The Teacher Induction, Retention, and Advancement Pilot

Request for Proposals

Maryland State Department of Education

200 West Baltimore Street
Baltimore, MD 21201

Deadline
June 5, 2017 at 5:00 p.m.

This document is available
In alternate formats.

PROPOSAL DESCRIPTION

Name of Grant Program:
The Teacher Induction, Retention, and Advancement Pilot Program

Authorization:
Senate Bill 493 (2016), Chapter 740

Dissemination:
April 7, 2017, Posted on the Maryland State Department of Education Website

Deadline:
June 5, 2017 at 5:00 p.m.

Purpose:
The Maryland State Department of Education (MSDE), in accordance with Maryland Senate Bill 493, Chapter 740, has developed the Teacher Induction, Retention, and Advancement Pilot Program (hereafter known as "TIRA Pilot Program"). Teacher turnover in Maryland remains a persistent problem with over 40 percent of all first year teachers leaving the profession before the end of their fifth year of teaching. Given the costs associated with high teacher turnover and the subsequent instability it causes in schools, this program establishes offset funding for schools to offer specified first-year teachers at least 20 percent more time than other non-first year teachers for mentoring, peer observation, assistance with planning, or other preparation activities. This is a cost-share grant with 80 percent funded by the State and 20 percent by Local Education Agencies (LEAs) that participate in the pilot program. While SB 493 appropriated $5.0 million annually through fiscal year 2022 for the program, revisions were made during the 2017 session indicating that the Governor may include funds in the annual budget bill. For Fiscal Year 2018, $2.1 million has been allocated for the implementation of this program.
The Bill took effect July 1, 2016. The Teacher Induction, Retention, and Advancement Pilot Program terminates June 30, 2022.

Required Components:
Proposals must contain the following to be considered for funding:

- Participating LEAs must ensure that 20 percent more time is provided to first-year teachers for mentoring, peer observation, assistance with planning, or other classroom preparation activities during the academic week compared to non-first year teachers;
- Participating LEAs must ensure that supportive activities that constitute the additional 20 percent of time do not include administrative responsibilities or student supervision;
- Participating LEAs must ensure that first-year teachers will be provided with information regarding resources that are available to them and that these resources may be used during the additional allotted time; these resources may include: mentoring, peer observation, and assistance with planning.
- Costs associated with the pilot funding must adhere to the following cost sharing requirements: providing 80 percent state funding and local school systems providing 20 percent;

- A sustainability plan that includes a description of how LEAs will be able to ensure the goals of the Pilot Program will continue to be met through the proposed activities following termination of funding.
- An annual report that shall indicate the success of the retention of first-year teachers who participated in the TIRA Pilot Program and with each succeeding year, contiue teaching years two, three, four and five following their participation in the TIRA Pilot Program. In addition, the report shall provide retention information for an equal number of similarly-situated first-year teachers who were identified at the same time participants of TIRA were identified but did not participate in the TIRA Pilot Program and continue teaching years two, three, four and five. If a participant is no longer employed in the LEA, the report should include the reason for separation, if available. The report shall also indicate the school(s) in which each teacher taught.

Priorities:
Pilot Program funds are designed to support first year teachers by affording them at least 20 percent more time during the academic week than other non-first year teachers for mentoring activities, peer observation, assistance with planning, or other classroom preparation activities. Participating LEAs will provide these supports, while also evaluating the program to determine program effectiveness. Priority will be given to projects that ensure teachers identified for participation in the Pilot Project are working in schools that are part of a cluster of schools in which the majority of the elementary and middle schools are Title I schools and feed into a common high school.

Eligible Applicants:
- Any Local Education Agency may choose to participate in the TIRA Pilot Program.
- The LEA will select first year teachers to participate in the TIRA Pilot Program. The TIRA Pilot Program is not intended to ensure that every first-year teacher in a participating local school system is funded to participate.
- Nonpublic schools are not eligible to participate.

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. Applications not meeting all prescreen requirements will not be read or reviewed.
2) A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. The committee will be composed of representatives from outside agencies and MSDE personnel. Using a scoring rubric reviewers will comment on the proposals and assign numerical scores.
3) Applicants may be scheduled for an oral program presentation as determined by the review committee.
4) Final approval for awards will be determined by the Teacher Induction, Retention, and Advancement Pilot Program Review Committee.

MSDE reserves the right to consider geographic distribution when making awards.

Award Notification:
Notification of awards will be sent by mail on June 30, 2017.

Total Funds Available:
$2.1 million is appropriated for the fiscal year 2018. The amount is projected to increase to $5 million in Fiscal Year 2019. All awards are subject to the availability of appropriated funds and to any modifications or additional requirements that may be imposed by law.

This program requires the State to contribute 80 percent of the proposed budget and the LEA to contribute 20 percent.

Length of Grants:
July 1, 2017 – June 30, 2018

Estimated Number of Grants:
The number of grants awarded will be based on the number of submissions and the availability of funds. All eligible applications will be considered for funding.

Estimated Average Grant Amount:
Grants are competitive with awards based on the thoroughness of the submission, the project's proposed number of teachers participating in the Pilot Program, and the estimated need for funding. Local Education Agencies should carefully consider resources needed to successfully implement the proposed project and present realistic budgets and expectations that accurately project costs and outcomes.

Fund Use
Cost(s) incurred prior to the approval of the grant may not be funded through the award. Generally, a direct cost is one that is incurred specifically for one activity. Indirect costs are of a more general nature and are incurred for the benefit of several activities. Once a grantee designates a given cost as direct or indirect, that designation must be applied consistently and may not change during the fiscal year. Sub-grantees are never required to charge indirect costs.

Direct costs can be identified specifically with a particular final cost objective. Typical direct costs chargeable to awards are:

- Compensation of employees for time devoted and identified specifically to the performance of those awards;
- Cost of materials acquired, consumed, or expended specifically for the purpose of those awards;
- Contracts specifically for the purpose of the award; and
- Travel expenses incurred specifically to carry out the award.

Funds may not be used for:

- Supplanting existing services;
- Capital Improvements; or
- Cost(s) incurred prior to the approval of the grant.

The General Education Provisions Act (GEPA), Section 427:
Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted, 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:

- Quarterly project updates;
  Quarterly updates must detail grant activity conducted by the grantee, reflect expenditures from the previous quarter of activity, and shall be submitted during the following month on or before fifteenth day of that month (or the next business day). The cost of all items in the invoice shall be specified in an approved line item.

- Annual financial reports;

- Annual evaluation reports;

- A final evaluation, encompassing all funding cycles, within 60 days of the end of the grant period.

The State Fiscal Cycle:

1st quarter: July-September	3rd quarter: January-March
2nd quarter: October-December	4th quarter: April-June

In addition, grantees will host at least one site visit per funding cycle.

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

1. Proposal Cover Sheet.
2. Project Abstract.
3. Table of Contents.
4. Project Narrative (20 page limit).
    - 4.1. Extent of Need.
    - 4.2. Goals, Objectives, and Milestones.
    - 4.3. Plan of Operation.
    - 4.4. How the LEA will ensure that 20 percent more time is given to participating first-year teachers for mentoring, peer observation, and assistance with planning.
    - 4.5. Evaluation and Dissemination Plan.
    - 4.6. Management Plan/Key Personnel.
        - 4.5.1. Management Worksheet.
        - 4.5.2. Project Time Line.
    - 4.7. Integration with Education Reform.
    - 4.8. Future Plans.
5. Budget Narrative.
    - 5.1. Line Item Listing of Budgetary Expenses.
    - 5.2. Itemized Budget Form.
6. Sustainability Plan.
    - 6.1 Description of how the LEA will make sure the goals of the Pilot Program will continue to be met through the proposed activities following the termination of funding.
7. Appendices. Do not append any required sections indicated above. Appendices are included below.
    - 7.1. Works Cited
    - 7.2. Letters of commitment from all project partners and principals of participating schools (as appropriate).

7.3. Résumés of Key Personnel.
7.4. Signed assurances.

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. Copies 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.
- All tables and charts must follow prescribed formats.
- Applicants must submit reasonable budgets based on resources needed to implement projects in each specific LEA. The budget should display a clear link between the specific project activities and the proposed budget items. Specifically, the budget should not contain any items that are not detailed in the project narrative. The budget narrative must support all costs included in the budget, explain how the costs are determined, and how expenditures fulfill the overall objective of the project.

Definitions:

First-Year Teacher means a public school teacher who has not previously had any full-time teaching experience.
TIRA Pilot Program means the Teacher Induction, Retention, and Advancement Pilot Program in Maryland.
Title I schools means schools with a high percent of children from low-income families, as defined by Free and Reduced Price Meals (FARMS).

An unbound original proposal, together with 15 bound copies, and an electronic copy, in Microsoft Word format, MUST be submitted to:

Maryland State Department of Education
Division of Educator Effectiveness
200 West Baltimore Street
Baltimore, MD 21201-2595
Attention: Sarah Spross

Program Contacts:
Sarah Spross,
Office: 410-767-0385
FAX: 410-333-8963
Sarah.Spross@maryland.gov

Non-Discrimination Statement:

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to Department policy please contact:

Equity Assurance and Compliance Branch
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

PROPOSAL COVER SHEET

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 “The Teacher Induction, Retention, and Advancement Pilot”
- 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

1-page limit

In the Project Abstract introduce the project to the reader. It should be factual, brief, and focused on your 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, 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

The Table of Contents is an important aid for the reader. When writing your proposal and constructing your 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

20-page limit *90 points total*

The Project Narrative provides an 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 you submit it to MSDE.
- Be as detailed as possible. Use the entire page limit to explain your 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

15 of 90 points

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 the needs assessment.

- Clearly state the main problem in the first paragraph.
- Cite research supporting the 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, and Milestones

10 of 90 points

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, 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 the goal is both reasonable and ambitious, include local baseline data for comparison.

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

Deadline

Specific & quantitative level of success

Target Population

By January, 2018, 70% of high school seniors, in the three participating high schools, who were reading below grade level in the ninth grade, will achieve a rating of *satisfactory* on the district's high school reading examination, a 20% increase over current levels.

Baseline

Measurement Tool

A 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 the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established, 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 anticipated outcomes to be accomplished 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 seeks to increase student achievement by training teachers, there must 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 there is a significant impact on 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.

10 of 90 points

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

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish outcomes. Begin this section with a justification as to why the strategies were chosen and how they will help to achieve 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.

Upon identifying the strategies, discuss how they will be adapted to fit the particular project. Who are the target clients, and how will they use or be affected by the project services? How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how these numbers were derived.

Activities

Activities are 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).

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 your management plan in this section.

List the activities that the project will implement and relate each activity to a strategy. Activities should be grouped with respective strategies. Discuss how the activities relate to the respective strategies. Finally, identify which clients and how many will be serviced by each activity.

Evaluation & Dissemination Plan

20 of 90 points

Grantees are required to submit annual evaluation reports 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 lends to making informed decisions about needed changes.

Evaluation & Dissemination Narrative

The topics listed below provide the basis for review of the evaluation plan that should be addressed with 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 the expected outcomes, 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 the 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:** The application's budget should reflect sufficient funds to carry out a thorough and useful evaluation.
- **Dissemination:** Details on how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will information be posted on the Internet? Will presentations be made at important national conferences to present lessons from the project? How and when will you provide demonstrations of the project? Descriptions of the types of reports and other by products produced during the course of the project may be made available.

Management Plan/Key Personnel

25 of 90 points

Where many projects fail is in their management. 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 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 partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically be familiar with a proposed partner, what that partner is capable of or willing to commit to the project, or why the partner is joining in on the project.

The 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 proper implementation? What plans are in place to ensure the project will continue if there are problems with staff turnover?

Management Plan Worksheet

The Management Plan supports the implementation plan but does not contain direct service activities. Direct service activities belong in the Plan of Operation. Examples of management actions are hiring 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 the management plan. These include the annual financial report, submission of progress reports to MSDE, and the final evaluation. The final report will serve as the 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

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

5 of 90 points

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.

Questions this section should answer include:
- How does this project help meet the goals and objectives of the School Improvement Team plan?
- How does this project fit into the LEA's master plan?
- How does this project help meet State educational standards (e.g., MD College and Career Readiness Standards)?
- 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?

Future Plans

5 of 90 points

Describe plans for continuing the project beyond the funding cycle. How will it be sustained after funding ends? Are there plans for maintaining the project's partnerships?

BUDGET NARRATIVE

No page limit *10 points*

The 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, 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 the budget with a narrative, justifying any line item expenses that are not obvious from the project narrative. Explain how line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective.

Immediately following the 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 expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective.

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

Line Item	Calculation	Requested	In-kind	Total
Salaries & Wages				
Project Director based on SACPS salary for Admin Specialist Level 3.	Full-time @ $40,000/year	$20,000	$10,000 (SACC) $10,000 (SACPS)	$40,000
	Total Salaries & Wages:	**$20,000**	**$20,000**	**$40,000**
Contracted Services				
Computer Trainer from ABC Computer Services.	$200/day X 4 days	$800		$800
Services:	**Total Contracted**	**$800**		**$800**
Total Direct Costs		**$20,800**	**$20,000**	**$40,800**
Indirect Costs (3% of direct costs)		$624		**$624**
TOTAL Requested		**$21,424**	**$20,000**	**$41,424**

Itemized Budget Form

The following page contains the itemized budget form that must be submitted with the application. If difficulties are encountered in categorizing the 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.

PROPOSED BUDGET

STATE/FEDERAL

Recipient Agency Name	
Revenue Source Name	

Grant Period	
Fund Source Code	

See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

	STATE/FEDERAL
	LOCAL/MATCH
	TOTAL

	Object						
CATEGORY/PROGRAM/ACTIVITY	1 Salaries and Wages	2 Contracted Services	3 Supplies & Materials	4 Other Charges	5 Equipment	8 * Transfers	Total Budget by Category/Program/ Activity
201 Administration							
Program 21 General Support							
Program 22 Business Support							
Program 23 Centralized Support							
202 Mid-level Administration							
Program 15 Office of Principal							
Program 16 Instruction Admin. & Supervisor							
203-205 Instruction Categories							
Program 01 Regular Programs							
Program 02 Special Programs							
Program 03 Career & Technology Programs							
Program 08 School Library Media							
Program 09 Instructional Staff Development							
Program 10 Guidance Services							
Program 11 Psychological Services							
Program 12 Adult Education							
206 Special Education							
Program 04 Public Schl. Instructional Prog.							
Program 09 Instructional Staff Development							
Program 15 Office of the Principal							
Program 16 Instruction Admin. & Supervisor							
207 Student Personnel Services							
208 Student Health Services							
209 Student Transportation							
210 Operation of Plant							
Program 30 Warehouse and Distribution							
Program 31 Operating Services							
211 Maintenance of Plant							
212 Fixed Charges							
214 Community Services							
215 Capital Outlay							
Program 34 Land and Improvements							
Program 35 Buildings and Additions							
Program 36 Remodeling							
TOTAL EXPENDITURES BY OBJECT							

*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Indirect Cost Recovery

Grant Number	Grant Name

Budget Reviewed and Approved: LSS Finance Officer:

Signature — Phone Number — Date

					MSDE USE ONLY	
Budget Approved By:	LEA Official	Phone #	FAX #	Date	MSDE Official	Date

APPENDICES

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

Works Cited

Use a standard format such as MLA or Chicago Manual of Style. Be consistent.

Letters of Commitment

Letters of commitment are required from all project partners, school principals and local education agencies participating in the project. A good letter should contain the following:

- A statement acknowledging and supporting the goal and objectives of the project.
- The participant's expected gains from the project.
- The expertise, resources and financial contributions the participant is making towards the project. Financial contributions (in-kind and cash) should be quantified.
- A clear statement detailing the responsibilities of the partners.
- A clear statement that the partners intend to continue the partnership beyond the grant period.

Letters of commitment should be addressed to the superintendent or head of the grantee agency acting as the lead agency. Letters should not be addressed to MSDE. All letters should be included in the proposal and not sent directly to MSDE. Any letters sent directly to MSDE cannot be appended to the proposal.

Résumés 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.

Signed Assurances

The following pages contain the assurances that must be signed and dated by the Superintendent of your school system or the head of your grantee agency. Please read all assurances carefully.

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 will operate in compliance with State and federal laws 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.

2. 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, failure of MSDE 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.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable State law and regulation.

4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.

5. Entities receiving $300,000 or more federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. 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.

8. 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 reason for change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.

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

10. Grantee shall repay any funds which have been finally determined through federal or state audit resolution 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.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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