

Public  
School  
Opportunities  
Enhancement  
Grant Program



**Solicitation for Grant  
Application**

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

Deadline for Submission  
**July 31, 2017**  
By 5:00 P.M. (Eastern Time)  
*Electronic Submissions Only*

This document is available in alternate formats upon request

## 1.0 PUBLIC SCHOOL OPPORTUNITIES ENHANCEMENT GRANT PROGRAM DESCRIPTION

### 1.1 Program Overview

A great need exists for afterschool programs that provide appropriate youth supervision and involvement. Afterschool programs keep students safe, help working families, and improve academic achievement. Students in afterschool 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 nothing to do after school.

The Public School Opportunities Enhancement Act, introduced as House Bill 1402 during the 2016 legislative session and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 32, establishes a Public School Opportunities Enhancement Grant Program to be administered by the Maryland State Department of Education (MSDE).

The MSDE must develop and administer the grant program to assist local school systems, public community schools, and nonprofit [501(c)(3)] organizations in the State to establish partnerships designed to expand or create extended day, summer enhancement programs, and support existing educational programming during the school day.

Extended day and summer enhancement programs are educational and recreational enrichment programs for children between the ages of four and nineteen that occur:

- before and after the school day;
- on weekends and holidays; and
- during vacations and summer breaks.

Programs must be developed and implemented in active collaboration with the schools students attend.

Proposed activities must target specific local school systems, nonprofit [501(c)(3)] organizations, and community schools (currently in Baltimore City and Prince George's County). Each local school system (listed below) has at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program.

*Allegany County*  
*Baltimore City*  
*Caroline County*  
*Dorchester County*  
*Kent County*

*Prince George's County*  
*Somerset County*  
*Washington County*  
*Wicomico County*  
*The SEED School of Maryland*

### 1.2 Program Purpose

The purpose of the Public School Opportunities Enhancement Program is to:

- Expand or create an extended day and summer enhancement program;
- Expand or create a summer enhancement program; or
- Establish new educational or recreational partnerships with specified entities.

A nonprofit [501(c)(3)] organization may apply for a grant to support existing educational programming during the school day, including the recruitment, training, and ongoing professional development of new teachers.

### 1.3 Summary of Dates

<b>Dissemination</b>	May 31, 2017
<b>Pre-Proposal Conference</b>	June 20, 2017
<b>Deadline for Submission</b>	July 31, 2017
<b>Proposal Review Begins</b>	August 2 - August 16, 2017
<b>Validation Interviews Begin</b> <i>Validation interviews include:</i> <i>(1) the review of components of the application packet and</i> <i>(2) the opportunity for the leadership team and partners to validate details about the proposed program.</i>	August 28 - September 11, 2017
<b>Award Date</b>	September 1, 2017 - June 30, 2018
<b>Award Notification</b>	September 15, 2017
<b>Program Start Date</b>	On or before October 16, 2017

### 1.4 Funding and Length of Grant

*Total Funds Available:* \$2,500,000

*Length of Grants:* Four years (contingent upon budget)

### 1.5 Matching Funds

Local School Systems must provide dollar-for-dollar matching funds that are at least equal the amount of the grant awarded.

### 1.6 Grant Period

September 1, 2017 to June 30, 2021

Costs incurred prior to beginning of grant period will not be reimbursed.

Public School Opportunities Enhancement Program grants are awarded for a four-year period. After the first year, additional years are funded assuming annual completion of and compliance with all requirements. Program grant awards are contingent on funding allocated by the State.

### 1.7 Estimated Number of Grants Awarded

Based on range of possible awards and projected available funding, the MSDE proposes to fund 10-20 programs. All funding is contingent on funding allocated by the State.

### 1.8 Grant Awards

*Minimum Grant Amount:* \$50,000 per year  
*Maximum Grant Amount:* \$250,000 per year

### 1.9 Eligible Applicants

This competition is open only to the following local school systems with at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program.

<i>Allegany County</i>	<i>Prince George's County</i>
<i>Baltimore City</i>	<i>Somerset County</i>
<i>Caroline County</i>	<i>Washington County</i>
<i>Dorchester County</i>	<i>Wicomico County</i>
<i>Kent County</i>	<i>SEED</i>

The eligible entities are:

- Local school systems
- Nonprofit [501(c)(3)] organizations (Organizations outside of Maryland are eligible to apply; however, the MSDE shall give priority to Maryland-based nonprofit organizations)
- Community Schools (currently in Baltimore City and Prince George's County)

### 1.10 Priorities

- The MSDE shall give priority to applications that illustrate the ability to leverage private and existing funding sources. (See Section 2.8)
- The MSDE shall select applications that meet the established criteria:
  - All applications for extended day programs must:**
    - a) Incorporate features that will have positive measurable impact on the conditions of well-being for children and youth as identified by Maryland out of School Time Network (MOST) standards; and  
([http://mdoutofschooltime.org/penn\\_station/folders/Documents/MOST\\_Standard\\_Core\\_Final\\_2010.pdf](http://mdoutofschooltime.org/penn_station/folders/Documents/MOST_Standard_Core_Final_2010.pdf))
    - b) Integrate an educational component that assists students in meeting academic requirements on grade level.
  - All applications for summer programs must:**
    - a) Incorporate features that will have positive measurable impact on the conditions of well-being for children and youth as

identified by MOST standards;  
([http://mdoutofschooltime.org/penn\\_station/folders/Documents/MOST\\_Standard\\_Core\\_Final\\_2010.pdf](http://mdoutofschooltime.org/penn_station/folders/Documents/MOST_Standard_Core_Final_2010.pdf))

- b) Provide learning and enrichment activities that will assist students in achieving at or above grade level in the next school year; and
- c) Expose students to future learning and life opportunities.

**All applications for school day programs must:**

- a) Enhance educational purpose of school; or
- b) Enhance students' access to physical, social, and emotional support

### 1.11 Allowable Activities

Eligible organizations must use funds to provide activities that:

- a) Expand or create an extended day and summer enhancement program;
- b) Expand or create a summer enhancement program; or
- c) Establish new educational or recreational partnerships with specified:
  - i. Local parks and recreation departments
  - ii. Recreation councils
  - iii. Local public schools
  - iv. Public libraries
  - v. Institutions of higher education
  - vi. Private sector businesses
  - vii. Other nonprofit [501(c)(3)] organizations and foundations
- d) Support existing educational programming during the school day, including the recruitment, training, and ongoing professional development of new teachers. (Nonprofit [501(c)(3)] organizations)

Eligible organizations may use funds to:

- e) Provide opportunities for students to learn about the environment, their place in it, and what they can do to protect it.
- f) Provide opportunities to learn about the environment to improve understanding of how nature, science practice, society and social responsibility are intertwined; offer opportunities for appropriate stewardship practice; and help to prepare youth with skills needed in the workforce, and expose them to careers in environmental fields, green jobs, or sustainable practices that apply to any career field.
- g) Supplement transportation costs for public transportation and alternative transportation for program sites that are not easily accessible to outdoor education centers or park sites. Applications must meet all other criteria and explain and justify the transportation needed.
- h) Include components that will connect youth to their environment, provide time outdoors for free play, and discovery as well as structured

programming that exposes them to outdoor recreational pursuits, life skills, stewardship activities, and green career skills.

## **2.0 Requirements of the Application**

### *2.1 Application Checklist*

Complete the *Application Checklist* to ensure that all required sections are included in the grant proposal (Exhibit 1).

### *2.2 Application for Public School Opportunities Enhancement Grant Program Cover Page*

Every proposal must include the standard *Application for Maryland Public School Opportunities Enhancement Program Cover Page* (Exhibit 2). No other page (including title pages or illustrations) may cover this form.

(\*Data Universal Number System (DUNS) identification number which is active in the System for Award Management (SAM.gov) is required for submission. If you do not have an active DUNS number, you may apply for one here: <https://iupdate.dnb.com/iUpdate/viewiUpdateHome.htm>)

### *2.3 Project Abstract*

Prepare a one paragraph abstract that provides a concise and clear overview of the proposed Public School Opportunities Enhancement Grant program. The abstract should be approximately 100 words and include, at a minimum, the reason that the need exists, the way the program will operate to meet the need of the target population, and the intended outcomes of the proposed program.

### *2.4 Project Narrative*

(20 page limit, 1.5 line spacing and a 12 point font size)

The Project Narrative provides the opportunity to convince the review panel that the project is sound and deserves to receive funding. The Project Narrative should outline the entire life of the project. The Project Narrative includes Sections 2.4.1 through 2.8. Section 2.4.1, *Comprehensive Needs Assessment: Identified Out-of-School Time Need in the Community* begins page 1 of 20 of the project narrative.

#### **2.4.1 Comprehensive Needs Assessment: Identified Out-of-School Time Need in the Community**

The section describes the needs of the students in selected schools as well as the needs of families of students attending these schools. A comprehensive needs assessment should:

- a) Clearly define the main problem or obstacle the program will address.

- b) 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 as well as the parents of the students that must have the opportunity to receive literacy and related educational services.
- c) Identify who is affected by the problem and, describe the wider impact on the local community if the problem is not addressed.
- d) Document the factors contributing to the problem.
- e) Document current or past efforts to address the problem.
- f) Explain why the current or past efforts failed or are inadequate to address the total need.

Summarize the needs in the relevant sections of the Alignment Worksheet (Exhibit 3).

#### 2.4.2 Program Design (Including Evidence of Promise with Citations)

This section describes how the before school, after school, weekend, and summer program opportunities operate. This section may also describe programming during the day including recruitment, training, and ongoing professional development of new teachers. Provide research-based justification for the proposed strategies and activities.

This section must detail the evidence of experience, or promise of success, that the lead agency and its partners have in providing educational and related activities that will complement, enhance the academic achievement, and provide positive youth development of students.

The narrative of the Program Design must:

- a) Describe the identification and selection of the target group. Describe the process to extend invitations. Describe the dissemination of information about the program (including its location) to the community that is understandable and accessible.
- b) Describe a day in the program. Programs must plan for one hour uninterrupted academic time and one hour uninterrupted enrichment time. Highly qualified teachers must be on the academic staff.
- c) Describe the frequency and duration of the program and justify how this will meet the needs of the target group. School-year programs ideally are offered at least four days per week. Summer-only programs must be offered for at least 20 days during summer months.
- d) Describe how the program will reinforce and complement the regular academic program. Include how and how often program

staff communicate with school staff, how academic instruction is aligned with the school day and the district academic program, and the College and Career Ready Standards.

- e) Cite the evidence that the proposed strategies/activities are effective.
- f) Address the extent to which these strategies/activities have been implemented with populations similar to the target population.
- g) Describe plans to monitor attendance that are likely to result in clear communication with parents and improved student participation.
- h) Describe the professional development plan for staff.
- i) Describe the screening process (background checks and/or fingerprinting) of 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.
- j) Describe staff and, if applicable, volunteers' roles and responsibilities, including how they will be selected, trained, supervised, and evaluated.
- k) Address all issues relative to the provision of equitable participation as set forth in the General Education Provisions Act (GEPA) (Section 4.0 and Signed Assurances).
- l) Describe how the program will accommodate students with Individualized Education Programs (IEPs). Include how the program ensures that the specific requirements of each student's IEP are implemented in out-of-school-time activities.

In addition to providing a narrative, add the strategies and activities in summarized format to the Alignment Worksheet (Exhibit 3). The purpose of the Alignment Worksheet is to demonstrate the alignment between target population needs, objectives/milestones, anticipated outcomes, and strategies/activities.

#### 2.4.3 Goal, Objectives, Milestones, and Anticipated Outcomes

Present the Overall goal, annual Objectives, Milestones, and Anticipated Outcomes in the Alignment Worksheet (Exhibit 3). For this section, a narrative response is **not** required.

### 2.5 Health and Safety

This section describes how the program plans to ensure the health and safety of youth and staff. The proposed plan must establish procedures and policies for:

- Transportation,
- Arrival and dismissal,
- Transitions, and
- Meeting the nutritional needs of the youth participating.



## *2.6 Implementation and Governance Plan*

List the staff or personnel involved in the project's implementation and their qualifications. Describe the amount of time devoted to the project to ensure proper implementation. Identify any personnel previously employed at the MSDE. This includes permanent employment, contractual employment, and any contract work. Former and/or current grant recipients must be identified.

### 2.6.1 Key Personnel Description and Qualifications

Append descriptions (not to exceed one page) for each person playing a key role in the 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, append his/her resume. All information relevant to the project must be included in the resume. Include all job descriptions and resumes in Appendix (see Section 4.3).

### 2.6.2 Steering Committee Description

The project must have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing quarterly milestones and annual evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project (e.g., project partners, parents, students, principals, Board of Education). Project directors should act as advisors to the committee. The duties, members, and meeting dates of the committee should be identified in this section of the project proposal.

### 2.6.3 Management Plan

The Management section describes how and by whom the program will be managed in order to ensure project success.

This section must:

- a. Describe how, when, and by whom the program's implementation will be monitored, including starting the project on time.
- b. Describe the mechanisms by which the project will clearly define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables e.g. contracts or Memoranda of Understanding.

### 2.6.4 Management Plan and Timeline Worksheet

- a. The Management Plan Worksheet (Exhibit 4) details the major management actions and the timeframe and specific persons responsible for each action.

## *2.7 Program Accountability*

The Program Accountability section must include a plan for a professional, assessment of the program. Program assessment must be conducted annually, culminating in a summative evaluation reflecting the entire project. This section must include the strategy, description of proposed data instruments, collection processes and analytic methods to show how the program:

- a. Incorporated features that had a measurable impact on the conditions of well-being for children and youth as identified by the Maryland Out-of-School Time Programs' Quality Standards Framework;
- b. Integrated an educational component that assisted students in meeting academic requirements on grade level (for extended day programs);
- c. Provided learning and enrichment activities that assisted students in achieving at or above grade level in the next school year and exposed students to future learning and life opportunities (for summer enhancement programs);
- d. Enhanced the educational purpose of the school day or enhanced students access to physical, social, and emotional support (for educational programming during the school day);
- e. Leveraged private and existing funding sources.

This section must reflect a plan to assess progress toward objectives, milestones, and anticipated outcomes. In addition, this section must show how the assessment 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.

## *2.8 Leveraging Private and Existing Funding Sources*

This section should include how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources. The MSDE will give priority to applications that illustrate the ability to leverage private and existing funding sources.

## *2.9 Partners Plan Worksheet*

A partner is any organization that will actively contribute to the project. This includes the local public school(s) being served, local parks and recreation departments, recreation councils, public libraries, institutions of higher education, private sector business, and other nonprofit [501(c)(3)] organizations and foundations. Partners include subcontractors, organizations that are under contract with the grantee to provide grant-funded activities or services.

The Partners Plan Worksheet (Exhibit 5) 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 should detail the objectives that coincide with the services provided by the partner.

Append letters of commitment from each partner, describing roles and quantifying contributions (see Section 3.2).

### *2.10 Budget and Adequacy of Resources*

This section describes the specific use of funds. The budget 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 section so be as detailed as possible. The Budget is numbered as follows: “B-1, B-2, B-3”.

#### **2.10.1 Budget Narrative and Budget Worksheet**

The budget narrative (written in table format) must demonstrate the extent to which the proposed budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget worksheet (sample – Exhibit 6). The budget narrative must justify any line item expenses that are not obvious from the project narrative and explain how the costs of all line items were estimated.

#### **2.10.2 MSDE Grant Budget C-1-25**

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

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

If the applicant is a Local Education Agency (LEA): The LEA’s Budget Officer or Chief Financial Officer and the Superintendent or designee must sign this form.

If the applicant is not an LEA: The Chief Financial Officer and Chief Executive Officer or designee must sign this form.

## **3.0 Appendices**

The following Appendices (3.1 – 3.6) must be included but 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 2.4) in the Appendices.

### *3.1 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.

### *3.2 Letters of Commitment*

Letters of commitment are required from all project partners participating in the project. Each letter of commitment must contain the following:

- a. A statement acknowledging and supporting the goal(s) and objectives of the project;
- b. The participant's expected gains from the project;
- c. The expertise, resources, and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified; and
- d. A clear statement detailing the roles, responsibilities, and capabilities of the partners.

In addition, letters from participating schools must include a clear statement that student data will be provided in accordance with the Federal Education Rights and Privacy Act (FERPA), if needed. Please note: When requesting any personally identifiable student data (e.g. test scores, grades, attendance, disciplinary frequency, etc.), parental consent is required. Recommendation: acquire parental permission at time of registration.

Letters of commitment should be addressed to the lead agency for the grant (local education agency superintendent or head of the grantee agency acting as the lead agency). Letters should not be addressed to the MSDE. All letters should be included in the proposal and not sent directly to the MSDE.

### *3.3 Key Personnel Description and Qualifications*

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

### *3.4 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. Every nonpublic entity applying as the lead agency must submit evidence of 501(c)(3) status.

### *3.5 Signed Assurances*

The superintendent of the school system **or** the head of the grantee agency must sign and date the Assurances (Exhibit 7). Please read all assurances carefully. These Assurances dictate requirements that must be adhered to by the grantee. 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 face-face interview, the signed Assurances must be submitted 15 days after notification of the interview. Funds will not be disbursed until a signed copy of these Assurances is received by the MSDE. By signing the Assurances, the applicant agrees to abide by the requirements and policies stated.

## 4.0 The General Education Provisions Act (GEPA), Section 427

Each application must include a description of information in their application to address the steps the applicant proposes to take to ensure equitable access to, and participation in, the program for students, teachers, and other program beneficiaries with special needs.

## 5.0 Validation Process

### 5.1 Validation Process Part I

Late applications will not be accepted or reviewed.

Applications will be pre-screened for the following:

- a. Any person or organization that is debarred from receiving federal funds is not eligible to apply for a Public School Opportunities Enhancement Grant program sub grant. Please visit <http://www.dol.gov/ofccp/regs/compliance/preaward/debarlst.htm> for more information.
- b. Any applicants whose key personnel and/or leadership team consist of any persons terminated from the MSDE due to performance or persons whose contracts were terminated for performance, will not be reviewed unless a span of three consecutive school years exists from the effective date of termination and the date of the submitted application.
- c. School year programs may not, under any circumstance, operate for less than three days per week.
- d. Summer-only programs must be offered for at least 20 days during summer months.

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

### *5.2 Validation Process Part 2 - Review Panel Selection and Proposal Review and Initiation of Notice of Grant Award*

- a. Review Panel Selection  
The MSDE will assemble review teams to review proposals.
- b. Proposal Review  
Reviewers will individually comment on each proposal assigned to that team and assign each a numerical score using the Public School Opportunities Enhancement Grant program scoring rubric. Reviewers will then meet in teams to arrive at consensus scores.
- c. Proposal Score  
After the conclusion of the review process, proposals will be ranked in order by consensus score.

### *5.3 Validation Process Part 3 – Interviews*

- a. All applicants deemed eligible for funding must participate in a validation interview.
  - i. The MSDE, in collaboration with the potential grantee, will arrange the date and time for the validation interview to take place within five business days of contact by the MSDE. This interview will be attended by the proposed program leadership team. All school principals of participating students must attend the validation interview. Attendees should be limited to active participants in the proposed program. It is mandatory that all partners attend.
  - ii. Prior to the validation interview, applicants will, in writing, respond to a standard set of questions, as well as clarify any questions or concerns raised by the reviewers. The MSDE will forward the questions at least one week before the interviews.
- b. The purpose of the validation interview is:
  - i. To provide the leadership team and partners the opportunity to validate details about the proposed program;
  - ii. To provide the review team an opportunity to discuss the written responses to interview questions with the leadership team and partners;
  - iii. To communicate the aspects of their proposed program that may need clarification and improvement; and
  - iv. To establish a timeline for required revisions, if any.
- c. The MSDE shall make final determination for awards based on the results of the validation process and the availability of funds; and
- d. The number of proposals funded will be based on the total allocation to the MSDE.

## **6.0 Awarding of Funds**

- a. Upon satisfactory completion of the validation interview and submission of information requested to satisfy the Validation Process Part 3 and the completion of the final budget process, the MSDE will initiate disbursement of grantee's 15percent start-up funding.
- b. All funding is contingent on funding allocated by the State.

## 7.0 Denial of a Grant/Application

Each applicant whose application is denied will receive a notice that explains the reason(s) for the denial.

## 8.0 Submission Requirements

- a. The prescribed Application for Public School Opportunities Enhancement Program Form must be the first page of the proposal.
- b. All pages of the Project Narrative must use one-inch margins and be numbered.
- c. 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.
- d. Charts, worksheets, and tables may use single spacing and a type size of 10-point font.
- e. Applications must not exceed 20 pages. Additional pages that exceed the 20 page limit will not be read or scored. (This *excludes* proposal Application Form, Application Checklist, table of contents, budget narrative, itemized budget form, the MSDE Grant Budget C-1-25, appendices, and signed assurances.)

**All proposals, in PDF, MUST be electronically submitted on or before July 31, 2017 by 5:00 p.m. (Eastern Time) to:**

[hb1402.msde@maryland.gov](mailto:hb1402.msde@maryland.gov)  
Maryland State Department of Education  
Division of Student, Family, and School Support  
Youth Development Branch  
Attention: Vanessa J. Diggs

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

For inquiries related to Department policy, please contact:  
Equity Assurance and Compliance Office  
Office of the Deputy State Superintendent for Finance and Administration  
Maryland State Department of Education  
200 W. Baltimore Street - 6th Floor  
Baltimore, Maryland 21201-2595  
410-767-0426 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD



*EXHIBIT 1*

*APPLICATION CHECK LIST*

Yes	No	Section	
		<b>2.1</b>	<b>Application Checklist</b> (Exhibit 1)
		<b>2.2</b>	<b>Application for Public School Opportunities Enhancement Program Form</b> (Exhibit 2)
		<b>2.3</b>	<b>Project Abstract</b>
		<b>2.4</b>	<b>Project Narrative (20-page limit)</b>
		2.4.1	Identified Out-of-School Time Need in the Community
		2.4.2	Program Design
		2.4.3	Vision, Mission, Objectives, Milestones, and Anticipated Outcomes (Exhibit 3)
		<b>2.5</b>	Health and Safety
		<b>2.6</b>	Implementation and Governance Plan
		2.6.1	Key Personnel
		2.6.2	Steering Committee
		2.6.3	Management Plan
		2.6.4	Management Plan and Timeline Worksheet (Exhibit 4)
		<b>2.7</b>	Program Accountability
		<b>2.8</b>	Leveraging Private and Existing Funds
		<b>2.9</b>	Partners Plan Worksheet (Exhibit 5)
		<b>2.10</b>	<b>Budget and Adequacy of Resources</b>
		2.10.1	Budget Narrative and Itemized Budget (Exhibit 6)
		2.10.2	MSDE Grant Budget C-1-25
		<b>3.0</b>	<b>Appendices</b>
		3.1	Works Cited
		3.2	Letters of Commitment
		3.3	Key Personnel Descriptions and Qualifications
		3.4	Compliance
		3.5	Signed Assurance (Exhibit 7)

*EXHIBIT 2: Application for Maryland Public School Opportunities Enhancement Program  
Cover Page*

<b>Application for Public School Opportunities Enhancement Grant Program Cover Page</b>						
<b>1. TITLE OF PROJECT:</b>						
<b>2. GRANT: Public School Opportunities Enhancement Program</b>						
<b>3. APPLICANT INFORMATION:</b>						
a. Lead Agency:				c. Employer/Taxpayer Identification Number (EIN/TIN):		
b. Fiscal Agency (if different from Lead Agency)				d. Organizational DUNS:		
e. Type of Organization (choose one)						
<input type="checkbox"/> Local School System <input type="checkbox"/> Community School <input type="checkbox"/> Nonprofit [501(c)(3)] Organization						
f. Name and contact information of person to be contacted on matters involving this application						
Prefix:		First Name:		Last Name:		
Title:						
Telephone Number:			Fax Number:			
Email:						
g. Contact Address						
Street 1:						
Street 2:						
City:		State:		Zip / Postal Code:		
h. Eligible Counties						
All applications must propose to serve students (and families of students) who attend schools in eligible jurisdictions including Baltimore City and the Seed School with least 50 percent of public school students that qualify for free lunch under the National School Lunch Program. Circle jurisdiction(s) proposing to serve:						
<i>Allegany County</i>		<i>Baltimore City</i>		<i>Caroline County</i>		<i>Dorchester County</i>
<i>Kent County</i>		<i>Prince George's County</i>		<i>Somerset County</i>		<i>Washington County</i>
<i>Wicomico County</i>		<i>The SEED School of Maryland</i>				
List the schools eligible that will be served by the proposed program.						
Local School System	School Name	School ID Number	Address	City	Zip Code	Percent FARMS (2016-2017)

## Application for Public School Opportunities Enhancement Grant Program Cover Page

**g. Partnerships**

All applications must include partnerships which must consist of a combination of the following:

- Local public school(s) being served
- Local parks and recreation departments
- Recreation councils
- Public libraries
- Institutions of higher education
- Private sector business
- Other nonprofit [501(c)(3)] organizations and foundations

List the project partners that meet this requirement:

**4. TARGET POPULATION AND OPERATIONS**

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

- Pre-Kindergarten   
  Kindergarten   
  Grade 1   
  Grade 2   
  Grade 3   
  Grade 4   
  Grade 5  
 Grade 6   
  Grade 7   
  Grade 8   
  Grade 9   
  Grade 10   
  Grade 11   
  Grade 12

b. Number of students you propose to serve:

c. Times of operation

- Extended Day  
 Summer Program  
 School Day Program

Extended Day

- After School  
 Before School

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

- Monday   
  Tuesday   
  Wednesday   
  Thursday   
  Friday   
  Saturday   
  Sunday

Summer

Day(s) of the week (summer):

- Monday   
  Tuesday   
  Wednesday   
  Thursday   
  Friday   
  Saturday   
  Sunday

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):

<b>5. FUNDING</b>	
a. Indicate the amount of funding per year Year 1:                      Year 2:                      Year 3:                      Year 4:	
b. Total number of days program will be in operation during Year 1:	
c. Cost per student per day (based on Year 1): Formula: $(5a / 5b) / 4b$ Example: $\$400,000 / 80 \text{ days} = \$5,000 \text{ per day}$ $\$5,000 / 100 \text{ students} = \$50 \text{ per student per day}$	
<b>6. SIGNATURE</b>	
_____	_____
<b>Signature of Local Superintendent of Schools OR Head of Grantee Agency</b>	<b>Date</b>

*EXHIBIT 3*

*ALIGNMENT WORKSHEET*

<i>Overall Goal of Program (should be after four years)</i>					
Objective(s)	Milestone(s)	Identified Need(s)	Specify Relevant SEA Goal(s)	Strategies (Summarize key strategies from narrative)	Activities (Summarize key activities from narrative)
1.1	1.1.1				
	1.1.2				
	1.1.3				
1.2	1.2.1				
	1.2.2				
	1.2.3				
2.1	2.1.1				
	2.1.2				
	2.1.3				
2.2	2.2.1				
	2.2.2				
	2.2.3				

Rows may be added or deleted as needed.

**EXHIBIT 4**

*MANAGEMENT PLAN WORKSHEET*

<b>Action Description</b>	<b>Date</b>	<b>Person Responsible</b>
<i>Brief Description #1</i>		<i>Name or Position</i>
<b>Funder's Requirements</b>		
Start-up Report Due	<i>TBD</i>	<i>Name or Position</i>
Interim Progress Report Due	<i>TBD</i>	<i>Name or Position</i>
<b>End of Year Report</b> for Continuation of Funds Due	<i>June 30, 2018</i>	<i>Name or Position</i>
End of Year Financial Report (C-1-25-D) Due	<i>August 30, 2018</i>	<i>Name or Position</i>

*EXHIBIT 5*

***PARTNERS PLAN WORKSHEET***

Partner	Role in the Project	Objective	Specific Contribution to Project	Benefit to Partner

*EXHIBIT 6*

*BUDGET WORKSHEET*

Use the following template. Provide a budget worksheet for each of the four years of the grant. Group line items according to the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers*. Calculate a total each for category.

Line Item	Calculation	Requested	In-kind	Total
<i>Salaries &amp; Wages</i>				
<i>Total Salaries &amp; Wages</i>				
<i>Contracted Services</i>				
<i>Total Contracted Services</i>				
<i>Supplies &amp; Materials</i>				
<i>Total Supplies &amp; Materials</i>				
<b>Equipment</b>				
<b>Total Equipment</b>				
<i>Other Charges(including direct and indirect costs)</i>				
<b>Total Other Charges</b>				
<b>TOTAL Requested</b>				



*EXHIBIT 7*

*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

**Public School Opportunities Enhancement Program**  
**Request for Proposal (R00Rxxxxx)**

**PRE-PROPOSAL & TECHNICAL ASSISTANCE MEETING REGISTRATION FORM**

June 20, 2017  
9:00 - 9:30 a.m. Registration  
9:30 – 11:30 a.m. Request for Proposal Walk-Through  
11:30 a.m. – 12:30 p.m. Questions & Answers

\_\_\_\_\_ **I will attend the Pre-Proposal Conference on June 20, 2017 at the Maryland State Department of Education, 200 West Baltimore Street, 8<sup>th</sup> Floor, Conference Room 6**

\_\_\_\_\_ **I will not attend the Pre-Proposal Conference**

**NAME OF LOCAL SCHOOL SYSTEM/ORGANIZATION:** \_\_\_\_\_

**NAME OF PROJECT** \_\_\_\_\_

**ADDRESS OF LSS/ORGANIZATION** \_\_\_\_\_

**CITY/STATE/ZIP CODE** \_\_\_\_\_

**TELEPHONE NUMBER:** \_\_\_\_\_

**FAX NUMBER:** \_\_\_\_\_

**E-MAIL ADDRESS:** \_\_\_\_\_

**NAME OF PRIMARY POINT OF CONTACT:** \_\_\_\_\_

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Return form to:**  
**Maryland State Department of Education**  
Division of Student, Family, and School Support  
Attention: Michele Moore  
E-mail: [michele.moore@maryland.gov](mailto:michele.moore@maryland.gov)  
200 West Baltimore Street, 4<sup>th</sup> floor  
Baltimore, Maryland 21201  
**Return form by:**  
*June 9, 2017*