 16, 2018

Pre-Proposal Technical Assistance Webinar: Tuesday, November 27, 2018

Deadline for RFP Questions Submission: Tuesday, December 4, 2018

Deadline for RFP Responses to Questions: Monday, December 10, 2018

Deadline for Application Submission: Monday, January 7, 2019

Proposal Review Begins: Wednesday, January 9, 2019 – Friday, January 18, 2019

Validation Process Begins: Monday, January 21, 2019

(Validation process includes: (1) the review of components of the application packet to ensure promise of success and quality standards per State regulations and, (2) the opportunity for the leadership team and partners to validate details about the proposed program.)

Application Decision: Friday, February 1, 2019

Program Start Date: Upon receipt of Notice of Grant Award

Point of Contact: leaprfp.2018msde@maryland.gov

1.5 Pre-proposal Technical Assistance Webinar

Attendance at the November 27, 2018 pre-proposal webinar is encouraged but not mandatory.

1.6 Instructions for Request For Proposals (RFP) Questions

It is the responsibility of all bidders and other interested parties to examine the entire RFP and to seek clarification in writing.

- Bidders and other interested parties should use Exhibit 1 – Submitted Questions Form – for submission of questions.
- The Submitted Questions Form must be submitted by email on or before Tuesday, December 4, 2018 to:

leaprfp.2018msde@maryland.gov

Responses to all substantive and relevant questions will be compiled in writing and posted on the following website no later than Monday, December 10, 2018.

<http://www.marylandpublicschools.org/about/Pages/Grants/index.aspx>

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

1.7 Cancellation of RFP

The RFP is contingent upon funding.

1.8 Funding and Length of Grant

Total Funds Available: \$3,438,000
Length of Grant: July 1, 2018 - June 30, 2021
Range of Grant Awards: Minimum \$50,000
Maximum: \$400,000

The MSDE will award grants annually. Following the initial award, subsequent award years will be contingent upon:

- availability of funding;
- satisfactory performance by the grantee as evaluated by the MSDE; and
- compliance with all grant requirements set forth within the LEAP RFP.

The MSDE reserves the right to continue or discontinue the program(s) if the following requirements are not met. Grantees must:

- Demonstrate adequate progress toward achieving a positive measurable impact on or enriching the academic performance and overall well-being of students who are at risk of falling behind academic requirements.

- Attend required grantee meetings and webinars.
- Submit all documentation during the project year as requested and/or required by the MSDE, such as:
 - Monitoring reports (Start-Up, Continuation including sustainability plan, and Close-Out);
 - Corrective Action Plan(s);
 - Monthly expenditure report submission;
 - Detailed local narrative evaluation report reflecting the growth and progress of the program; and
- Comply with all applicable state statutory and regulatory requirements.

One-hundred percent of year one LEAP funds must be encumbered or expended no later than August 31, 2019 for year one. Expenditure reports submitted after the grant has closed will not be processed.

1.9 Eligible Applicants

The LEAP competition in Maryland is open to:

- Public schools in which at least 80% of the students qualify for the free and reduced price meals program (See Exhibit 9 for list of eligible schools).

Eligible schools may:

- coordinate and partner with other eligible county schools to jointly apply; or
- partner with a non-profit organization.

County boards may apply on behalf of one or more eligible schools in the county.

An eligible school may apply for a grant only if the county superintendent endorses the school's grant application.

The MSDE shall establish procedures to account for eligible schools in counties that participate in the United State Department of Agriculture Community Eligibility Provision.

1.10 Program Components

The MSDE shall select applications that demonstrate the ability to successfully implement programs that extend or expand academic enrichment programming and meet the established criteria:

- Extend academic enrichment programming before and after the school day by a minimum of 8 hours each full week that school is in session; and/or
- Expand academic enrichment programming on weekends for a minimum of 4 hours per weekend; and/or
- Expand academic enrichment programming during the summer break for a minimum of 4 hours per day for a minimum of 30 days.

2.0 REQUIREMENTS OF THE APPLICATION

2.1 Requirements of the Application Submission

To be considered for funding:

- Proposals must meet all of the requirements specifically set forth for in the Validation Process - Part 1 section of this RFP (Section 7.1).

- Proposals must meet all of the required minimum hours of programming described in Section 1.10.

2.2 Application Checklist (Form)

Complete the *Application Checklist* form to ensure that all required sections are included in the grant proposal. (Exhibit 2). Exhibit 2 is not required to be submitted with the application.

2.3 Application for Learning in Extended Academic Programs (LEAP)

Every proposal must begin with the *Application for Learning in Extended Academic Programs (LEAP)* (Exhibit 3). No other page (including title pages or illustrations) may cover this form.

3.0 PROJECT NARRATIVE (25 page limit, 1.5 line spacing, and a type size of 12 font)

The Project Narrative includes the following: Extent of Need for Project; Project Design; Performance Measures and Indicators; Alignment with State Education Agency (SEA) Goals; Implementation and Governance Plan; Evaluation and Dissemination; Coordinating with Other Programs; Partners; and Sustainability.

The Project Narrative must:

- Be succinct and clear. The review panel needs to understand quickly and easily the components of the project and how they work together to address the requirements of the program.
- Do not assume the review panel is familiar with the project. The review panel represents diverse backgrounds. Avoid jargon, and define all acronyms.
- Proofread the narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. The narrative should contain a minimum amount of errors. A good strategy is to let someone unfamiliar with the project read and critique the proposal before it is submitted to the MSDE.
- Be as detailed as possible. Use the entire page limit to explain your project.

3.1 Extent of Need for Project

The Extent of Need for the Project section describes the needs of the targeted students attending identified high poverty schools.

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

- Clearly define the main problem or obstacle the LEAP grant will address.

- Present quantitative data (e.g., test scores, absentee rates, suspension rates, and parents' educational levels) and qualitative data in support of quantitative data (e.g., interviews, focus groups). Data must pertain to the specific population and schools the program will serve.
- Use data from multiple stakeholders from the local community including representative numbers of students, parents, and school staff.

3.2 Project Design (Including Evidence of Promise with Citations)

This section must detail the proposed strategies and activities to meet the students' academic needs. Academic enrichment programs or activities supported with these funds must be based on evidence-based research to increase the likelihood that the program or activity will be successful. This means research that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - Strong evidence from at least one well-designed and well-implemented experimental study;
 - Moderate evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;
 - Promising evidence supported by one or more well-designed and well-implemented correlational studies; or
 - Demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes.

Be sure to cite references in the narrative using the American Psychological Association (APA) format.

Strategies (e.g., math instruction using XYZ Math Curriculum) are broad approaches (methods, procedures, techniques) employed to accomplish a program's outcomes. *Activities* (e.g., one-on-one math tutoring by trained volunteers) are the specific steps taken to accomplish the project objectives, and involve direct service to the targeted population. They may take place on a single date or over a period of time.

Do not address the elements of the management plan in this section. Actions outlined in the management plan are not activities. While these actions are needed to facilitate direct service, they do not render direct service. Examples include the purchasing of equipment, the hiring of staff, and evaluation procedures.

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

1. Describe how the targeted students will be selected. Describe how the selection will occur and how invitations will be extended. Show how the selection criteria are aligned with the students' needs as described in the Extent of Need for Project and with the intended outcomes.
2. Describe a day in the program, including how activities begin, and activities in which students participate. Provide a program schedule in the Appendix.

3. Describe the frequency and duration of the program and justify how this will meet the needs of the target group. Refer to Section 1.10 Program Components to ensure compliance with grant frequency and duration requirements.
4. Describe how the program will reinforce and complement the regular academic enrichment program of participating students to include how and how often program staff communicates with school staff, and how academic instruction is aligned with school, district, and the Maryland College and Career Ready Standards.
5. Address the extent to which these strategies/activities have been implemented with diverse populations and/or with populations similar to the target population.
6. Explain how these strategies/activities have been used to address needs similar to those described in Section 3.1 Extent of Need for Project. For each strategy and activity, explain how each will provide a positive measurable impact on or enrich the academic performance and overall well-being of students who are at-risk of falling behind academic requirements.
7. Explain how students will travel safely to and from the program and home. Include a transportation plan that will result in students being safe and secure. If school buses are not used, then explain the mode of transportation.
8. Describe the professional development that will be provided to staff implementing the strategies/activities that are likely to result in high-quality program implementation. Articulate who will provide the professional development; who will be eligible to participate; what is the frequency of professional development; and how the staff will be held accountable for implementing and sharing lessons learned from the professional development. Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis.
9. Before starting to work in the LEAP out-of-school time program, all staff working with children must have relevant clearances as required under state statute. Background checks are for program employees, volunteers, contractors, and subcontractors who have direct contact with students and college students enrolled in a student teacher program. Describe how the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with children, in accordance with standards set forth in Section 5-560 *et seq.* of the Family Law Article of the Maryland Annotated Code.
10. Describe staff and, if applicable, volunteers' roles and responsibilities, including how they will be selected, trained, and supervised.
11. Describe how the program will accommodate students with Individualized Education Plans (IEPs) to include how the program ensures that the specific requirements of each student's IEP are implemented in out-of-school-time activities.
12. Describe how the program will accommodate students and families for whom English is a second language.
13. Detail how the program will provide healthy snacks and light meals to students participating in the program. Grant funds are to be used primarily to provide academic enrichment activities. Food purchases for cooking-related classes must be well-documented, approved in advance and in writing by the MSDE. Reasonable food purchases for cooking-related classes are permitted and will be approved with additional justification by the MSDE.

3.3 Performance Measures and Indicators

- The submitted application must include a completed Exhibit 4. Grantees must establish performance indicators with increasing proportions for each program year. For example, if the grantee selects a year one performance indicator for 70 percent of students with an identified

reading need to achieve at the proficient level or better based on a particular assessment, in year two that proportion might increase to 75 percent and in year three to 80 percent. Applicants should provide comprehensive programming for the duration of the grant to include age-appropriate services in the areas of academic improvement and educational enrichment. When composing performance indicators, applicants must set deadlines and reference state, local or school-defined baseline data or standards.

Performance indicators must be:

- Strategic/specific
- Measurable
- Attainable
- Results-based
- Time-based

3.4 Alignment with SEA Goals (Maryland's College and Career-Ready Standards)

The program must be aligned with the State Education Agency (SEA) Performance Goals and the Maryland College and Career-Ready Standards which are presented below. In the Performance Measures and Indicators Worksheet (Exhibit 4), indicate by number the relevant SEA Performance Goal(s) for each of the project's objectives.

SEA Performance Goals:

1. Assist every student to realize his or her potential.
2. Develop and support a strong accountability system to increase academic success for *all* students.
3. Promote a safe, healthy, and orderly environment for teaching and learning.
4. Ensure educator and administrative effectiveness.
5. Promote students' physical, mental, social, and emotional well-being.
6. Expand high-quality educational opportunities for students and parents.
7. Work with districts to strengthen infrastructure.
8. Increase communication and partnerships with stakeholders statewide.

3.5 Implementation and Governance Plan

3.5.1 Key Personnel Description and Qualifications

Include a one-page job description for each person playing a key role in your project as described in the management plan (such as project director, site coordinator(s), evaluator, etc.) If the person for each key role has been selected, also append his/her resume. All information relevant to the project must be included in the resume. Include all job descriptions and resumes in the Appendix.

3.5.2 Leadership Team Description

This section must identify the project's leaders, including their qualifications. Specify how much of the project director's time will be devoted to this project. Describe how the leadership team will

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

3.5.3 Management Plan

The Management section describes how and by whom the program will be managed in order 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, time and effort percentage, contributions, and deliverables e.g. contracts or Memoranda of Understanding.

3.5.4 Management Plan Worksheet

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

The Management Plan Worksheet supports the proposed Plan of Operation, but includes only management actions, not direct service activities. Examples of management actions are hiring of staff, ordering equipment, and developing curricula. Meetings with the evaluator and holding steering committee meetings must occur within 45 days of the Notice of Grant Award.

On the Management Plan Worksheet, in chronological order, list all major management actions necessary to implement the project during the first year of funding. Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. Indicate on the worksheet the responsible party to implement and accomplish each action. Reporting requirements made by the funder and the MSDE should also be included in the management plan.

3.6 Evaluation and Dissemination

The Evaluation and Dissemination section must include a plan for a professional, independent evaluation of the program. This external evaluation must be conducted annually, culminating in a summative evaluation reflecting the entire three-year project.

This section must include specific evaluation questions, an evaluation strategy, and a description of proposed data instruments, collection processes, and analytic methods. This section must reflect a plan to assess progress toward performance measures and indicators. In addition, this section must show how the evaluation will be an integral element in the project's planning, design, and implementation, and explain how the evaluation will enable project managers to determine which strategies and activities have been successful, and those that need to be revised. Finally, include a plan for dissemination of evaluation findings to stakeholders. The evaluator's résumé must be included if one has already been identified; otherwise a specific job description must be included.

This section must:

- Specify the questions the evaluation will seek to answer based on the project’s objectives and Project Design. These questions must enable project leaders to assess progress toward objectives, indicators, and performance measures, 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 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 (including participants and their families) and all individuals with an interest in the project. Explain how dissemination formats will be tailored to meet the needs of diverse stakeholders.

Required data elements for all programs include measures of:

- increases in the number of students attaining proficiency on nationally normed or school-based assessments as applicable to the grade levels served;
- improved attendance during the school day and correlations to program attendance; and
- improved classroom grades or behavioral outcomes;

Local grantees must undergo a quarterly evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.

Applicants must identify the individual and/or organization that have agreed to serve as the external evaluator for the program and describe his/her qualifications. In choosing an external evaluator, applicants must consider the candidate’s:

- experience evaluating educational initiatives;
- capacity to collect, manage, analyze, and interpret program and individual student data;
- time availability (evaluation and reporting for this program may take a considerable amount of time); and
- demonstrated compliance with data confidentiality requirements.

Applicants must consider the evaluator’s role in addition to the local report, such as whether the evaluator will visit the program periodically, present findings to stakeholders, and/or conduct interviews, surveys, site visits, or focus groups. Applicants should consider their needs related to data, evaluation, and reporting support in selecting an evaluator. Applicants may find evaluators by considering evaluators that they have successfully worked with on other projects, contacting local intermediate units or higher education institutions, using the American Evaluation Association’s Find an Evaluator tool (<http://www.eval.org/p/cm/ld/fid=108>), or through other means.

Applicants should describe the following in its application for funding:

- What types of data will be collected.
- When various types of data will be collected.
- What designs and methods will be used.

- How the data will be analyzed.
- When reports of results and outcomes will become available.
- How information will be used by the program to monitor progress and to provide accountability information to stakeholders about success at the program site(s).

3.6.1 Timeline of Evaluation Reporting and Allowable Cost

Grantees are required to conduct an external, local-level evaluation and annually submit a narrative evaluation report documenting the success of their out-of-school program. The maximum request amount allowed for this expense is up to 7% of the annual program budget for the evaluation process and report, including internal evaluation-related costs as well as the contracted external evaluator.

External Local Evaluator should:

- Within 30 days of grant award, collaborate with the organization to define SMART (specific, measurable, achievable, relevant, time-based) goals and a quarterly plan for evaluating the performance measures, indicators, and program outcomes.
- Assist staff with understanding the evaluation and its use for making data-driven program decisions for planning and implementation of effective programming.
- Use data gathering methods or tools in an appropriate and reliable manner.
- Support the organization in identifying existing, implementing or developing data and/or quality tools.
- Collect or gather data for appropriate sources, as needed for evaluation.
- Analyze and interpret data for annual or periodic evaluation reports.
- Conduct site visits needed for reports.
- Provide ongoing data/evaluation services related to technical support.

External Evaluator should focus on the following areas to develop an evaluation plan, but not limit it to:

- Understanding of performance measures and indicators stated in the application.
- Enhanced student academic achievement.
- Promotion of academic enrichment through program activities and services.
- Improved student behavior during the regular school day.
- Increased regular school and program attendance.
- Integration of program activities aligned with Performance Indicators/State Goals.
- Alignment of curriculum/activities to the School Improvement Plan and school day services

Examples of the collection, analyzing, and reporting of data but not limit it to the following:

- state assessment data, as applicable to the grade levels served;
- reading and math report card grades;
- program attendance;
- student demographics;
- local reading and math assessments, if applicable;
- school discipline; and
- other data as directed by the MSDE.

3.7 Coordinating With Other Programs

This section must identify federal, state, and local programs that also offer out-of-school time services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. However, LEAP grant funds awarded to local grantees must be used only to supplement the level of Federal, State, local, and other non-federal funds and not to replace funds that would have been available to conduct activities if LEAP funds had not been available.

Other Federal programs can complement LEAP. The LEAP funding may not be used to purchase snacks or meals. Many programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for “Out of school time Snacks,” and in some cases to provide dinner to young children. Local communities can also participate in USDA’s Summer Food Service program. These snacks and meals can contribute to the nutritional services provided in local programs.

3.8 Partners

A partner is any organization other than the grantee that will actively contribute to the project. An eligible school may partner with a nonprofit organization to provide extended academic programming. If an eligible school partners with a nonprofit organization, the application shall provide the name of the organization and the qualifications of the organization to provide the extended academic programming.

3.8.1 Partners’ Letters of Commitment

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

Each letter of commitment must contain the following:

- A statement acknowledging and supporting the performance measures and indicators of the project.
- The participant’s expected gains from the project.
- A clear statement detailing the roles, responsibilities, and capabilities of the partners.
- A clear statement indicating the terms of the agreement to include the grant period.
- A mid-term and end-term review of partners’ responsibilities during the grant period.

3.8.2 Partners’ Plan Worksheet

The Partners Plan Worksheet (Exhibit 6) shows the project’s partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. The worksheet also includes which objectives their services will help to achieve.

The Partners Plan Worksheet must include:

- Partner: Provide the name of the partner organization.
- Role in Project: Specify the partner's role in the project (e.g., academic enrichment activities, professional development, volunteers, and/or transportation).
- Objective: Identify the objective that this partner will help the project meet. Objectives can be referenced by number as shown in Exhibit 4.
- Benefit to Project: Specify who will benefit (students or staff) from the partner's contribution and how they will benefit.
- Specific Contribution to Project: Specify the deliverable the partner will provide (e.g., 10 one-hour workshops; 25 college student volunteers, 4 times per week, and 2 hours per day).
- Benefit to Partner: Specify how the partner will benefit from the program.

3.9 Sustainability

In this section, describe how the program will achieve sustainability. Include a description of current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships. It is expected that all programs funded will acquire other funds to assist in sustaining the program. The sustainability plan will be included in the yearly Continuation Report.

This section must:

- Explain how the project will be sustained after the third year of funding.
- Describe planned efforts to secure additional partners and funding sources; and
- Describe plans for maintaining partnerships beyond the funding cycle.

4.0 BUDGET AND ADEQUACY OF RESOURCES

4.1 Budget Narrative

The budget narrative must describe a clear relationship between the activities described in the application and the proposed allocation of grant funds. The budget narrative must also address the necessity and rationale of proposed costs. Grant funds must be used to supplement and not supplant other federal, state or local funds. When final grant amounts have been determined through the application review process, a budget revision may be required that is consistent with the approved budget and application review comments. Grant funds cannot be obligated or spent until a final budget has been received and approved by the MSDE. Applicants must list all budgetary costs based upon the narrative components and program design and ensure the budget includes a line item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. The grant funds can only be used for allowable costs which occur only during the grant award period. For example, a sub-grantee may enter into a contract with a service occurring within the grant award period. However, the contracted service may not commence until the applicant has received the Notice of Grant Award. Any costs occurring outside the grant award period are solely the responsibility of the sub-grantee and will not be reimbursed by the MSDE.

If unallowable costs have been reimbursed during the grant period, a corrective action letter will be issued citing the amount of the unallowable costs and will require the funds to be repaid to the MSDE. The agency may file a written appeal to the MSDE concerning the corrective action within 10 business days from the date of the receipt of the corrective action letter. The written appeal should be sent to the Director of the Youth Development Branch. The appeal packet should contain materials which support the appeal.

The budget section must demonstrate that there are sufficient resources to successfully implement the proposed program as described in the project narrative, including, but not limited to, instructional staff, transportation, curricular materials, evaluation, professional development, and background checks. There is no page limit for the budget therefore, be as detailed as possible.

4.2 Itemized Budget (Exhibit 7)

Requested funds must be reasonable with current market prices (National Wage and Data from the U.S. Bureau of Labor Statistics). Grant funds cannot be used to purchase facilities, vehicles, support new construction or food with the exception of cooking-related classes supported by approved lesson plans.

The itemized budget must:

- Detail the first year of the project in an itemized budget.
- Specify and detail how the expense was calculated for each line item.
- Break down general expenses into specific line items. For example, “meeting expenses” can be broken down into room rental and photocopying.
- Clearly show the requested funds for each line item.
- Include funds to cover the MSDE approved travel and lodging expenses.
- Include funds for the project director to attend no more than two state grantee networking meetings.

4.2.1 Direct Cost

Local Education Agency’s (LEAs) or other organizations may charge direct costs to the LEAP grant. Direct costs are those that can be identified specifically with a particular cost objective. Costs for personnel who supervise the activities of program staff or costs of supplies and materials or equipment would qualify as direct costs.

4.2.2 Indirect Cost

LEAs or other organizations may charge indirect costs to the LEAP grant. Indirect costs are those expenses incurred by a school, school district, or community-based organization in administering or

providing program services. LEAs must use approved indirect cost rate as established with the MSDE.

Examples of Allowable Expenses (not an inclusive list)

- Evidence-based intervention strategies and curriculum purchases;
- Salaries and fringe benefits for LEAP out-of-school time staff;
- Professional development and out-of-school time trainings;
- Consultants, subcontractors, and evaluators providing allowable services/activities;
- Classroom materials and supplies for LEAP classes;
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Programs that provide out-of-school activities for limited English proficient students that emphasize language skills and academic achievement; and
- Telecommunications and technology education programs.

Examples of Unallowable Expenditures (not an inclusive list)

- Preparation of the proposal: Costs to develop, prepare, and/or write the LEAP proposal cannot be charged to the grant directly or indirectly by either the agency or contractor;
- Pre-award costs: Pre-award costs may not be charged against the grant;
- Activities conducted and costs incurred before the start date of the grant;
- Entertainment, refreshments, and snacks;
- Field trips without the approval of the MSDE;
- 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-shirts, raffles);
- Advertisements, promotional or marketing items;
- Decorative items;
- Purchase of facilities or vehicles (e.g., Buses, Vans, or Cars);
- Land acquisition;
- Capital improvements or permanent renovations;
- Supplanting federal, state, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing district or other funds) ;
- Direct charges for items or services that the indirect cost rate covers; and
- Dues to organizations, federations or societies for personal benefit.

4.3 The MSDE Grant Budget C-1-25 Form

Complete the MSDE Grant Budget C-1-25 form. The form is in Excel format and can be downloaded from:

<http://www.marylandpublicschools.org/about/Pages/Grants/BudgetInfo.aspx>

If the applicant is an LEA, the district's Budget Officer or Chief Financial Officer and the Superintendent or designee must sign this form.

If the applicant is an eligible school, the district's Budget Officer or Chief Financial Officer and the Superintendent or designee must sign this form.

5.0 APPENDICES

The following Appendices (5.1 – 5.4) do not apply to the page limit of the Project Narrative. Other than these appendices, please do not include any additional appendices. Do not include any material that is required for the Project Narrative (Section 3.0) in the Appendices.

5.1 Works Cited

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

5.2 Key Personnel Description and Qualifications

Include a one-page resume or job description for each person playing a key role in your project as described in the management plan (such as project director, site coordinator(s), evaluator) in the Appendix. Only information relevant to the project should be included in the résumé.

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

Each applicant must provide evidence of compliance with federal, state, and local fire, health, zoning codes, and safety standards. Submit a copy of all required licenses and/or certifications for health and safety including a Use and Occupancy (U&O) permit.

5.4 Signed Assurances

The Superintendent of the school system must sign and date the Assurances (Exhibit 8). Please read all assurances carefully. These assurances dictate requirements that must be adhered to by the grantee. By signing the assurances, the applicant agrees to abide by the requirements and policies stated. The signed assurances should be submitted as part of the application package. If extenuating circumstances prohibit submission of the signed Assurances and the applicant qualifies for a Validation Visit, the signed assurances must be submitted within 10 days after notification of the interview. If the form is not received within 10 days, the MSDE reserves the right to discontinue further application review.

6.0 The General Education Provisions Act (GEPA), Section 427

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

7.0 VALIDATION PROCESS

7.1 Validation Process Part 1

Applications will be pre-screened for the following:

- Late applications will not be accepted or reviewed. Feedback will not be provided.
- A LEA may not contract for LEAP subgrant services with any person or organization that has been debarred or terminated by the MSDE.
- Application must meet the Program Components as detailed in Section 1.10 of this Request for Proposal.

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

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

- Review Panel Selection
 - The MSDE will publicly solicit, screen, and select impartial, qualified reviewers to review and score applications. The MSDE will assemble review teams based on experience and geographic distribution.
- Proposal Review
 - Reviewers will individually comment on each proposal assigned to that team and assign each a numerical score using a scoring rubric. Reviewers will then meet in teams to arrive at consensus scores.
- Proposal Score
 - After the conclusion of the review process, proposals will be ranked in order by total consensus score divided by total possible score to obtain a percentage.
 - Proposals scoring at 85% and above will be eligible for Validation Process Part 3.

7.3 Validation Process Part 3 – Validation Visit

- Applicants
 - All applicants deemed eligible for funding must participate in a validation visit.
 - The MSDE, in collaboration with the potential grantee, will arrange the date and time for the validation visit to take place within seven business days of contact by the MSDE. The peer review team will be invited to attend; however, their attendance is not mandatory. The proposed program leadership team and program partners must attend the validation visit. Attendees should be limited to active participants in the proposed program.
 - Prior to the validation interview, applicants will, in writing, respond to a standard set of questions to clarify any questions or concerns raised by the reviewers. The MSDE will forward the questions at least one week before the interviews. Responses must be provided to the MSDE two business days prior to the validation interview.
- The purpose of the validation interview is:

- To provide the leadership team and partners the opportunity to validate details about their proposed program.
- To provide the MSDE representatives and the review team an opportunity to discuss the written responses to interview questions with the leadership team and partners.
- To obtain written responses from the applicant to the general and specific questions, and provide any requested revised budgetary documentation no later than the date of the validation visit.
- To establish a timeline, if needed, for required revisions not to exceed 5 days from the date of the validation visit.
- To provide written concerns or remaining questions at the conclusion of the validation visit.
- The MSDE shall make final determination for awards based on the results of the validation process and the availability of funds.

8.0 AWARDING OF FUNDS

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

9.0 DUE PROCESS REQUIREMENTS

The MSDE will publicly solicit, screen, and select impartial, qualified reviewers to review and score applications. Prior to reviewing any applications, each reviewer will submit a signed Conflict of Interest form indicating that they did not assist with the preparation of any application and will not financially benefit from any awards made.

9.1 Validation Visit Concerns

All applicants who take part in the validation interview will be awarded grant funds, unless the following issues or other concerns arise during validation interview:

- The applicant did not have official documentation of a recent local inspection (within two years) indicating compliance within fire, health, and safety requirements.
- The proposed facility has visible health and safety issues at the facility serving the students (e.g. evidence of insect/rodent infestation, sewage issues, exposed wiring, overloaded power strips, HVAC i.e., too cold or too warm, etc.). Noted corrections are not resolved within 30 days.
- Program components unable to be validated.
- Applicant does not submit requested documentation within the stated timeframe.
- Other concerns that arise in the validation visit.
- Reduction in State funding.

9.2 Application Status

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

10.0 SUBMISSION REQUIREMENTS

- The Application for Maryland Learning in Extended Academic Programs Form must be the first page of the proposal.
- All pages of the Project Narrative must use one-inch margins and be numbered.
- The Project Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Proposals that fail to meet this requirement will be rejected.
- Charts, worksheets, and tables may use single spacing and a type size of 10-point font.
- Project Narrative must not exceed 25 pages. Additional pages of the Project Narrative that exceed the 25 page limit will not be read or scored.

All proposals MUST be electronically submitted in one pdf document no later than 2:00 p.m. (Eastern Time) on Monday, January 7, 2018 to:

leaprfp.2018msde@maryland.gov

Include the lead agency and program name in the email subject line. Each applicant will receive an email confirming receipt of the proposal and the time received by the MSDE.

Non-Discrimination Statement

The MSDE 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.

Agency Equity Officer
Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
Voice: (410) 767-0426
TTY/TDD: (410) 333-6442
FAX: (410) 767-0431

EXHIBIT 1

SUBMITTED QUESTIONS FORM

Learning in Extended Academic Programs (LEAP)

Bidders and other interested parties should use this form for submission of questions. Responses to all substantive and relevant questions received by **December 4, 2018** will be compiled in writing and posted on the MSDE LEAP website no later than **December 10, 2018**.

LEA/Organization Name	
------------------------------	--

RFP Section & Page Number	Question

The Submitted Questions Form must be submitted by email to:

leaprfp.2018msde@maryland.gov

EXHIBIT 2

APPLICATION CHECKLIST

Yes	No	
		Application Checklist (Exhibit 2)
		Application for Maryland Learning in Extended Academic Programs (LEAP) (Exhibit 3)
		Project Narrative (25-page limit)
		Extent of Need for Project
		Project Design
		Performance Measures and Indicators
		Alignment with SEA Goals
		Implementation and Governance Plan
		Evaluation and Dissemination
		Coordinating with Other Programs
		Partners
		Sustainability
		The General Education Provisions Act (GEPA)
		Budget and Adequacy of Resources
		Budget Narrative
		C-1-25
		Exhibits
		Exhibit 4 - Performance Measures and Indicators
		Exhibit 5 - Management Plan Worksheet
		Exhibit 6 - Partners Plan Worksheet
		Exhibit 7 - Budget Worksheet
		Exhibit 8 - Recipient Assurances
		Appendices

5. TARGET POPULATION AND OPERATIONS

a. Indicate which of the following grade(s) you propose to serve (check all that apply).

- Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5
 Grade 6 Grade 7 Grade 8

b. Number of students you propose to serve:

c. Times of operation

- School year
 After school Before school Weekends Holidays

Day(s) of the week (school year):

- Monday Tuesday Wednesday Thursday Friday Saturday Sunday

School year weekday program start time: Program end time: (please indicate a.m. or p.m.)

School year weekend program start time: Program end time: (please indicate a.m. or p.m.)

- Summer

Day(s) of the week (summer):

- Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Summer program weekday start time: Program end time: (please indicate a.m. or p.m.)

Summer program weekend start time: Program end time: (please indicate a.m. or p.m.)

d. List the locations where the program will operate. For each site, indicate whether it is a school building or a community location:

Site/School Name	School or Community Site?	Address	City	Zip Code

e. Core subject focus area(s)

- English/Language Arts Mathematics Science Social Studies Other (Specify):

6. FUNDING

a. LEAP funding requested per year

Year 1:

b. Total number of hours per week: Total number of days program will be in operation:

c. Cost per student per day (based on Year 1):

Formula: $(6a / 6b) / 5b$

Example: $\$400,000 / 80 \text{ days} = \$5,000 \text{ per day}$ $\$5,000 / 100 \text{ students} = \$50 \text{ per student per day}$

7. PROJECT STATEMENT (100 word limit)

8. SIGNATURES

_____ Signature of Local Superintendent of Schools OR Head of Grantee Agency	_____ Date
---	---------------

Exhibit 4
Performance Measures and Indicators

<i>Objectives</i>	<i>Indicators</i>	<i>Performance Measures</i>	<i>SEA Goals (Section 3.4)</i>

Program Evaluation Review	Meeting Date
Mid-term (Date Determined by Grantee)	
End-term (Date Determined by Grantee)	

Rows may be added or deleted as needed.

Program Director

Date

Local Evaluator

Date

EXHIBIT 5
MANAGEMENT PLAN WORKSHEET

Action Description	Date	Person Responsible/ Time and Effort Percentage
<i>Brief Description #1</i>		<i>Name or Position</i>
Funder's Requirements		
Signed Memorandum of Understanding with evaluator	45 Days after receipt of Notice of Grant Award	
Start-up Report Due	<i>Due after 30 Days of Programming</i>	<i>Name or Position</i>
Application for Continuation of Funds Due	<i>TBD</i>	<i>Name or Position</i>
Annual Evaluation Report Due	<i>September 30, 2019</i>	<i>Name or Position</i>
End of Year Financial Report (C-1-25-D) Due	<i>October 31, 2019</i>	<i>Name or Position</i>
Final Three-Year Evaluation Report	<i>September 30, 2021 After Third Year of Grant</i>	<i>Name or Position</i>

EXHIBIT 7
BUDGET WORKSHEET

Use the following template. Provide a budget worksheet for the first year of the grant. Group line items according to the following categories: *Salaries & Wages*, *Contracted Services*, *Supplies & Materials*, *Other Charges*, *Equipment*, and *Transfers*. Total each category. Some examples have been provided in italics. Refer to the U.S. Bureau of Labor Statistics national wage data.

Line Item	Calculation	Requested	Total
Salaries & Wages			
<i>Project Director based on SACPS salary for Admin Specialist Level 3.</i>	<i>Full-time @ \$40,000/year</i>	<i>\$40,000</i>	<i>\$40,000</i>
<i>Site Coordinator</i>	<i>4 staff X \$35/hr X 12 hrs/wk X 26 wks (Total-312 hrs/site)</i>	<i>\$43,680</i>	<i>\$43,680</i>
<i>Teachers</i>	<i>20 teachers X \$30/hr X 1.5hrs/day X 80 days</i>	<i>\$72,000</i>	<i>\$72,000</i>
Total Salaries & Wages		\$155,680	\$155,680
Contracted Services			
<i>Computer Trainer from ABC Computer Services.</i>	<i>\$200/day X 4 days</i>	<i>\$800</i>	<i>\$800</i>
<i>Enrichment Staffing</i>	<i>4 staff X \$20/hr X 1 hr/day X 80 days X 4 sites</i>	<i>\$25,600</i>	<i>\$25,600</i>
<i>Independent Evaluation</i>	<i>Approximately 7%</i>	<i>\$17,330</i>	<i>\$17,330</i>
Total Contracted Services		\$43,730	\$43,730
Supplies & Materials			
<i>XYZ Curriculum</i>	<i>300 books x \$10 per book</i>	<i>\$3000</i>	<i>\$3000</i>
<i>Family Literacy Materials</i>	<i>\$500/site X 4 sites</i>	<i>\$2,000</i>	<i>\$2,000</i>
Total Supplies & Materials		\$5,000	\$5,000
Other Charges			
<i>Conferences and Meetings</i>	<ul style="list-style-type: none"> - Beyond School Hours/Foundations(USD E Sponsored)- (PD + 4 SC) airfare, lodging, meals - Annual Retreat (PD + 4 SC) lodging, meals - 4 Networking Meetings (PD) mileage - BOOST Conference (PD + 4 SC) airfare, lodging, meals 	<ul style="list-style-type: none"> \$2,000 \$600 \$800 \$2,000 	<i>\$5,400</i>
<i>Transportation</i>	<ul style="list-style-type: none"> - daily transportation \$100/bus X 1 bus X 80 days X 4 sites - field trips \$250/field trip X 1 field trip/site X 4 sites 	<ul style="list-style-type: none"> \$32,000 \$1,000 	<i>\$32,000</i>
Total Other Charges		\$38,400	\$38,400

Equipment			
<i>5 Laptop Computers</i>	<i>5 staff (1 PC + 4 SC) X \$5 per laptop</i>	<i>\$2,500</i>	<i>\$2,500</i>
Total Equipment		\$2,500	\$2,500
Transfers			
<i>Retirement</i>	<i>SACPS 12%</i>	<i>\$2,400</i>	<i>\$2,400</i>
<i>Insurance</i>	<i>SACPS 15%</i>	<i>\$3,000</i>	<i>\$3,000</i>
<i>Social Security</i>	<i>.0765 X total wages</i>	<i>\$11,910</i>	<i>\$11,910</i>
Total Transfers		\$17,310	\$17,310
<i>Total Direct Costs</i>		\$262,620	\$262,620
<i>Indirect Costs (3% of direct costs)</i>		\$7,879	\$7,879
TOTAL Requested		\$270,499	\$270,499

EXHIBIT 8
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 conforms 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

Date

EXHIBIT 9

List of Eligible LEAP Schools

County	Site Name
ALLEGANY	JOHN HUMBIRD ELEMENTARY
ANNE ARUNDEL	MILLS PAROLE ELEMENTARY
	TYLER HEIGHTS ELEMENTARY
BALTIMORE CITY	ABBOTTSTON ELEMENTARY
	ACCE ACADEMY
	AFYA PUBLIC CHARTER SCHOOL
	ALEXANDER HAMILTON ELEMENTARY
	ARLINGTON ELEMENTARY/MIDDLE
	ARUNDEL ELEMENTARY/MIDDLE
	BALTIMORE DESIGN SCHOOL
	BALTIMORE LEADERSHIP SCHOOL FOR YOUNG WOMEN
	BANNEKER BLAKE ACADEMY OF ARTS AND SCIENCES
	BARCLAY ELEMENTARY/MIDDLE
	BAY-BROOK ELEMENTARY/MIDDLE
	BEECHFIELD ELEMENTARY/MIDDLE
	BELMONT ELEMENTARY
	BOOKER T WASHINGTON MIDDLE
	BLUFORD DREW JEMISON STEM ACADEMY WEST
	BREHMS LANE ELEMENTARY
	CALLAWAY ELEMENTARY
	CALVERTON ELEMENTARY/MIDDLE
	CALVIN M RODWELL ELEMENTARY
	CECIL ELEMENTARY
	CHARLES CARROLL BARRISTER ELEMENTARY
	CHERRY HILL ELEMENTARY/MIDDLE
	CITY SPRINGS ELEMENTARY/MIDDLE
	CLAREMONT SCHOOL
	COLDSTREAM PARK ELEMENTARY/MIDDLE
	COLLINGTON SQUARE ELEMENTARY/MIDDLE
	COMMODORE JOHN ROGERS ELEMENTARY/MIDDLE

CONNEXIONS: A COMMUNITY BASED ARTS SCHOOL
CREATIVE CITY PUBLIC CHARTER SCHOOL
CURTIS BAY ELEMENTARY/MIDDLE
DALLAS F NICHOLAS SR ELEM
DOROTHY I. HEIGHT ELEMENTARY SCHOOL
DR BERNARD HARRIS ELEMENTARY
DR CARTER G WOODSON ELEMENTARY/MIDDLE
DR MARTIN LUTHER KING JR ELEMENTARY/MIDDLE
DR NATHAN A PITTS-ASHBURTON ELEMENTARY/MIDDLE
EDGECOMBE CIRCLE ELEMENTARY
EDGEWOOD ELEMENTARY
ELMER A. HENDERSON: A JOHNS HOPKINS PARTNERSHIP SC
EUTAW-MARSHBURN ELEMENTARY
EXCEL ACADEMY @ FRANCIS M WOOD HIGH
FORT WORTHINGTON ELEMENTARY/MIDDLE
FRANKLIN SQUARE ELEMENTARY/MIDDLE
FREDERICK ELEMENTARY
FRIENDSHIP ACADEMY OF ENGINEERING AND TECHNOLOGY
FURLEY ELEMENTARY
FURMAN L TEMPLETON ELEMENTARY
GARDENVILLE ELEMENTARY
GARRETT HEIGHTS ELEMENTARY/MIDDLE
GEORGE WASHINGTON ELEMENTARY
GILMOR ELEMENTARY
GLENMOUNT ELEMENTARY/MIDDLE
GOVANS ELEMENTARY
GREEN STREET ACADEMY
GROVE PARK ELEMENTARY/MIDDLE
GUILFORD ELEMENTARY/MIDDLE
GWYNNS FALLS ELEMENTARY
HARFORD HEIGHTS ELEMENTARY
HARLEM PARK ELEMENTARY/MIDDLE
HAZELWOOD ELEMENTARY/MIDDLE

	HILTON ELEMENTARY
	HOLABIRD ELEMENTARY/MIDDLE
	JAMES MCHENRY ELEMENTARY/MIDDLE
	JAMES MOSHER ELEMENTARY
	JOHNSTON SQUARE ELEMENTARY
	KASA (KNOWLEDGE AND SUCCESS ACADEMY)
	KIPP ACADEMY
	LAKWOOD ELEMENTARY
	LIBERTY ELEMENTARY
	LOCKERMAN BUNDY ELEMENTARY
	LYNDHURST ELEMENTARY
	MAREE G. FARRING ELEMENTARY/MIDDLE
	MARGARET BRENT ELEMENTARY/MIDDLE
	MARY ANN WINTERLING ELEMENTARY @ BENTALOU
	MARY E RODMAN ELEMENTARY
	MATTHEW A HENSON ELEMENTARY
	MONARCH ACADEMY PUBLIC CHARTER SCHOOL
	MONTEBELLO ELEMENTARY/MIDDLE
	MORAVIA PARK PRIMARY
	MORRELL PARK ELEMENTARY/MIDDLE
	MOUNT ROYAL ELEMENTARY/MIDDLE
	NACA FREEDOM AND DEMOCRACY II
	NATIONAL ACADEMY FOUNDATION
	NEW ERA ACADEMY
	NEW HOPE ACADEMY
	NEW SONG ACADEMY
	NORTH BEND ELEMENTARY/MIDDLE
	NORTHWOOD APPOLD COMMUNITY ACADEMY
	NORTHWOOD ELEMENTARY
	PIMLICO ELEMENTARY/MIDDLE
	ROBERT W COLEMAN ELEMENTARY
	ROGNEL HEIGHTS ELEMENTARYMID
	ROOTS AND BRANCHES SCHOOL

	ROSEMONT ELEMENTARY/MIDDLE
	SARAH M ROACH ELEMENTARY
	SHARP-LEADENHALL ELEMENTARY
	SINCLAIR LANE ELEMENTARY
	SOUTHWEST BALTIMORE CHARTER
	STADIUM SCHOOL
	STEUART HILL ACADEMIC ACADEMY
	TENCH TILGHMAN ELEMENTARY/MIDDLE
	THE CROSSROADS SCHOOL
	THE HISTORIC SAMUEL COLERIDGE-TAYLOR ELEMENTARY
	THOMAS JEFFERSON ELEMENTARY/MIDDLE
	VANGUARD COLLEGIATE MIDDLE
	VIOLETVILLE ELEMENTARY/MIDDLE
	WALTER P CARTER ELEMENTARY/MIDDLE
	WAVERLY ELEMENTARY/MIDDLE
	WESTPORT ACADEMY
	WILLIAM PACA ELEMENTARY
	WILLIAM PINDERHUGHES ELEMENTARY/MIDDLE
	WILLIAM S BAER SCHOOL
	WINDSOR HILLS ELEMENTARY/MIDDLE
	WOLFE STREET ACADEMY
BALTIMORE COUNTY	SANDALWOOD ELEMENTARY
	DEEP CREEK ELEMENTARY
	HAWTHORNE ELEMENTARY
	RIVERVIEW ELEMENTARY
CECIL	GILPIN MANOR ELEMENTARY
DORCHESTER	CHOPTANK ELEMENTARY
	HURLOCK ELEMENTARY
	MACES LANE MIDDLE
	MAPLE ELEMENTARY
	SANDY HILL ELEMENTARY
FREDERICK	HILLCREST ELEMENTARY
HARFORD	CTR FOR ED OPPORTUNITY ALTERNA

	HALLS CROSS ROADS ELEMENTARY
	MAGNOLIA ELEMENTARY
MONTGOMERY	BROAD ACRES ELEMENTARY
	GAITHERSBURG ELEMENTARY
	HARMONY HILLS ELEMENTARY
	HIGHLAND ELEMENTARY
	NEW HAMPSHIRE ESTATES ELEM
	R SARGENT SHRIVER ELEMENTARY
	SOUTH LAKE ELEMENTARY
	WHEATON WOODS ELEMENTARY
PRINCE GEORGE'S	CHILLUM ELEMENTARY
	ADELPHI ELEMENTARY
	BEACON HEIGHTS ELEMENTARY
	BLADENSBURG ELEMENTARY
	BUCK LODGE MIDDLE
	CALVERTON ELEMENTARY
	CAROLE HIGHLANDS ELEMENTARY
	CARROLLTON ELEMENTARY
	CATHERINE T REED ELEMENTARY
	CHEROKEE LANE ELEMENTARY
	COOL SPRING ELEMENTARY
	COOPER LANE ELEMENTARY
	DODGE PARK ELEMENTARY
	EDWARD M. FELEGY ELEMENTARY
	FLINTSTONE ELEMENTARY
	FOREST HEIGHTS ELEMENTARY
	GAYWOOD ELEMENTARY
	GLADYS N SPELLMAN ELEMENTARY
	GLASSMANOR ELEMENTARY
	GLENRIDGE ELEMENTARY
	JAMES MCHENRY ELEMENTARY
	JUDGE SYLVANIA WOODS ELEMENTAR
	LAMONT ELEMENTARY

	LANGLEY PK/MCCORMICK ELEM
	LAUREL ELEMENTARY
	LEWISDALE ELEMENTARY
	MARY HARRIS "MOTHER" JONES ELEMENTARY
	MT RAINIER ELEMENTARY
	NICHOLAS OREM MIDDLE SCHOOL
	OAKLANDS ELEMENTARY
	PORT TOWNS ELEMENTARY
	RIDGECREST ELEMENTARY
	RIVERDALE ELEMENTARY
	ROBERT FROST ELEMENTARY
	ROGER HEIGHTS ELEMENTARY
	ROSA L PARKS ELEMENTARY
	SPRINGHILL LAKE ELEMENTARY
	TEMPLETON ELEMENTARY
	THOMAS S STONE ELEMENTARY
	WILLIAM BEANES ELEMENTARY
	WILLIAM WIRT MIDDLE SCHOOL
SOMERSET	GREENWOOD ELEMENTARY
	INTERMEDIATE SCHOOL
	PRINCESS ANNE ELEMENTARY
	WOODRIDGE ELEMENTARY
WICOMICO	BEAVER RUN ELEMENTARY SCHOOL
	CARTER G WOODSON ELEMENTARY
	CHARLES H CHIPMAN ELEMENTARY
	GLEN AVENUE ELEMENTARY
	PRINCE STREET ELEMENTARY
	EAST SALISBURY ELEMENTARY