**Public**

**School**

**Opportunities**

**Enhancement**

**Professional Learning**

**Program**



**REQUEST FOR PROPOSAL**

**Solicitation for**

**Grant Application**

Maryland State Department of Education

200 West Baltimore Street

Baltimore, Maryland 21201

Deadline for Submission

Friday, July 23, 2021

by **5:00 p.m.**

*Electronic Submissions Only*

This document is available in alternate formats upon request

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 PUBLIC SCHOOL OPPORTUNITIES ENHANCEMENT PROFESSIONAL LEARNING PROGRAM

1. *PROGRAM DESCRIPTION*

 *1.1 Program Overview*

Competent teachers are critical to student achievement and, like the training required for any specialized profession, teachers must have pre-service training, and professional learning and mentoring while in the profession. It is essential to provide the fundamental guidance to support new teacher development.Newteachers are often observed more frequently by administrators; however**,** there can be a lack of focused and specialized support that addresses the unique need**s** of new teachers during and beyond the initial year.

Many educators emphasize the importance of good teachers, and many local, state, and federal policies are designed to promote teacher quality. Research using student scores on standardized tests confirms that some teachers are more effective than others and reveals that being taught by an effective teacher has important consequences for student achievement. Likewise, being taught by an ineffective teacher for two years in a row can have detrimental effects to a student’s achievement.

One of the biggest challenges facing today’s school systems is the turnover rate among teachers, whether retiring or leaving the profession completely. Relatively high numbers of first year teachers are leaving the profession without proper support. As in any industry, employees are happier and more inclined to stay and grow in their positions if they have tools and training to succeed and feel supported by school and school system administration. One of the biggest ways that leaders can help ensure teachers feel supported is by offering opportunities for growth and advancement through professional learning.

Pursuant to Section § 7-1701 through 1706 of the Education Article of the Annotated Code of Maryland, the PSOEP grant authorized the MSDE to award grants to LSSs, community schools, and non-profit. The fiscal 2019 budget enacted as amended, specifies that $500,000 of the funding authorized for PSOEP program shall be used to provide a grant to anonprofit organization to support existing educational programming during the school day, including recruitment, training, and ongoing professional learning of new teachers.

Proposed activities must support teachers in local school systems (LSS) with at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program. Those school systems are:

* *Allegany County*
* *Baltimore City*
* *Baltimore County*
* *Caroline County*
* *Cecil County*
* *Dorchester County*
* *Kent County*
* *Prince George’s County*
* *Somerset County*
* *Washington County*
* *Wicomico County*
* *The SEED School of Maryland*
	1. *Program Purpose*

The purpose of the Public School Opportunities Enhancement Professional Learning Program is to provide a grant to a non-profit organization to support existing educational programming during the school day, including the recruitment, training, and ongoing professional learning of new teachers.

* 1. *Summary of Dates*

|  |  |
| --- | --- |
| ***Dissemination*** | June 25,2021 |
| ***Pre-Proposal Virtual Conference*** | June 25,2021 |
| ***Deadline of RFQ Questions Submission*** |  July 9, 2021 |
| ***Deadline for RFP Response to Questions*** |  July 16, 2021 |
| ***Deadline for RFP Submission*** | July 23, 2021 |
| ***Proposal Review Begins*** | July 28, 2021 |
| ***Award Notification*** | August 20, 2021 |
| ***Program Start Date*** | Upon receipt of Notice of Grant Award |
| ***Denial Letters Mailed*** |  August 30, 2021 |

 *1.3.1. Pre-proposal Conference*

 Attendance at the pre-proposal conference is not mandatory. All interested organizations are

 encouraged to attend to gain understanding of the scope of work involved.

*1.3.2. Instructions for RFP Questions*

a. It is the responsibility of all bidders and other interested parties to examine the entire RFP and seek clarification in writing, if they do not understand any information or instruction. Bidders and other interested parties should use Exhibit 1 – Submitted Questions Form – for submission of questions.

b. The Submitted Questions Form must be submitted by email to:

psoeprfp2021.msde@maryland.gov

* 1. *Funding and Length of Grant*

*Total Funds Available*: $ 500,000per year

*Length of Grant: Annually* (contingent upon funding)

* 1. *Grant Period*

July 1, 2021 to June 30, 2025

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

Public School Opportunity Enhancement Professional Learning grants are awarded annually, contingent upon State funding. After the first year, additional years are funded assuming annual completion of and compliance with all requirements.

* 1. *Estimated Number of Grants Awarded*

The MSDE proposes to fund one non-profit organization. All funding is contingent on funding allocated by the State.

* 1. *Grant Award*

*Minimum Grant Amount: $500,000 per year*

*Maximum Grant Amount: $500,000 per year*

* 1. *Eligible Applicants*

This competition is open only to Nonprofit [501(c)(3)] organizations that will target the local school systems listed in Section 1.1, with at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program.

The eligible entity must be a nonprofit [501(c)(3)] organization; however, the MSDE shall give priority to Maryland-based nonprofit organizations and non-profit organizations operating in Maryland on or before July 1, 2020.

* 1. *Priorities*
		+ - The MSDE shall give priority to applications that illustrate the ability to leverage private and existing funding sources. (See Section 2.7).
			- The MSDE shall select applications that meet the established criteria of supporting existing educational programming during the school day including the recruitment, training, and ongoing professional learning for new teachers.
	2. *Allowable Activities*

Eligible organization must use funds to provide activities that:

* + 1. Support existing educational programming during the school day, including the recruitment, training, and ongoing professional learning of new teachers.

 *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 2).

* 1. *Application for Public School Opportunities Enhancement Professional Learning Program Cover Page*

Every proposal must include the standard *Application for Maryland Public School Opportunities Enhancement Professional Learning 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>)

* 1. *Project Abstract*

Prepare a one paragraph abstract that provides a concise and clear overview of the proposed Public School Opportunities Enhancement Professional Learning 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.

* 1. *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 Best Practices for New Teachers* begins page 1 of 20 of the project narrative.

* + 1. *Comprehensive Needs Assessment:* *Identified Best Practices for New Teachers*

The section describes the needs of the new teachers in selected local school systems. A comprehensive needs assessment should:

* + - 1. Clearly define the main problem or obstacle the program will address.
			2. Present **quantitative** data (e.g., teacher retention and educational levels) and **qualitative** data in support of quantitative data (e.g., interviews, focus groups).
			3. Identify who is affected by the problem and, describe the wider impact on the local community if the problem is not addressed.
			4. Document the factors contributing to the problem.
			5. Document current or past efforts to address the problem.
			6. 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 Performance Goals and Indicators (Exhibit 4).

* + 1. *Program Design (Including Evidence-based with Citations)*

This section describes programming including recruitment, training, and ongoing professional learning of new teachers. Provide evidence-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 through the work with new teachers.

The narrative of the Program Design must:

* + - 1. Describe the identification and selection of the target group. Describe the process to extend invitations. Describe the dissemination of information about the program to target local school system.
			2. Describe the frequency and duration of the program and justify how this will meet the needs of the target group. The program should mirror professional learning days in the targeted local school system and summer.
			3. Cite the evidence that the proposed strategies/activities are effective.
			4. Address the extent to which these strategies/activities have been implemented with populations similar to the target population.
			5. Describe plans to monitor attendance that are likely to result in clear communication with school administrators and district leaders.
			6. Describe the professional learning plan for new teachers.
			7. Describe how the program will accommodate teachers responsible for students with Individualized Education Plans and 504 Plans,
			8. Define new teachers.
			9. Describe how the program will be integrated with the local school system and school professional learning program.

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

* + 1. *Goal, Objectives, Milestones, and Anticipated Outcomes*

Present the Overall Goal, Annual Objectives, Milestones, and Anticipated Outcomes in the Alignment Worksheet (Exhibit 4). For this section, a narrative response is **not** required.

* 1. *Implementation and Governance Plan*

List the 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.

* + 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).

* + 1. *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, school principals, LSS representatives, 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.

* + 1. *Management Plan*

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

This section must:

1. Describe how, when, and by whom the program’s implementation will be monitored, including starting the project on time.
2. Describe how the program will be integrated into the existing academic day.
3. Describe when professional learning will be scheduled for new teachers.
4. 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.
	* 1. Management Plan and Timeline Worksheet

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

* 1. *Program Accountability*

The Program Accountability section must include a plan for a professional assessment of the program. Program assessment must be conducted quarterly with interim goals and benchmarks, 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:

1. Integrated an educational component that assisted new teachers to assist their students in meeting academic requirements on grade level (for during day programs).
2. Integrated into the existing professional learning plans for the school/LSS.
3. Integrated into the new teacher’s class schedule.
4. Enhanced the educational purpose of the school.
5. 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.

* 1. *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.

* 1. *Partners Plan Worksheet*

A partner is any organization that will actively contribute to the project. This includes the LSSs being served and 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 6) shows the project’s partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. The worksheet should detail the objectives that coincide with the services provided by the partner. Append all letters of commitment from each partner, describing roles and quantifying contributions (see Section 3.2).

* 1. *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, curricular materials, evaluation, and professional learning. There is no page limit for the budget section so be as detailed as possible.

* + 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 7). 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.

* + 1. *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>

The Chief Financial Officer and Chief Executive Officer or designee must sign this form.

*3.0 Appendices*

The following Appendices (3.1 – 3.4) 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:

* + 1. A statement acknowledging and supporting the goal(s) and objectives of the project.
		2. The participant’s expected gains from the project.
		3. The expertise, resources, and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified.
		4. A clear statement detailing the roles, responsibilities, and capabilities of partners.

All letters should be included in the proposal and not sent directly to the MSDE.

* 1. *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.

* 1. *Signed Assurances*

The head of the grantee agency must sign and date the Assurances (Exhibit 9). 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 Validation Process*

 *4.1 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 state or federal funds is not eligible to apply for a Public School Opportunities Enhancement Professional Learning Program sub grant. Please visit <http://www.dol.gov/ofccp/regs/compliance/preaward/debarlst.htm>for more information.

*b. A*ny 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.

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

* 1. *Validation Process Part 2 - Review Panel Selection and Proposal Review and Initiation of Notice of Grant Award*
1. 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 Professional Learning program scoring rubric. Reviewers will then meet in teams to arrive at consensus scores.

1. Proposal Score

 After the conclusion of the review process, proposals will be ranked in order by consensus score.

*4.3 Validation Process Part 3 – Interviews/Calls*

1. All applicants deemed eligible for funding must participate in a validation visit or phone

 call.

* The MSDE, in collaboration with the potential grantee, will arrange the date and time for the validation interview/call to take place within five business days of contact by the MSDE. This interview will be attended by the proposed program leadership team.
* Prior to the validation interview/call, 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/call is:

* + - * To provide the leadership team and partners the opportunity to validate details about the proposed program.
			* To provide the review team an opportunity to discuss the written responses to interview questions with the leadership team and partners.
			* To communicate the aspects of their proposed program that may need clarification and improvement.
			* To establish a timeline for required revisions, if needed.

The MSDE shall make final determination for the award based on the results of the validation process and the availability of funds.

*5.0 Awarding of Funds*

* + 1. 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 15 percent start-up funding.
		2. All funding is contingent on funding allocated by the State.

c. Denial of a Grant/Application. Each applicant whose application is denied will receive a notice that explains the reason(s) for the denial.

 *6.0 Appeal Process*

 The MSDE is the State Educational Agency responsible for administration of the PSOEP § 7-1701 through 1706 of the Education Article of the Annotated Code of Maryland. The following appeal procedures are written in accordance with federal law and regulations: 20 U.S.C. § 1231b-2(a) and 34 C.F.R. § 76.401 and § 76.783.

I. Actions Subject to Review and Appeal

1. If an applicant or recipient is aggrieved by the actions of the MSDE and alleges a violation of State or Federal law, rules, regulations, or guidelines governing the program, the applicant may request the MSDE review its initial decision for the following reasons:

a. Disapproving or failing to approve its application or program in whole or in part;

 b. Failing to provide funds in amounts in accord with the requirements of the laws and regulations;

 c. Ordering, in accordance with a final State audit resolution determination, the repayment or misspent or misapplied Federal funds; or

d. Terminating further assistance for an approved program.

2. Within 60 calendar days of the request for review, the MSDE will issue a final decision on the matter in writing.

3. Final decisions by the MSDE may be appealed by the applicant or recipient pursuant to Subsection II.

II. Requesting an Appeal Hearing

1. The applicant or recipient shall request an appeal hearing within 30 calendar days from the date of the MSDE’s final decision.

2. The hearing request shall be in writing and signed by the aggrieved applicant or recipient.

3. The hearing request shall clearly identify the basis of the request and contain a brief statement of the supporting reasons for the request and clearly identify the action the MSDE is being asked to take.

4. The Request shall be delivered to: Assistant State Superintendent of the Division of Student Support, Academic Enrichment, and Educational Policy, 200 West Baltimore Street, Baltimore, MD 21201.

III. Delegation to Hearing Officer

1. Upon receipt of the Request, the State Superintendent or designee shall delegate a request for a hearing to the Office of Administrative Hearings (“OAH”) in accordance with State Government Article Sec. 10-205, Annotated Code of Maryland to conduct the hearing and to issue recommended findings of fact and conclusions of law to the State Superintendent or designee.

2. The hearing shall be conducted by an administrative law judge (“ALJ”) within the OAH pursuant to the State Government Article, 10-201 et. seq.

3. The hearing officer shall:

a. Hold the hearing within 30 calendar days of the date of the appeal unless the parties jointly agree to a delay.

b. Within five business days of the conclusion of the hearing, submit to the State Superintendent or designee and the aggrieved applicant or recipient:

 i. Recommended findings of fact and conclusions of law.

IV. Final Decision

 1. The State Superintendent or designee will review the recommended findings of fact and conclusions of law and issue a final decision to the aggrieved applicant or recipient within 10 business days of the conclusion of the hearing.

 2. Notice of the appeal will be sent to the aggrieved applicant or recipient by United States Postal Service and electronically. This notice shall contain appeal rights.

 3. If the aggrieved applicant or recipient disagrees with the decision of the State Superintendent or designee, they may seek judicial review in a court of appropriate jurisdiction consistent with Title 7 Maryland Rules of Civil Procedure.

7.0 Submission Requirements

* + 1. The prescribed Application for Public School Opportunities Enhancement Professional Learning Program Form must be the first page of the proposal.
		2. All pages of the Project Narrative must use one-inch margins and be numbered.
		3. 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.
		4. Charts, worksheets, and tables may use single spacing and a type size of 10-point font.
		5. 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 Friday, July 23, 2021 by 5:00 p.m. (Eastern Time) to the following email address.

[psoeplprfp2021.msde@maryland.gov](file:///C%3A/Users/reburke/AppData/Roaming/Microsoft/Word/psoeplprfp2021.msde%40maryland.gov)

Maryland State Department of Education

Division of Student Support, Academic Enrichment, and Educational Policy

Youth Development Branch Attention: Reginald Burke

**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**

SUBMITTED QUESTIONS FORM

***Public Schools Opportunities Enhancement Professional Learning Program***

Bidders and other interested parties should use this form for submission of questions. Responses to all substantive and relevant questions received by **Friday, July 9, 2021,** will be compiled in writing and posted on the following website no later than **Friday, July 16, 2021.**

|  |  |
| --- | --- |
| ***LSS/Organization Name*** | Enter Text Here |

|  |  |
| --- | --- |
| ***RFP Section & Page Number*** | ***Question*** |
| Enter Text Here | Enter Text Here |
| Enter Text Here | Enter Text Here |
| Enter Text Here | Enter Text Here |
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| Enter Text Here | Enter Text Here |
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Submit Questions to

[psoeplprfp2021.msde@maryland.gov](file:///C%3A/Users/reburke/AppData/Roaming/Microsoft/Word/psoeplprfp2021.msde%40maryland.gov)

***EXHIBIT 2***

 *APPLICATION CHECK LIST*

|  |  |  |  |
| --- | --- | --- | --- |
| Yes | No | Section |  |
|  |  | **2.1** | Application Checklist(Exhibit 1) |
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|  |  | **2.7** | Leveraging Private and Existing Funds |
|  |  | **2.8** | Partners Plan Worksheet (Exhibit 5) |
|  |  | **2.9** | Budget and Adequacy of Resources |
|  |  | **2.9.1** | Budget Narrative and Budget Worksheet (Exhibit 8) |
|  |  | **2.9.2** | MSDE Grant Budget C-1-25 |
|  |  | **3.1** | Works Cited |
|  |  | **3.2** | Letters of Commitment |
|  |  | **3.3** | Key Personnel Descriptions and Qualifications |
|  |  | **3.4** | Signed Assurance (Exhibit 9) |

***EXHIBIT 3***

*Application for Maryland Public School Opportunities Enhancement Professional Learning Program Cover Page*

|  |
| --- |
| **Application for Public School Opportunities Enhancement Professional Learning Program Cover Page** |
| **1. TITLE OF PROJECT:** |
| **2. GRANT: Public School Opportunities Enhancement Professional Learning Program** |
| **3. APPLICANT INFORMATION:** |
| 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 * + 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 CountiesProposed activities must target local school systems listed below.( Circle jurisdiction(s) proposing to serve:*Allegany County Baltimore City Baltimore County Caroline County Cecil County Dorchester County Kent County Prince George’s County Somerset County Wicomico County The SEED School of Maryland* |
|  |

|  |
| --- |
|   i. PartnershipsAll applications must include partnerships which must consist of a combination of the following:* + Local public school(s) being served
	+ List the project partners that meet this requirement:
 |
| **4. TARGET POPULATION AND OPERATIONS** |
| a.. Number of teachers you propose to serve: |
| * Times of operation
	+ School Day Program

Day(s) of the week (school year): Monday Tuesday Wednesday Thursday Friday  |
| b. 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 |
|   |
|  |
|  |
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|  |
| --- |
|  **5. SIGNATURE of Head of Grantee Agency and Date** |
|  **\_** |  **\_** |

***EXHIBIT 4***

*Goals, Objectives, Milestones, and Anticipated Outcomes Worksheet*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goals | Objective(s) | Milestone(s) | Identified Need(s) | Strategies /Activities (Summarize key strategies from narrative) | Outcomes |
|  | 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 5**

*MANAGEMENT PLAN WORKSHEET*

|  |  |  |
| --- | --- | --- |
| **Action Description** | **Date** | **Person Responsible** |
| *Brief Description #1* |  | *Name or Position* |
|  |
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|  |
|  |
|  |
|  |
| **Funder’s Requirements** |
| Start-up Report Due | *TBD* | *Name or Position* |
| Interim Progress Report Due | *TBD* | *Name or Position* |
| **End of Year Report** for Continuation of Funds Due | *August 30, 2022* | *Name or Position* |
| End of Year Financial Report (C-1-25-D) Due | *October 30,2022* | *Name or Position* |

**EXHIBIT 6**

PARTNERS PLAN WORKSHEET

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Partner | Role in the Project | Objective | Specific Contribution to Project | Benefit to Partner |
|  |  |  |  |  |
|  |  |  |  |  |
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**EXHIBIT 7**

BUDGET WORKSHEET GUIDANCE

The Budget Worksheet is a mandated reporting form. Exhibit 8 is a sample Budget Worksheet example and Exhibit 8 is an editable template for applicant use. Please review the guidance provided in the sample explicitly, prior to completing the Exhibit 8 Budget Worksheet.

The Budget Worksheet budget objects align directly with the MSDE C-1-25 and Financial Reporting Guidelines and cannot be altered. The budget objects are: (1) Salaries & Wages, (2) Contracted Services, (3) Supplies & Materials, (4) Other Charges, (5) Equipment, and (6) Transfers.

Identify reasonable and allowable expenses aligned with the USDE Uniform Grant Guidance, [2 C.F.R. Part 200](https://www.govinfo.gov/content/pkg/CFR-2016-title2-vol1/xml/CFR-2016-title2-vol1-part200.xml#seqnum200.300), (2 CFR § 200). The Electronic Code of Federal Regulations (E-CFR) is accessible at: <https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl>. Utilize [The Maryland Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx) as an additional resource when categorizing allowable expenses.

The itemized budget must:

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

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

1. Salaries and Wages: Expenditures incurred for personnel on the payroll.
	1. Specify and detail how the expense was calculated for each line item. The calculation column must include: hourly rate of pay based on the number of hours billed to the project, percentage of time billed to the project;
	2. Program staff identified under Salaries/Wages and Contractual Services must remain in that budget object for the remainder of the grant year;
	3. The budget must include a position or contracted services expense for a finance agent/bookkeeper; and
	4. Program staff identified under Salaries/Wages must include paycheck withholding as supporting documentation when submitting reimbursement invoices.

b. Contracted Services: Expenditures for services performed by persons who are not on the payroll.

* 1. Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay based on the administrative fees, and number of hours billed to the project.
1. Supplies and Materials: Refer to [CFR 200.94](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_194&rgn=div8) and [MD Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx), Appendix D for a definition.
	1. Specify and detail how the expense was calculated for each line item. The calculation column must include quantity and cost per item.
2. Equipment: Refer to [CFR 200.313](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_1313&rgn=div8) and [MD Financial Reporting Manual](http://marylandpublicschools.org/about/Pages/DBS/Local-Finance-Reporting/FinancialReportingManual.aspx), Appendix D for a definition.
3. Other Charges: May include expenses such as travel, conferences, fringe, etc. (not an inclusive list).
4. Transfers: May include retirement, social security, and health insurance.

Both requested and in-kind funds must be reasonable with current market prices. Grant funds cannot be used to purchase food, facilities, vehicles, or support new construction.

***EXHIBIT 8***

BUDGET WORKSHEET TEMPLATE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line Item**(Required Budget Categories as per Maryland Financial Reporting) | **Calculation** (a detailed itemization must be provided, refer to guidance) | **Amount Requested** | **In-kind Amount** **and Source** | **Total** |
| **Salaries & Wages**  |
|  |  |  |  |  |
| **Total Salaries & Wages**  |  |  |  |
| **Contracted Services** |
|  |  |  |  |  |
| **Total Contracted Services** |  |  |  |
| **Supplies & Materials**  |
|  |  |  |  |  |
| **Total Supplies & Materials** |  |  |  |
| **Other Charges**  |
|  |  |  |  |  |
| **Total Other Charges** |  |  |  |
| **Equipment** |
|  |  |  |  |  |
| **Total Equipment** |  |  |  |
| **Transfers**  |
|  |  |  |  |  |
| **Total Transfers**  |  |  |  |
| **Total Direct Costs**  |  |  |  |
| **Indirect Costs**  |  |  |  |
| **TOTAL Requested**  |  |  |  |

\*Indicate the amount of the in-kind contribution and the source in the corresponding cell. This can be a cash contribution or a non-monetary contribution.

**EXHIBIT 9**

*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

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