

**Preschool
Development
Grant
Birth through
Five
(PDG B-5)
for Local
Early
Childhood
Advisory
Councils**

Request for Proposals

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



Deadline to Submit Application
Friday, May 31, 2019
No later than 4:00 p.m.
Eastern Standard Time

This document is available in alternate
formats.

Proposal Description

Name of Grant Program:

Preschool Development Grant Birth through Five (PDG B-5) for Local Early Childhood Advisory Councils

Authorization:

This grant is authorized by Section 9212(c)(1) of Every Student Succeeds Act, Pub. L. 114-95 (Dec. 10, 2015), Note to 42 U.S.C. 9831.

Dissemination:

Monday, April 1, 2019

Deadline:

Friday, May 31, 2019

Purpose(s):

This grant will provide funds:

- To develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system within Maryland's 24 jurisdictions, designed to prepare low-income and disadvantaged children to enter kindergarten, and to improve transitions from such system into the local educational agency or elementary school that enrolls such children.
- To encourage partnerships among Head Start providers, State and local governments, private entities (including faith and community-based entities), and local school systems (LSS) to improve coordination, program quality, and delivery of services.
- To maximize parental choice among a mixed delivery system of early childhood care and education program providers.
- To support jurisdictions to analyze the current landscape of mixed delivery system of early childhood care and education and implement changes to the system that maximize the availability of high-quality early childhood care and education options for low-income and disadvantaged families across providers and partners, improve the quality of care, streamline administrative infrastructure, and improve local-level early childhood care and education funding efficiencies.
- To assist with overcoming local school readiness achievement gaps, as measured by the Kindergarten Readiness Assessment, for children with high needs, including children from low-income families, children with disabilities, and English Learners.
- To assist with improving the early childhood service delivery system in each local jurisdiction to help maximize local resources for early childhood through collaboration and consistent coordination.

Required Components:

Proposals must use the prescribed format on page 5 of this RFP; all submissions must contain the following elements to be considered for funding.

- Project Cover Sheet: (Must use [Appendix A](#) form, page 17);
- Project Abstract;
- Table of Contents;
- Project Narrative;
- Extent of Need: Must include local needs assessment data (within the last 12 months) and data from the [2018/2019 Kindergarten Readiness Assessment](#) or enter the following URL <https://earlychildhood.marylandpublicschools.org/prek-grade-2/maryland-early-learning-framework/ready-4-kindergarten/2018-19-kindergarten-readiness>;
- MSDE Budget Forms: (Must use [Appendix B](#) form, page 19 and [Appendix C](#) form, page 21). Must be completed to reflect budget narrative;
- Project Action Plan: (Must use [Appendix D](#) form, page 22);
- Evaluation & Dissemination Plan: (The evaluation will be an internal self-evaluation/reflection and can be completed by Chair/Co-Chair of the Council or a designee at no cost);
- Management Plan/Key Personnel: At a minimum, include Chair/Co-Chair, Fiscal Agent, list of all council members (highlighting the Head Start representative) and subcommittees;
- Management Plan Worksheet: (Must use [Appendix E](#) form, page 23);
- Integration with Education Reform
- Project Timeline: (Must use [Appendix F](#) form, page 24);
- Sustainability Plan: Must describe plans for continuing the project beyond the funding cycle. How will the project be sustained after funding ends? What are the plans for maintaining the project's partnerships? and
- [Appendices](#): (See page 16).

Priority:

- Competitive Priority: Local Councils that meet a 10% in-kind match will receive up to ten (10) extra points.

Eligible Applicants:

Identified fiscal agents of the Local Early Childhood Advisory Councils in the State of Maryland, as verified by the MSDE grant manager.

Proposal Review:

The review of proposals will be a four-part process.

- 1) Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all prescreen requirements will not be read.
- 2) A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. The committee will be composed of MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores.
- 3) Applicants may be scheduled for an oral presentation as determined by the review committee.
- 4) Final approval for awards will be determined by the review committee.

MSDE reserves the right to take into consideration geographic distribution when making awards.

Award Notification:

Notification of awards will be sent by e-mail by July 1, 2019.

Total Funds Available:

\$600,000

Length of Grants:

July 1, 2019 to December 31, 2019

Estimated Number of Grants:

Up to 24

Estimated Average Grant Amount:

\$25,000

Dependent upon the number of applications received, additional funds may be available.

Fund Use

Cost(s) incurred prior to the approval of the grant may not be funded through the award. The following are approved uses for grant funds in accordance with purposes of the grant:

- Professional development for partnering agencies. Additional professional development sessions may depend on the training needs of staff and needs assessment/strategic plan.
- Materials and supplies (i.e., instructional materials, books, related supplies for family involvement or home visiting activities, purchase of state recommended curriculum for child care partners).
- Costs for a meeting trained facilitator, costs of MSDE approved local initiatives, costs for travel reimbursement, costs for hotel accommodations to attend Annie E. Casey, *Results Count* Trainings, costs associated with stipends for members and parents to attend meetings, costs for covering substitutes if teachers are attending professional development, costs for purchasing supplies to help support the needs assessment and to facilitate meetings, costs for materials including promotion and social public awareness, and costs to secure temporary program manager to oversee the meeting prep, logistics and minutes.
- Indirect costs (may not exceed 10% or the total fund request).
- Other costs not listed here may be presented to the grant manager for determination.

Funds May Not be used for:

- Supplanting existing program funds;
- Capital improvements;
- Teacher and assistant salaries & benefits;
- Special employee compensation; or
- Purchase of office furniture and equipment

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

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

Reporting Requirements:

Grantees must submit by mail or electronically, grant budget forms signed and dated in **blue** ink:

- An interim progress report (MSDE C-1-25-C) that is received by MSDE no later than Tuesday, October 15, 2019.
- A final progress report (MSDE C-1-25-D) that is received by MSDE on or before 30 days after the grant end date.

- A final project evaluation (See Evaluation section) that is received by MSDE on or before 30 days after the grant end date.
- Final Invoice/Financial Report (MSDE Standard Invoice Form) that is received on or before 30 days after the grant end date.

Proposals must contain the following information, assembled in the order indicated:

1. Proposal Cover Sheet ([Appendix A](#), page 17)
2. Project Abstract
3. Table of Contents
4. Project Narrative (include goals, objectives, milestones, strategies, and activities)
5. Extent of Need
6. Evaluation and Dissemination Plan
7. Management Plan/Key Personnel/Council Members
8. Integration with Education Reform
9. Sustainability Plan
10. Appendices required are:
 - Budget Narrative Form ([Appendix B](#), page 19)
 - Itemized Budget Form / C-1-25 ([Appendix C](#), page 21)
 - Action Plan ([Appendix D](#), page 22)
 - Management Plan Worksheet ([Appendix E](#), page 23)
 - Project Timeline ([Appendix F](#), page 24)
 - By-Laws ([Appendix G](#), page 25)
 - Recipient Signed Assurances ([Appendix H](#), page 26-27)
 - Résumé of Key Personnel
 - Signed Letters of commitment from your local Judy Center and other project partners (as appropriate)

Submission Requirements:

- All pages of the project narrative must use one-inch margins and be numbered according to the prescribed numbering convention. (See “Table of Contents” section).
- The project statement that appears on the cover sheet must not exceed 100 words.
- The abstract must not exceed one page.
- Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-point font.
- All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.
- Bound copies must be stapled in the upper left corner. They should not be bound by glue, spirals, wire, clasps, or any other means.
- The prescribed coversheet must be the first page of the proposal.
- The original coversheet must be signed in **blue** ink. Copies of the coversheet must not be color photocopied.
- Application package **excluding** proposal cover sheet, table of contents, budget narrative, itemized budget form, signed assurances and appendices must not exceed 20 pages. **ALL FORMS MUST BE SIGNED IN BLUE INK**
- All tables and charts must follow prescribed formats.
- All acronyms used in the application must be listed and defined.

An unbound original proposal, together with (2) bound copies and an electronic copy in Microsoft Word format, MUST be submitted to the program contact:

Wendy Dantzler, Early Childhood Program Coordinator
Maryland State Department of Education
Division of Early Childhood, 10th floor
200 West Baltimore Street
Baltimore, MD 21201
Phone: 410-767-7802
Email: wendy.dantzler@maryland.gov

Technical Assistance:

Technical assistance meeting will be held on Wednesday, April 10, 2019
10:00 a.m.-12:00 p.m.
Maryland State Department of Education
200 West Baltimore Street, Baltimore, MD 21201
8th Floor, Conference Room 6/7

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Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration Maryland State Department of Education
Maryland State Department of Education
200 West Baltimore Street -6th Floor
Baltimore, MD 21201-2595
Voice: (410) 767-0426
Fax: (410) 767-0431
TTY/TDD: (410) 333-6442

Proposal Cover Sheet (#1)

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

- Name of applicant.
- Title of project.
- The words “Preschool Development Grant Birth through Five (PDG B-5) for Local Early Childhood Advisory Councils.”
- Name of contact person.
- Address of contact person.
- Telephone, fax, and email address of contact person.
- Project partners.
- Amount requested.
- Project statement (100-word limit).
- Dated signature of Superintendent of Schools/Head of Grantee Agency.

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

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

Project Abstract (#2)

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

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

- What is the problem?
- What populations, parents, schools, or geographic areas will be served by the project?
- What are the goals and objectives of the project? (For brevity, these should be paraphrased.)
- What strategies are to be employed to address the problem?
- Who are the partners, and what are their roles?

Table of Contents (#3)

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

- The Proposal Cover Sheet is not numbered but is considered to be page “ i ” (lower case, Roman numeral one).
- The Project Abstract is page “ ii ” (lower case, Roman numeral two).
- Do not list the Table of Contents as one of the pages in the table of contents.
- Table of Contents page(s) is (are) numbered iii, iv, etc.
- The extent of need is the first page of the project narrative and is numbered “1”. Subsequent pages are numbered consecutively.
- The Budget is numbered as follows: “B-1, B-2, B-3”.
- Appendices are labeled “Appendix A, Appendix B, Appendix C”.

Project Narrative (#4)

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

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

Extent of Need (# 5)

A compelling proposal will have a clearly-defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal.

Here are some suggestions for your needs assessment.

- Clearly state the main problem in the first paragraph.
- Cite research supporting your need for the project.
- State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
- Present easily measured quantitative data. (e.g., test scores, absentee rates).
- Present qualitative data in support of quantitative data (e.g., interviews, focus groups).
- Use multiple methods to document the problem (e.g., surveys, analysis of school records, previous studies, focus groups).
- Use multiple data sources (teachers, students, parents, etc.).
- Use national or state data to establish the problem's existence outside of the local area.
- Use local data to document the problem in the local area. Include relevant demographics and other statistics about each and every population you intend to serve. Include all relevant data from the Maryland School Performance Program (MSPP).
- State who is affected by the problem. State when and where the problem exists.
- Document the factors contributing to the problem.
- Document current or past efforts to address the problem.
- Show why those efforts failed or are inadequate to address the total need.
- Discuss the applicant's history or expertise in dealing with the problem.
- Discuss the consequences of not dealing with the problem.

Goals, Objectives, Milestones (Appendix D)

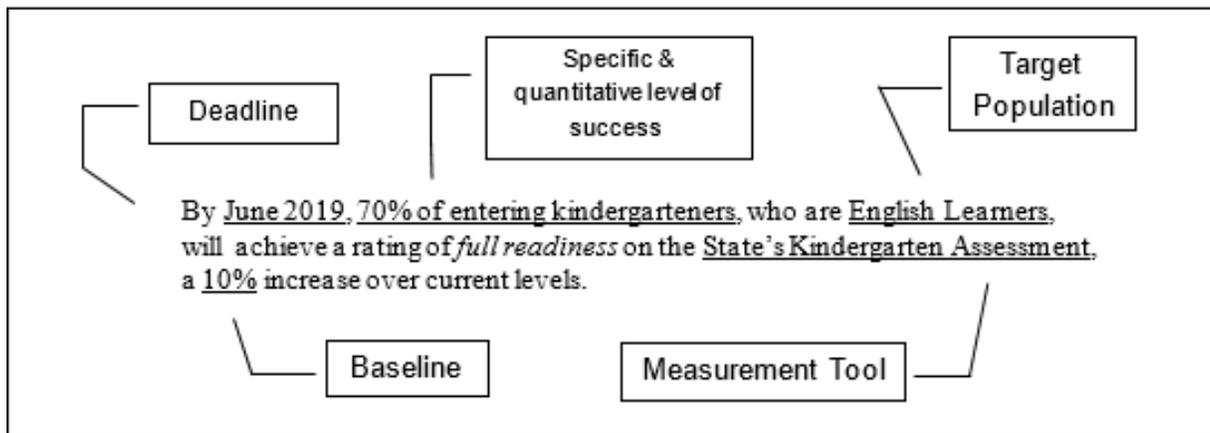
Goals, objectives, and milestones are all outcomes. Outcomes themselves are statements that tell how the project's target population would improve. Every outcome should describe a change in a target population. In addition, they set standards of progress towards alleviating the problems identified in the needs assessment.

Statements that describe strategies or management issues are not proper outcome statements.

Outcome statements:

- **Identify the target population.** Who is the specific population the outcome addresses?
- **Are realistic.** Outcomes must be attainable. It is unrealistic to expect that all students will achieve 4.0 grade point averages. Unrealistic outcomes set your project up for failure and are "red-flags" for reviewers.
- **Are measurable.** Outcomes must demonstrate clear achievement. A good outcome statement references easily quantified indicators (e.g., test scores, absenteeism, grades, and promotion rates).
- **Have deadlines.** All outcome statements specify by when they are to be achieved.
- **Reference state, local, or school-defined baseline data or standards.** To determine if your goal is both reasonable and ambitious, you should include local baseline data for comparison.

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



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

The Goal

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

Goals must have long-term deadlines. If the project period covers multiple years, the goal should be set for the end of the project. If the project period is one year or less, the goal may have a deadline that extends beyond the project period.

Objectives

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

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

Milestones

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

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

Plan of Operation (Appendix D)

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

Strategies

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

Once the question of why strategies were chosen, discuss how the strategies will be adapted to fit the particular project. What clients are targeted, and how will they use or be affected by the services the project provides? How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how the number of indirect clients served were determined.

Activities

Activities are the specific steps taken to accomplish the project objectives, and involve direct service to clients (students, teachers, parents). Examples include: specific teacher in-services, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip), or over a period of time (e.g., the use of an innovative curriculum). **Note: No Direct Services for the particular grant.**

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

List the activities that the project will implement. Then relate each activity to a strategy. Next, group activities according to strategies. If necessary discuss how the activities relate to their respective strategies. Finally, identify which clients and how many will be serviced by each activity.

Evaluation & Dissemination Plan (#6)

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

Evaluation & Dissemination Narrative

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

- **Evaluation Questions:** What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated consequences? Examine the relationship between your expected outcomes, your efforts, and what is important to evaluate.
- **Evaluation Strategy:** What approach will be taken to find answers to the evaluation questions? What criteria will be used to assess lessons learned from the project? What populations will be included in your evaluation?
- **Data:** The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will the baseline be established? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, ensure that the resources are sufficient to use the proposed data collection techniques.
- **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are their qualifications? What are the responsibilities of key personnel?
- **Budgeting of resources and staffing for evaluation:** Your application's budget should reflect sufficient funds to carry out a thorough and useful evaluation. **Note:** The evaluation will be an internal self-evaluation/reflection and can be completed by Chair/Co-Chair of the Council or a designee at no cost.
- **Dissemination:** Details on how the project's findings will be disseminated to the major stakeholders, individuals with an interest in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will there be a presence on the Internet and/or attend important national conferences to present lessons from the project? How and when will demonstrations of your project be made available? Also consider including descriptions of the types of reports and other by-products that will be produced during the course of the project.

Management Plan/Key Personnel (#7)

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

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

Present a clear discussion of who your partners are, 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. It is essential that you document your partners' commitments to the project. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically know who a proposed partner is, what that partner is capable of or willing to commit to the project, or why the partner is joining with you.

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

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

Management Plan Worksheet (Appendix E)

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

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

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

Management Plan Worksheet

Action Description	Date	Person Responsible
Brief Description #1	Date	Name or Position
Brief Description #2	Date	Name or Position
Brief Description #3	Date	Name or Position
...
Funder's Requirements		
Quarterly Report #1 Due	Date	Name or Position
Quarterly Report #2 Due	Date	Name or Position
Quarterly Report #3 Due	Date	Name or Position
Final Evaluation Process	Date	Name or Position
Financial Report Due	Date	Name or Position
Annual Evaluation Due	Date	Name or Position

Project Timeline (Appendix F)

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

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

Integration with Education Reform (#8)

If a project is to be successful, it must be aligned with the goals, efforts and plans of Federal, State, and local governments, and school improvement teams. This section illustrates how the project is part of overall education reform.

Some questions this section should answer are:

- How does this project help meet the goals and objectives of the School Improvement Team plan?
- How does this project fit into the LSS's master plan?
- How does this project help meet State educational standards (e.g., Maryland School Assessment, Core Learning Goals)?
- How does this project align with the district's SAFE plan?
- How does this project help meet national education goals or fit into national initiatives?
- Does this project coordinate efforts with any other projects currently underway?
- Are there plans for any future projects that will coordinate with this one?
- Will resources be shared to increase efficiency and cost effectiveness?

Sustainability Plan (#9)

Describe your plans for continuing the project beyond the funding cycle. How will you sustain the project after funding ends? What are your plans for maintaining the project's partnerships?

Appendices (#10)

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

- Cover Sheet ([Appendix A](#), page 17)
- Budget Narrative Form ([Appendix B](#), page 19)
- Itemized Budget Form / C-1-25 ([Appendix C](#), page 21)
- Action Plan ([Appendix D](#), page 22)
- Management Plan Worksheet ([Appendix E](#), page 23)
- Project Timeline ([Appendix F](#), page 24)
- By-Laws ([Appendix G](#), page 25)
- Recipient Signed Assurances ([Appendix H](#), page 26-27)
- Résumé of Key Personnel (Include a one-page resume for each person playing a key role in your project. Only information relevant to the project should be included in the résumé).
- Letters of commitment from your local Judy Center and other project partners (as appropriate)

Appendix A: Cover Sheet

Cover Sheet July 1, 2019 – December 31, 2019 Preschool Development Grant Birth through Five (PDG B-5) for Local Early Childhood Advisory Councils Request for Proposals Grant Application		
Name of Grantee:		Fed ID No:
Address:		
City:		ZIP:
Telephone:	FAX:	e-mail:
Contact Person:		
Address of contact person (if it is different from the address above):		
City:		ZIP:
Telephone:	FAX:	e-mail:
Project Summary (100 Word Limit):		
Project Partners:		
Grant Amount Requested:		

Signature Superintendent of Schools/Head of Grantee Agency

Date

Appendix B: Budget Narrative

Your project's budget should detail every year of the project in a separate itemized budget for each year. It should demonstrate the extent to which the budget is reasonable, is cost-effective, and integrates other sources of funding. All costs described in the project narrative will appear in the budget narrative and must have a corresponding entry in the itemized budget for that year.

Begin your budget with a narrative, justifying any line item expenses that are not obvious from the project narrative. Explain how you estimated the cost of your line items, if the rationale is not obvious. Show how your budget is cost effective.

Immediately following your justification, include a line-item description using the format in the example below. Group line items according to the following categories: *Salaries & Wages*, *Contracted Services*, *Supplies & Materials*, *Other Charges*, *Equipment*, and *Transfers*. Total each category.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Use the format indicated by the following excerpt from a sample Budget Narrative.

Appendix B: Budget Narrative Form

Directions: Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Transfer the subtotals of these categories onto line 214 (Community Services) of the enclosed MSDE Budget Form. Then list the total requested budget amount on the line TOTAL EXPENDITURES BY OBJECT. **Sign and date the MSDE C-125 Budget Form using blue ink.**

Budget Narrative			
Complete for July 1, 2019 – December 31, 2019			
PDG B-5 Grant for Local Early Childhood Advisory Councils			
Line Item	Requested Amount	In-Kind Contribution	Total
1. - Salaries and Wages (N/A – Is not included in the Fund Use)			
Subtotal			
2. Contracted Services			
Subtotal			
3. Supplies and Materials			
Subtotal			
4. Other Charges (e.g., fringe costs)			
Subtotal			
5. Equipment (e.g., classroom furniture)			
Subtotal			
Grand Total			

Appendix C: Itemized Budget Form

This page contains the itemized budget form that must be submitted with the application. If you are having difficulties categorizing your budget, consult with the financial agent in your local school system. This form must be signed by both your district's Budget's Officer and the Superintendent or designee.

APPENDIX C: PROPOSED BUDGET (STATE/FEDERAL)

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME		GRANT RECIPIENT NAME			
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD			

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

Appendix D: Action Plan

Instructions: Found in section [Goals, Objectives, Milestones](#) (page 9-11). Reproduce this form as needed

GOAL(s):					
OBJECTIVE(s):					
MILESTONE(s):					
STRATEGIES:					
Activities	Dates		Responsibility	Funding	
	Date Initiated	Expected Completion Date	Person Responsible for Outcome	Funding Required	In-Kind

Signature Superintendent of Schools/Head of Grantee Agency

Date

Appendix E: Management Plan Worksheet

Action Description	Date	Person Responsible
Brief Description #1	Date	Name or Position
Brief Description #2	Date	Name or Position
Brief Description #3	Date	Name or Position
...
Funder's Requirements		
Quarterly Report #1 Due	Date	Name or Position
Quarterly Report #2 Due	Date	Name or Position
Quarterly Report #3 Due	Date	Name or Position
Final Evaluation Process	Date	Name or Position
Financial Report Due	Date	Name or Position
Annual Evaluation Due	Date	Name or Position

Appendix F: Project Timeline

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

Activity	Month						
	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
Management							
Hire Project Director	X						
Implementation							
Teacher Training			X		X		
Evaluation							
Submit Mid-Year Evaluation				X			

Appendix G: Bylaws

Download the recommended [Local ECAC Bylaws](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/23/local_ecac_recommended_bylaws_01.01.2019_1.pdf) Template or enter the following URL
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/23/local_ecac_recommended_bylaws_01.01.2019_1.pdf.

Appendix H: 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 based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the 7/1/2015 13:56:14 Notice of Grant Award 4 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