



GRANT RENEWAL APPLICATION Fiscal Year 2023 (Year Two)

Public School Opportunities Enhancement Program

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

September 16, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of
Education

Dr. Sylvia Lawson

Deputy Superintendent for Organizational
Effectiveness

Mary L. Gable

Assistant State Superintendent, Division of
Student Support, Academic Enrichment, and
Educational Policy

Larry Hogan

Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford

President, Maryland State Board of
Education

Susan J. Getty, Ed.D. (Vice President)

Charles R. Dashiell, Jr., Esq.

Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Vermelle Greene, Ph.D.

Jean C. Halle

Dr. Joan Mele-McCarthy

Rachel L. McCusker

Lori Morrow

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Merin Thomas (Student Member)

Table of Contents

Program Description.....	4
Name of Grant Program	4
Authorization	4
Purpose	4
Dissemination and Deadline	5
Grant Period	5
Funding Amount.....	5
Grant Awards	5
Program Contact	6
Eligible Applicants	6
Use of Funds	6
Examples of Allowable Expenses (not an exclusive list).....	6
Examples of Unallowable expenses (not an exclusive list)	7
Program Requirements	8
Absolute Priorities.....	8
Competitive Priorities	8
Required Minimum Hours of programming.....	9
Performance Goals and Indicators	9
Alignment with Maryland College and Career-Ready Standards	9
Alignment with Maryland Out-of-School Time Program Quality Standards	10
Implementation and Governance Plan.....	13
Leadership Team Description	13
Steering Committee description	13
Management Plan	13

Partners	16
Evidence of Impact	18
Evaluation and Dissemination	18
Programmatic Monitoring	20
Critical Elements Monitoring	20
Program Observation	20
Leveraging Private and Existing Funding Sources	20
Sustainability	20
Matching Contributions	20
Branding	21
Budget and Adequacy of Resources	21
Budget Worksheet and Narrative Template.....	21
Conflict of Interest	23
The General Education Provisions Act (GEPA), Section 427	23
Customer Service Session	23
Awarding of Funds	23
Denial of Grant Application	24
Reasons for Denial	24
Non-Discrimination Statement.....	24
Attachment 1: PSOEP Performance Report and Renewal Application Form	25

Program Description

NAME OF GRANT PROGRAM

The Public School Opportunities Enhancement Program (PSOEP) grant program assists local education agencies (LEAs), public community schools, and nonprofit [501(c)(3)] organizations in the State to establish partnerships designed to expand or create extended day and 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 19 that take place:

- Before and after the school day;
- On weekends and holidays; and
- During vacations and summer breaks.

The PSOEP grant recipients are requested to complete the Grant Renewal Application to provide programmatic and fiscal outcome data for the 2021-2022 grant award period and a 2022-2023 grants management plan for review in consideration for year two funding. The subgrantee is requested to submit the data electronically through accessing the [PSOEP Grant Renewal Application](#) form. The details of the e-application are included in Attachment 1. Upon submission, the MSDE will review the provided Grant Renewal Application and the year one performance data which includes, but is not limited to, the: (1) Start-up report, (2) Critical Elements Monitoring Stage I, II and III, (3) Timely reimbursement invoice submissions, and (4) Total number of amendments. Upon review, subgrantees approved for year two funding will receive a risk assessment level of 1-5 that will be reflected on the Year II Notification of Grant Award (NOGA).

AUTHORIZATION

Public School Opportunities Enhancement Program, introduced as [House Bill 1402](#) during the 2016 legislative session and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 32, established a Public School Opportunities Enhancement (PSOEP) Grant to be administered by the Maryland State Department of Education (MSDE). 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 LEAs, community schools, and non-profit organizations. These grants are used to expand or create extended day and summer enhancement programs.

PURPOSE

The purpose of the PSOEP 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.

The extended day, educational day, or summer enhancement program must include an educational component that aligns with the Maryland College and Career Readiness Standards.

DISSEMINATION AND DEADLINE

The renewal application was released on September 1, 2022. The deadline for application submission is Friday, September 16, 2022.

GRANT PERIOD

Length of Grants: Four years

The period of availability for Year 2 is July 1, 2022, through June 30, 2023. The MSDE will award grants for a total of 48 months which is subject to funding and successful completion of grant requirements. Following the initial award, subsequent award years will be contingent upon:

- Availability of funding from the specific funding authority;
- Satisfactory performance by the grantee as evaluated by the MSDE; and
- Compliance with all grant requirements and meeting all conditions set forth within the PSOEP proposal.

Summer enhancement programs will utilize FY23 funding to operate programs between June and August 2023.

FUNDING AMOUNT

Total Funds Available: \$2,500,000 (FY 23)

GRANT AWARDS

The MSDE will use the standards in the Uniform Guidance to impose specific or “high risk” conditions on applicants selected for funding, including but not limited to: applicant or recipient history or failure to comply with the general or specific terms and conditions of the grant, failure to meet expected performance goals and may impose additional specific award conditions as needed (See Uniform Guidance section 200.207). The MSDE will assess the risks facing the applicant entity as it seeks to achieve its objectives. This assessment will provide the basis for determining awards to high-risk applicants.

Grant amounts each year will be funded at 100 percent of the original award contingent on the availability of funding and satisfactory performance. Programs selected for funding will be level funded the same amount for all four years of programming unless a lesser amount is specified for subsequent years. In those cases, the lesser amount will be awarded. In addition, awards may be reduced based on the grantee’s inability to meet the goals and performance measures set forth in this grant. This includes participation numbers consistently lower than projected in the bidder’s application. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the subgrantee in advance of the reduction.

The MSDE reserves the right to continue or discontinue the program(s) for the reasons defined in 2 CFR § 200.208 and for non-compliance of the requirements listed below:

1. Demonstrate adequate progress toward achieving all measurable objectives;
2. Meet or exceed 85 percent of the proposed level of students served, as indicated on the original PSOEP application, or the Grant Renewal Application for the most recent year of operation;
3. Attend required out-of-school (OST) national and regional conferences, MSDE grantee meetings and trainings;

4. Submit required documentation in a timely manner during the project year as requested and/or required by MSDE, such as:
 - a. Monitoring components (Start-Up, Interim, Grant Renewal Application, End of Year Reports, and Critical Elements Monitoring)
 - b. Corrective action(s)
 - c. Monthly Reimbursement Expenditure Report submission
 - d. Detailed local narrative evaluation report reflecting the growth and progress of the program;
5. Participate fully in statewide evaluation activities; and
6. Comply with all applicable state statutory and regulatory requirements.

Grant funds must be expended in the grant year they were awarded. Any funds not expended prior to the expiration of such funds will no longer be available to the grantee. The MSDE does not allow PSOEP grant funds to be carried over into the following grant year. Final expenditure reports are due 60 days after the end of the grant period. Expenditure reports submitted more than 60 days after the end of the grant period will not be processed.

PROGRAM CONTACT

Reginald Burke
Director, Youth Development Branch
Maryland State Department of Education
reginald.burke@maryland.gov
410-767-0313 (office)

Eligible Applicants

This grant is open only to LEAs with at least 50 percent of public-school students that qualify for free lunch under the National School Lunch Program. The eligible entities are:

- LEAs;
- Nonprofit [501(c)(3)] organizations (the MSDE shall give priority to Maryland-based non-profit organizations); or
- Community Schools.

Use of Funds

EXAMPLES OF ALLOWABLE EXPENSES (NOT AN EXCLUSIVE LIST)

- a. Intervention, strategies, and curriculum purchases (must meet the Every Student Succeeds Act evidence criteria).
- b. Salaries and fringe benefits for PSOEP out-of-school time staff;
- c. Professional development and PSOEP trainings;
- d. Consultants, subcontractors, and evaluators providing allowable services/activities;
- e. Classroom materials and supplies for PSOEP classes;
- f. Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- g. Core academic subject educational activities;
- h. Arts and music education activities;

- i. Entrepreneurial education, college, and career readiness programs;
- j. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- k. Programs that provide OST activities for limited English proficient students that emphasize language skills and academic achievement;
- l. Recreational activities;
- m. Telecommunications and technology education programs;
- n. Expanded library service hours;
- o. Drug and violence prevention programs;
- p. Counseling programs;
- q. Character education programs; and
- r. LEAs may exclude supplemental state and local funds that were expended in any school or attendance area for programs that meet the “intent and purposes” of Title I, Part A (Amendment to 200.63, Exclusion of Supplemental State and Local Funds from Supplement, not Supplant effective 11/12/98).
- s. For example, in a state that has no mandatory summer school, assume a school district uses Title I, state, and local funds to provide optional summer school for students who are academically challenged. In the absence of Title I funds, summer school may still have been provided with state and local funds, which would ordinarily result in a supplanting violation. However, in accordance with this exception, the program meets the intents and purposes of Title I to serve low-achieving students, and the state and local funds used are in addition to the resources used for the regular program, leaving the Title I funds supplementary to what is provided under the regular program.

EXAMPLES OF UNALLOWABLE EXPENSES (NOT AN EXCLUSIVE LIST)

- a. Preparation of the proposal: Costs to develop, prepare, and/or write the PSOEP proposal cannot be charged to the grant directly or indirectly by either the agency or contractor;
- b. Pre-award costs: Pre-award costs may not be charged against the grant;
- c. Funding for activities conducted and costs incurred before the start date of the grant;
- d. Entertainment, refreshments, and snacks;
- e. A field trip without the approved academic support (will be considered entertainment);
- f. End-of-year celebrations or food associated with parties or socials;
- g. Game systems and game cartridges;
- h. Unapproved out-of-state or overnight field trips, including retreats and lock-ins;
- i. Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways);
- j. Advertisements, promotional, or marketing items;
- k. Decorative items;
- l. Purchase of facilities, vehicles (e.g., Buses, Vans, or Cars), or Land acquisition;
- m. Capital improvements, permanent renovations;
- n. Supplanting federal, state, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing LEA or other funds);
- o. Direct charges for items or services that the indirect cost rate covers;
- p. Dues to organizations, federations, or societies for personal benefit; and
- q. Any costs not allowable for federal programs per Uniform Guidance 2 CFR§ 200.400.

Program Requirements

The State of Maryland has identified the following Absolute and Competitive Priorities for the PSOEP program. Absolute Priorities are priorities that must be addressed by all subgrantees; failure to do so will disqualify the application from receiving funding.

ABSOLUTE PRIORITIES

Each eligible entity that receives an award from the state may use the funds to carry out a broad array of activities to advance student achievement. These activities include:

1. Expand or create an extended day or an extended day and summer enhancement program;
2. Expand or create a summer enhancement program; or
3. Establish new educational or recreational partnerships with:
 - a) Local parks and recreation departments
 - b) Recreation councils
 - c) Local public schools
 - d) Public libraries
 - e) Institutions of higher education
 - f) Private sector businesses
 - g) Other nonprofit [501(c)(3)] organizations and foundations

The MSDE shall renew applications that meet the established criteria:

1. 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 standards;
 - a) All applications for **extended day programs** must:
 - i. Integrate an educational component that assist students in meeting academic requirements on grade level;
 - b) All applications for **summer enhancement programs** must:
 - i. Provide learning and enrichment activities that will assist students in achieving at or about grade level in the next school year; and
 - ii. Expose students to future learning and life opportunities.
 - c) All applications for **educational school day programs** must:
 - i. Enhance educational purpose of school; and
 - ii. Enhance students' access to physical, social, and emotional support.

COMPETITIVE PRIORITIES

Applicants need not address competitive priorities but can count in review.

1. Provide opportunities for students to learn about the environment, their place in it, and what they can do to protect it;
2. 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;
3. 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 explain and justify the transportation needed; or
 4. 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.

REQUIRED MINIMUM HOURS OF PROGRAMMING

The MSDE shall renew applications that demonstrate the ability to successfully implement programs that meet the established criteria:

- Extended or educational school day by a minimum of eight hours each full week that school is in session; and/or
- Extended day for a minimum of four hours per weekend; and/or
- Summer enhancement program for a minimum of four hours per day for a minimum of 30 days.

PERFORMANCE GOALS AND INDICATORS

The MSDE identifies performance goals to evaluate the effectiveness of the PSOEP grant programs. The goals are organized by: (1) Extended Day, (2) Summer Enhancement, and (3) Educational School-Day programs. The applicant is responsible for identifying the Performance Indicators, [Maryland College and Career-Ready Standards](#), [Maryland Out-of-the-School Time Standards](#), Activities, Data Source(s), and Evaluation Methods to achieve the specified goal.

Annual renewal requires subgrantee reflection and analysis of performance outcomes (see Attachment 1). Evaluative findings and programmatic practice drive informative and systematic changes that enhance implementation. Subgrantees are to apply the programmatic and evaluative findings to their succession planning for year two implementation and therefore, conduct a review and revision of the original exhibits included in the RFP. The exhibits required as a part of the Grant Renewal include: (1) Performance Goals and Indicators, (2) Management Plan, (3) Partner Plan, and (4) Evaluation Plan. Final documents are to be submitted as a part of the Grant Renewal Application and uploaded into the 2022-2023 Critical Elements Monitoring folder by September 16, 2022.

ALIGNMENT WITH MARYLAND COLLEGE AND CAREER-READY STANDARDS

The applicant must ensure that extended day and summer enhancement programs have an educational component that is age appropriate and aligns with the Maryland College and Career-Ready Standards. The Maryland College and Career-Ready Standards cover English Language Arts, Mathematics, and Literacy in History/Social Studies, Science, and Technical Subjects. These standards define what students should know and be able to do at each grade level and align with state standards and state assessments. The applicant must identify the grade level for the Maryland College and Career-Ready Standards.

ALIGNMENT WITH MARYLAND OUT-OF-SCHOOL TIME PROGRAM QUALITY STANDARDS

The applicant must integrate the Maryland Out-of-School Time program quality standards listed below that will have a positive measurable impact on the conditions and wellbeing for children and youth.

Program Quality Standards

- Youth Program Climate
- Youth Development
- Family/Caring Adult and Community Engagement

[Performance Goals and Indicators](#)

Page 1 of 2:



Exhibit 4

EXHIBIT 4:

Public Schools Opportunities Enhancement Program (PSOEP) Performance Goals and Indicators

The Maryland State Department of Education (MSDE) identifies performance goals to evaluate the effectiveness of the PSOEP grant programs. The goals are organized by: (1) Extended Day, (2) Summer Enhancement and (3) Educational School-Day programs. The applicant is responsible for identifying the Performance Indicators, [Maryland College and Career-Ready Standards](#), [Maryland Out-of-the-School Time Standards](#), Activities, Data Source(s) and Evaluation Methods to achieve the specified goal. The applicant must identify the grade level Maryland College and Career-Ready Standards. The Program Quality Standards include: (I) Youth Program Climate, (II) Youth Development, and (III) Family/Caring Adult and Community Engagement.

Extended Day Program Goal: Integrate an educational component that will assist students in meeting academic requirements on grade level.

<i>Performance Indicators</i>	<i>College and Career-Ready Standards</i>	<i>MOST Program Quality Standards</i>	<i>Activities</i> Include those activities specifically chosen to influence the area addressed by the performance indicator	<i>Data Source(s) and Evaluation Methods</i> List all data sources used to examine this indicator	<i>Grant Year</i> Indicate which grant years this indicator will be examined
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

[Performance Goals and Indicators](#)

Page 2 of 2:



Exhibit 4

Summer Enhancement Program Goals:

- (1) Provided learning and enrichment activities that assisted students in achieving at or above grade level in the next school year; and
- (2) Exposed students to future learning and life opportunities

<i>Performance Indicators</i>	<i>College and Career-Ready Standard</i>	<i>MOST Program Quality Standard</i>	<i>Activities</i> Include those activities specifically chosen to influence the area addressed by the performance indicator	<i>Data Source(s) and Evaluation Methods</i> List all data sources used to examine this indicator	<i>Grant Year</i> Indicate which grant years this indicator will be examined
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

Implementation and Governance Plan

LEADERSHIP TEAM DESCRIPTION

The subgrantee must identify the project's leaders, including the roles and positions, as well as, expected qualifications, and specify how much of the project director's time will be devoted to this project, as per Uniform Guidance 2CFR 200.430. In support of salaries and wages, documentary support will be required where employees work on, "A Federal award and a non-Federal award."

The subgrantee must describe who will be included on the leadership team (e.g., project director, site coordinators, board members, students, parents, etc.), how the leadership team will ensure successful implementation of the project, how often they will meet, and actions to oversee positions responsible for grant implementation. The subgrantee must identify the positions that will be responsible for grant implementation (ex: Grant Manager, Bookkeeper, Academic Instruction Teachers, Enrichment Teacher, Parent Liaison, Evaluator, etc.).

STEERING COMMITTEE DESCRIPTION

The project must have a steering committee to govern the project consisting of major stakeholders and grant project directors. 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 members). 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 and in the Management Plan.

MANAGEMENT PLAN

The Management Plan section describes how and by whom the program will be managed to ensure project success. This section must:

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

The Management Plan Worksheet details the major management actions and the timeframe and specific persons responsible for each action. The worksheet supports the proposed Plan of Operation, but includes only management actions, not direct service activities. Examples of management actions are hiring of staff, ordering equipment, and developing curricula. Meetings with the evaluator and holding steering committee meetings must occur within 30 days of the Notice of Grant Award.

On the Management Plan Worksheet, in chronological order, the grantee needs to list all major management Specific, Measurable, Attainable, Relevant, and Time-based (SMART) actions necessary to implement the project during the second year of funding. Assign a responsible party, measurable outcome, and an approximate date for each action. If the action is ongoing, indicate the range of dates

over which it will be implemented. The MSDE reporting requirements should also be included in the management plan.

Management Plan



Exhibit 5



EXHIBIT 5: MANAGEMENT PLAN WORKSHEET

OST Critical Element	Specific <i>(What are the actions to be completed?)</i>	Measurable <i>(How will the action be measured as attained?)</i>	Attainable/Responsible Party <i>(Is this realistic to achieve and who will own this task?)</i>	Relevant <i>(How does this action relate to the scope of work?)</i>	Time Based <i>(When will the action be completed? Identify intermittent due dates, if necessary.)</i>	Notes/Other
Safety	<i>ex: Completion of 10 staff background checks</i>	<i>10 background check results received</i>	<i>Yes: Grant Manager + Project Director</i>	<i>Yes: State Requirement</i>	<i>October 1, 2021</i>	
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Management	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Evaluation	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Programmatic	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Partnership	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Budget and Adequacy of Resources	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Funder's Requirements	1. Submit the Signed Recipient Assurances	1. Verification from the MSDE at time of submission	1. Yes: Grant Manager	1. Yes: State Requirement	1. Within 30 days of receiving the NOGA	Enter Text Here
	2. Submit the Start-Up Report	2. Verification from the MSDE at time of submission	2. Yes: Grant Manager + Project Director + Teachers	2. Yes: State Requirement	2. Date to be provided at The OST Orientation	Enter Text Here
	3. Submit the Stages of Critical Elements	3. Verification from the MSDE at time of submission	3. Yes: Grant Manager + Project Director + Teachers	3. Yes: State Requirement	3. Dates to be provided at The OST Orientation	3. Assign Team ownership and responsibilities

Partners

A partner is any organization other than the grantee that will actively contribute to the project. This includes the LEA(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. If renewed, all subgrantees must ensure the MSDE OST Team has a record of the current contract/Memorandum of Understanding (MOU) in the subgrantee Budget Documents folder. New or revised contracts are to be submitted with the FY23 budget documents for the MSDE review and approval. Contracts require review and approval before funds will be released for reimbursement. Funds paid to partners by the subgrantee without an approved contract are subject to non-reimbursement.

The Partners Plan Worksheet (Exhibit 6) shows the project's partners, the 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 grantee should include which objectives their services will help to achieve, as well as evaluation dates to reflect on progressing and/or achieved outcomes.

Partners Plan



Exhibit 6

EXHIBIT 6: PARTNERS PLAN WORKSHEET

Partner (Agency)	Role in the Project	Mutual Objective(s) <i>(Identify which objective(s) from Exhibit 4)</i>	Benefit (s) to Project <i>(Who and how will the project benefit)</i>	Specific Contributions and Project Deliverables <i>(Identify both the partner and Lead Agents')</i>	Evaluation Dates <i>(Dates partner's services and objective progress will be evaluated)</i>
<i>Ex: Example Inc.</i>	<i>To provide weekly STEAM project-based learning experiences to 5th grade students</i>	<i>Increase student's knowledge and application of the STEAM mindset</i>	<i>Students: increase in STEAM knowledge and experience</i>	<i>Lead Agency:</i> 1. Recruit 60 5th grade students; and 2. Co-facilitate weekly 60-minute lessons. <i>Partner:</i> 1. Provide curriculum- 60-minute lesson plan. 2. Provide teachers for instruction and materials. 3. Conduct weekly pre and post assessments. 4. Organize assessment data and participate in monthly Evaluator meetings.	<i>Initial Assessment of Services: August 1, 2021</i> <i>Interim Assessment: December 1, 2021</i> <i>Pre-Close Assessment: April 1, 2021</i> <i>Summative Assessment: June 15, 2021</i>
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

Note: The columns can be expanded, and more rows added as needed.

EVIDENCE OF IMPACT

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes. Demonstrate how continued investment in grant program is justified by initial outcome data from the program.

EVALUATION AND DISSEMINATION

Program evaluation is a critical and essential process of program implementation. Program evaluation involves the systematic collection and analysis of information related to the design, implementation, and outcomes of a program for the purpose of assessing and subsequently modifying program activities to ensure program efficacy and effectiveness. The Evaluation Plan outlines the process by which the program will be evaluated. The evaluation must include a plan for a professional, independent evaluation of the program.

The evaluation plan must also address the following:

- a. Specify the questions the evaluation will seek to answer, based on the project's objectives, and plan of operation. These questions must enable project leaders to assess progress toward objectives and milestones and enable project managers to determine which strategies and activities have been successful, and those that need to be revised.
- b. Describe the proposed data and measurement instruments that will be used.
- c. Explain how data will be collected, including who is responsible, and provide a timeline.
- d. Describe how the integrity and accuracy of data will be ensured.
- e. Specify the third-party individual or group who will conduct the external evaluation or provide a detailed job description and the selection process by which a qualified evaluator will be identified.
- f. Describe how and when evaluation findings will be used to make improvements in the project.
- g. Describe how the evaluation findings will be disseminated to the major stakeholders and all individuals with an interest in the project. Explain how dissemination formats will be tailored to meet the needs of diverse stakeholders.

Through implementation of the Evaluation Plan, the subgrantee will provide a summative Evaluation Report to the MSDE following the project year implementation. An evaluation report will integrate the following components:

1. Evaluation Framework/Purpose;
2. Methodology;
3. Evaluation Findings;
4. Summary;
5. Recommendations and Limitations.

Subgrantees operating multiple sites are to submit one evaluation report with a summary, recommendations, and limitations for all operating sites and individual data reported for each operating site, as outlined below:

1. Evaluation Framework/Purpose;
2. Methodology; and
3. Evaluation Findings.

Evaluation Plan



Evaluation Plan Template



Evaluation Questions/ Objective	Source	Data Collection Method	Data Collection		Reporting		
			By Whom	When	To Whom	How	When

Adapted from Evaluation Planning Template Morrison & Harms, 2018.



Developed by Psychometric Solutions, LLC for the MSDE Out-of-School Time (OST) Sub-Grantees

Programmatic Monitoring

CRITICAL ELEMENTS MONITORING

The subgrantee is required to comply with requirements of the grant program (including completion of data) on an annual basis through documentation and evidence review. The OST Critical Elements monitoring is comprised of stage evidence submission in the following areas: (1) Programmatic Compliance with Federal, State and Local Health and Safety, (2) Programmatic, (3) Evaluation, (4) Management, (5) Sustainability, and (6) Budget and Adequacy of Resources. The MSDE conducts a review of the evidence and identifies corrective actions for subgrantee completion, as well as priorities for technical assistance through program observation. The grantee's ability to comply will affect the monitoring risk assessment indicator, as well as advise the MSDE technical assistance.

PROGRAM OBSERVATION

The subgrantee must implement quality academic enrichment as aligned with the approved grant program. The MSDE conducts onsite observations of the following program components: (1) academically aligned objectives; (2) student engagement; (3) adherence to the grant requirements; (4) leveraging of partnerships and (5) data informed decisions. The goal of program observation is to provide positive, constructive, and immediate feedback to grantees regarding the implementation of the OST grant funded program as aligned with the original proposal or as amended.

At the conclusion of the onsite visit, the MSDE Extended Learning Specialist discusses the observation results with the grantee, provides additional guidance, as well as addresses corrective actions. The grantee will have an opportunity to provide any missing documentation within a specified timeframe.

Leveraging Private and Existing Funding Sources

The MSDE encourages applicants to illustrate the ability to leverage private and existing funding sources. If applicable, subgrantees should include on the Budget Worksheet and Narrative how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources.

SUSTAINABILITY

The MSDE encourages subgrantees to evaluate plans to expand partnerships and develop new public/private partnerships. It is expected that all programs funded will acquire other funds to assist in sustaining the program in Year 4 and beyond.

MATCHING CONTRIBUTIONS

Local educational agencies must provide dollar-for-dollar matching funds that are at least equal the amount of the grant awarded. Proposed budgets may include cash and third-party in-kind contributions (including but not limited to material, personnel, and other types of contributions) each year. Third party in-kind contributions **cannot** be derived by the state under another award, except where authorized by a statute to be used for cost sharing or matching.

Branding

All PSOEP grant recipients are required to identify MSDE as the funding source for PSOEP funds in all written advertisements. If a grantee receives partial funding from additional sources, they may note that funding for the PSOEP program is received in part from MSDE.

Budget and Adequacy of Resources

All PSOEP awards are reimbursement grants, whereby each program incurs costs and then invoices MSDE for those charges. Grantees must have sufficient cash flow to operate the PSOEP program continuously while awaiting reimbursement receipt, which normally takes approximately six to eight weeks. Interest expense or other debt services costs cannot be charged to the PSOEP grant. Check cashing fees cannot be charged to the grant. If unallowable costs are reimbursed during the grant period, corrective actions will be provided and require the funds to be repaid to the MSDE.

The grant budget consists of two components:

1. The Budget Worksheet and Narrative (Exhibit 8); and
2. The approved MSDE Grant Budget Forms (C-1-25).

The budget objects are: (1) Salaries & Wages; (2) Contracted Services; (3) Supplies & Materials; (4) Other Charges; (5) Equipment; and (6) Transfers. The budget object totals in the Budget Worksheet and Narrative must align with the totals identified on the MSDE Grant Form C-1-25.

BUDGET WORKSHEET AND NARRATIVE TEMPLATE

The budget narrative is a part of the Budget Worksheet and Narrative Template (Exhibit 8). The Budget Narrative must:

- a. Describe a clear relationship between the activities described in the application and the proposed allocation of grant funds;
- b. Address the necessity and rationale of proposed costs;
- c. The budget section must demonstrate that there are sufficient resources to successfully implement the proposed program as described in the project narrative, including, but not limited to, instructional staff, curricular materials, evaluation, professional development, background checks, and transportation, if necessary; and
- d. Applicants must list all budgetary costs based upon the narrative components and program design and ensure the budget includes a line-item description for every allowable cost necessary to carry out the goals and objectives of the proposed program.

The budget must:

- a. Detail the year of the project in an itemized budget;
- b. Itemize general expenses into specific line items. For example, "Meeting Expenses" can be itemized to include, "room rental" and "photocopying;"
- c. Clearly identify the requested funds and in-kind contributions; and
- d. Identify the source of each in-kind contribution, if applicable.

Identify reasonable and allowable expenses aligned with the United States Department of Education (USDE) Uniform Grant Guidance, 2 C.F.R. Part 200, (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 as an additional resource when categorizing allowable expenses. Utilize the Bureau of Labor and Statistics National Occupational Employment and Wage Estimates database to identify reasonable and allowable wages.

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

- a. Salaries and Wages: Expenditures incurred for personnel on the payroll.
 - i. Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay provided based on the reasonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics (BLS), number of hours billed to the project, percentage of time billed to the project;
 - ii. Program staff identified under Salaries/Wages and Contractual Services must remain in that budget object for the remainder of the grant year;
 - iii. The budget must include a position or contracted services expense for a finance agent/bookkeeper; and
 - iv. 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.
 - i. Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay based on the reasonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics, administrative fees, and number of hours billed to the project. Please provide the following in the calculation column and embed the hyperlink to the BLS reference;
 - ii. Vendors that provide direct services to students must submit a proposed Memorandum of Understanding (MOU) outlining the deliverables and breakdown of expenses to include hourly rates and administrative costs for all providers. The MSDE acknowledges that MOUs may not be finalized at the time of the application; however, a proposed agreement is required that outlines the details of partnership; and
 - iii. The external evaluator cost cannot exceed seven percent of the Total Requested.
- c. Supplies and Materials: Refer to 2 C.F.R. Part 200, The Maryland Financial Reporting Manual, Appendix D for a definition. The total object cannot exceed eight percent of the Total Requested.
 - i. Specify and detail how the expense was calculated for each line item. The calculation column must include quantity and cost per item.
- d. Equipment: Refer to 2 C.F.R. Part 200, and The Maryland Financial Reporting Manual, Appendix D for a definition. The total object cannot exceed three percent of the Total Requested.
- e. Other Charges: May include expenses such as travel, conferences, fringe, etc. (not an inclusive list). The total object cannot exceed 36 percent of the Total Requested.
 - i. Professional Development:
 - a. Include funds to cover travel and lodging expenses for at least two key personnel to attend one national and two regional training activities during each year of the project (actual attendance will be contingent on MSDE approval).
 - b. Include funds for the project director to attend three state grantee networking meetings; and
 - c. Include funds for the project director to attend one two-day state grantee retreat.
- f. Transfers: The total object cannot exceed 13 percent of the Total Requested.
- g. Indirect Cost Rate:
 - i. Indirect Costs cannot exceed 10 percent of the Total Direct Cost for Non-LEAs; and

- ii. Refer to Section 5.0.5 Indirect Costs for calculation guidance.

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.

Conflict of Interest

All potential conflicts of interests should be avoided. According to the general procurement standards, the non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, or has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. (EDGAR 2 CFR §200.318)

Within the PSOEP program, conflicts of interest could include:

- a. Employing immediate family members as contract labor for services;
- b. Having a program employee serve as a vendor; and
- c. Purchasing supplies from a company in which a program employee has a financial interest.

The General Education Provisions Act (GEPA), Section 427

Each subgrantee must develop actions taken to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation.

Customer Service Support Session

The MSDE OST Team will hold a virtual customer service support session for subgrantees. During this session, the MSDE OST Team will provide support and answer questions regarding completing the application. Registration for the sessions with the dates and a video call link will be provided in a separate communication.

Awarding of Funds

The MSDE will initiate notification of grant awards via email no later than September 30, 2022.

DENIAL OF GRANT APPLICATION

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

REASONS FOR DENIAL

Applicants may be denied funding for failure to meet the requirements listed under the *Funding and Length of Grant* section in this document.

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 Operations
Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595
410-767-0123 - voice
410-767-0431 - fax
410-333-6442 - TTY/TD

Attachment 1: PSOEP Performance Report and Renewal Application Form

The details of the e-application are included in Attachment 1. Please submit the data electronically through accessing the [PSOEP Performance Report and Renewal Application Form](#).

Upon submission, the MSDE will review the provided data:

1. Submitted via this report (GRA);
2. Year one performance data which includes but is not limited to the: (1) Start-up report, (2) Critical Elements Monitoring Stage I, II and III, (3) Timely reimbursement invoice submissions, (4) Total number of amendments; and
3. 2022-2023 grants management plans consisting of: (1) Performance Goals and Indicators, (2) Management Plan, (3) Partner Plan, and (4) Evaluation Plan. Final documents are to be submitted as a part of the Grant Renewal Application and uploaded into the 2022-2023 Critical Elements Monitoring folder by September 16, 2022.

A risk assessment level of 1-5 will be generated and issued on the Year II Notification of Grant Award (NOGA).

Part I: Program Information

LEAD AGENCY INFORMATION

Provide the lead agency's information including the type of organization, address, grant program name, grant number, organizational unique entity identifier, and grant manager's contact information as well as a summary of the project's design.

2021-2022 Public Schools Opportunities Enhancement Program Grant Performance Report and Renewal Application Form

The Public School Opportunities Enhancement Program (PSOEP) grant recipients are requested to complete the PSOEP Performance Report and Renewal Application Form to provide programmatic and fiscal outcome data for the 2021-2022 grant award period.

Subgrantees are to apply the programmatic and evaluative findings to their succession planning for year two implementation and therefore, conduct a review and revision of the original exhibits included in the RFP. The 2022-2023 grants management plans required to be submitted as a part of the Grant Renewal include: (1) Performance Goals and Indicators, (2) Management Plan, (3) Partner Plan, and (4) Evaluation Plan. Final documents are to be submitted as a part of the Grant Renewal Application and uploaded into the 2022-2023 Critical Elements Monitoring folder by August 19, 2022.

The Grant Renewal Application and 2022-2023 grants management plans will be reviewed by the MSDE in consideration for year two funding.

*** Required**

Email *

Cannot pre-fill email

Part I: Program Information

To collect the sub-grantee's organization and point of contact information.

Lead Agency Name or Local Education Agency (LEA): *

Your answer

Type of Organization: *

- Local Education Agency (LEA)
- Community-Based Organization
- Nationally Affiliated Non-Profit Organization (e.g., Boys and Girls Club, YMCA/YWCA)
- Other

Attachment 1

Address:

Your answer

Grant Program Name:

Your answer

FY22 Grant Number:

Your answer

Organizational Unique Entity Identifier (UEI):

Your answer

Grant Manager Name:

Your answer

Attachment 1

Email Address:

Your answer

Phone Number:

Your answer

Summarize the project design (not to exceed 100 words). *

Your answer

Core Subject Focus (Check all that apply):

- Math
- Science
- Language Arts/English
- Social Studies
- Other: _____

PURPOSE AND DESIGN

The grant program purpose and legislative competitive priority alignment are reported.

Program Purpose and Design

Provide the details of the grant program's purpose and design as aligned with the competitive priorities included in the approved application.

Competitive Priority: Did the program propose to fulfill any of the following competitive priorities in the original application? Check all that apply. *

- Provide opportunities for students to learn about the environment, their place in it, and what they can do to protect it;
- 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;
- 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 explain and justify the transportation needed;
- 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.
- Not Applicable

Provide an explanation of how the grant program upheld the competitive priorities, if applicable. *

Your answer _____

PROGRAM OPERATING DETAILS

The program operating details include the reporting of extended day or summer enhancement operating status, days and hours of operation, and LEA or community site operations.

Program Operating Details

Please choose the type of program implemented: *

Extended Day Program

Summer Enhancement Program

Identify the operating days of the program. *

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Identify the hours of operation (ex: Afterschool between 3:00 p.m. and 6:30 p.m.). *

Your answer _____

Provide the operating site(s) name and address, as well as, indicate if the location is a Local Education Agency (LEA) or a Community Site (CS).

Your answer _____

2021-2022 PROGRAM CALENDAR

The grant program timeline includes the actual start and end dates of program implementation.

2021-2022 Program Calendar
<p>The MSDE is requesting data be submitted for the July 1, 2021 through June 30, 2022 operating period only.</p>
<p>Program Start Date (2021)</p> <p>Date</p> <p><u>mm/dd/yyyy</u> <input type="text"/></p>
<p>Program End Date (2022)</p> <p>Date</p> <p><u>mm/dd/yyyy</u> <input type="text"/></p>
<p>Indicate the actual number of days that the program met for the 2021-2022 grant year.</p> <p>Your answer <input type="text"/></p>
<p>Did the program meet the number of days outlined in the grant application or as amended for 2021-2022?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>If "No," please explain. If "Yes," indicate "not applicable).</p> <p>Your answer <input type="text"/></p>

ABSOLUTE PRIORITY: SCHOOLS SERVED

The subgrantee is required to uphold the state legislative absolute priority to serve eligible schools.

Absolute Priority: 2021-2022 Schools Served

Schools eligible for services provided by this grant have at least 50 percent of public-school students that qualify for free lunch under the National School Lunch Program (refer to Section 1.7 for the eligible list).

Identify the partnering LEA(s) served by the program.

Your answer

Identify the schools that were proposed to be served from the original application (Exhibit 3. IV Applicant Priorities. A. Eligible Schools). *

Your answer

Part II: Student and Program Operations Data

STUDENT ENROLLMENT

The grant program is to consistently serve at or above 80 percent of the proposed number of students. The Out-of-School Time Critical Elements program evidence and annual collection procedures support targeted outcomes. Implementation year one data is reported for attendance and enrollment.

Part II: Student Enrollment and Attendance Data

Identify the total number of students proposed to be served as indicated in the * original grant application (Exhibit 3).

Your answer _____

Identify the total number of students enrolled for the 2021-2022 program. *

Your answer _____

Critical Elements monitoring requires sub-grantees to report the average * monthly attendance percentage. Please indicate the summative average monthly attendance percentage as calculated and reported in Stage III C.4 and the Attendance Data Report (google form).

Your answer _____

As per the risk assessment, the program should maintain an 80% student enrollment. Did the program maintain an 80% student enrollment?

Yes

No

If "NO", check below the reasons that apply.

- Selection and/or recruitment
- Attendance monitoring
- Communication of student absences with family
- Use of wait list
- Other: _____

Outline strategies that will be used to recruit and retain students for the FY23 program.

Your answer _____

TARGET POPULATION

The grant program proposed to serve a target grade level(s). The data collected reflects the proposed and actual grades served.

Target Population and Student Demographics

2021-2022 Program Participants

Target Population

Report the proposed and actual grades of students served by the grant program.

Identify the grade levels proposed to be served (check all that apply).

- Pre-Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- Ninth Grade
- Tenth Grade
- Eleventh Grade
- Twelfth Grade

Attachment 1

Identify the grade levels actually served (check all that apply).

- Pre-Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- Ninth Grade
- Tenth Grade
- Eleventh Grade
- Twelfth Grade

STUDENT DEMOGRAPHICS

The grant program serves an individualized student demographic.

Demographics

Report the demographic groups served by the grant program.

Identify the student demographic groups served by the grant program (check * all that apply).

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian or Pacific Islander
- White/Caucasian
- Two or more races

Attachment 1

<p>Demographics Report the number of students in each demographic group served by the grant program.</p>
<p>American Indian/Alaskan Native</p> <p>Your answer _____</p>
<p>Asian</p> <p>Your answer _____</p>
<p>Black/African American</p> <p>Your answer _____</p>
<p>Hispanic/Latino</p> <p>Your answer _____</p>
<p>Native Hawaiian or Pacific Islander</p> <p>Your answer _____</p>

White/Caucasian

Your answer _____

Two or more races

Your answer _____

Total:

Your answer _____

Free and Reduced Meals:

Your answer _____

Special Education:

Your answer _____

Limited English:

Your answer _____

Part III: Explanation of Activities

The grant program supports allowable activities identified in the legislation specific to the PSOEP grant program. The results of those activities are reported and individualized.

Part III Activities and Outcomes

The PSOEP grant proposal listed the allowable activities below. Indicate which of the following activities the program incorporated. [Note: not all activities may have been implemented.]

Activity # 1: Establish new educational or recreational partnership with: *

- local parks and recreation departments
- recreation councils
- local public schools
- public libraries
- institutions of higher education
- private sector businesses
- other nonprofit organizations and foundations
- None of the Above

Explain the status of each Educational and/or Recreational Partnership identified above. *

Your answer _____

Provide a sustainability or revised plan for each of the Educational/Recreational Partnership identified above for the 2022-2023 Grant Year. *

Your answer _____

Activity #2: Provide opportunities to learn about the environment, student's place in the environment, and what they can do to protect it.

Yes

No

If "yes" is answered above in Activity # 2, please provide a status update and an * explanation.

Your answer _____

If "yes" is answered in Activity #2, please provide a sustainability or revised plan * for the 2022-2023 Grant Year.

Your answer _____

Activity # 3: Provide opportunities to learn about the environment to improve understanding of how nature, science practice, society, and social responsibility are intertwined. Expose students to careers in environmental fields, green jobs, or sustainable practices.

Yes

No

If "yes" is answered above in Activity # 3, please provide a status update and an explanation.

Your answer

If "yes" is answered in Activity #3, please provide a sustainability or revised plan for the 2022-2023 Grant Year.

Your answer

Activity # 4: Supplement transportation costs for program sites that are not easily accessible to outdoor education centers or park sites.

Yes

No

If "yes" is answered above in Activity # 4, please provide a status update and an explanation.

Your answer _____

If "yes" is answered in Activity #4, please provide a sustainability or revised plan for the 2022-2023 Grant Year.

Your answer _____

Activity #5: Connect youth to their environment, provide time outdoors for free play and discovery.

Yes

No

If "yes" is answered above in Activity #5, please provide a status update and an explanation.

Your answer _____

If "yes" is answered in Activity #5, please provide a sustainability or revised plan for the 2022-2023 Grant Year.

Your answer _____

Part IV: Assessment and Evaluation

ASSESSMENT

The MSDE identified performance goals to evaluate the effectiveness of the PSOEP grant programs. Within this section, the subgrantee can report up to eight performance indicators as aligned with the original approved Performance Goals and Indicators.

Part IV: Assessment and Evaluation

The MSDE identifies performance goals to evaluate the effectiveness of the PSOEP grant programs. The goals are organized by: (1) Extended Day, and (2) Summer Enhancement Programs. The sub-grantee is responsible for identifying the Performance Indicators, Maryland College and Career-Ready Standards, Maryland Out-of-the-School Time Standards, Activities, Data Source(s) and Evaluation Methods to achieve the specified goal. The sub-grantee must identify the grade level of the Maryland College and Career-Ready Standards. The Program Quality Standards include: (I) Youth Program Climate, (II) Youth Development, and (III) Family/Caring Adult and Community Engagement.

The sub-grantee is responsible for reporting on the alignment, progression, and methodology of each goal as it was outlined in the original application.

Extended Day Program Evaluation

The PSOEP Extended Day Programs were to integrate an educational component that assisted students in meeting academic requirements on grade level. Please report on the grant program's progress to fulfill this goal by providing the requested information.

Did the sub-grantee seek and receive the MSDE OST Team approval to amend ^{*} the program's goals during the 2021-2022 school year?

Yes

No

Identify and number the performance indicators outlined in the original grant program application.

Your answer _____

Identify the grant's progress to achieve performance indicator #1. *

- Met
- Progressing
- Not Met
- Unable to Measure

Identify the Maryland College and Career Ready Standards aligned with Performance Indicator # 1. *

Your answer

Check the MOST Standard(s) that applied to Performance Indicator # 1:

- Youth Program Climate
- Youth Development
- Family/Caring Adult and Community Engagement

Describe the activities implemented to influence the area addressed by Performance Indicator # 1. *

Your answer

List all data and evaluation sources used to examine Performance Indicator # 1. *

Your answer

Indicate which grant year(s) Performance Indicator # 1 will be examined. *

- Year I
- Year II
- Year III
- Year IV

Does the sub-grantee have another performance indicator to report? *

- Yes
- No

EVIDENCE OF IMPACT

The subgrantee is required to report on evidence-based strategies, impact and effective practices.

Evidence of Impact

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes. *

Your answer

EVALUATION AND REFLECTION

At this time, an intermittent report of the evaluator's findings is collected. The subgrantee must submit a formal, independent, local evaluation of the annual performance with the MSDE C-1-25D in August 2022 to close year one of the grant award.

Evaluation and Reflection

Provide an interim summative response of the external evaluators findings that includes but is not limited to:

(1) Specific programmatic and compliance findings; (2) Team performance observations; and (3) Student Enrichment Experience.

The MSDE OST Team will review the official external evaluation report upon submission on October 31, 2022.

Did the external evaluator identify successful program implementation of best practices? Please specify the findings of the evaluation plan below (ex: descriptions of success and method(s) to sustain).

Your answer

REQUESTED REVISION TO PERFORMANCE INDICATORS

The subgrantee is encouraged to conduct an ongoing and annual assessment of the evaluation plan and performance indicators. At this time, the grant program is provided an opportunity to request a revision to the original program objectives. Submission of a request does not eliminate the submission of a C-1-25 A to report a programmatic change.

Requested Revisions to Performance Indicator for 2022-2023

Insert the Performance Indicator the program is requesting for revision.

Your answer

Insert the revised Performance Indicator.

Your answer

Insert the connection to the target need and/or project design.

Your answer

Part V: Collaboration Reflection and Updates

LEADERSHIP TEAM

An annual evaluative reflection of leadership and program staff grant management is encouraged as a best practice.

Part V: Collaboration Reflection and Updates

Provide an evaluative reflection and updated information regarding the grant leadership team, partnership with the LEA and collaborative partners.

Leadership Team

Name and Title of Leadership Members

Your answer _____

Name and Title of the New Leadership Members

Your answer _____

Staffing

Name and Title of Staff Members

Your answer _____

Name and Title of New Staff Members

Your answer _____

PARTNERSHIP WITH THE LEA

The data reported in this section reflects the collaborative partnership with the LEA.

Partnership with the LEA

Non-LEA sub-grantees are required to partner with the LEA(s) to implement the PSOEP grant.

Identify what worked well in the partnership with the LEA. *

Your answer

Identify any challenges that existed in the LEA partnership. *

Your answer

Identify any proposed year two changes for the LEA partnership. *

Your answer

PROGRAM PARTNERS

Partnerships are an integral component of effective grant implementation. Grant programs are required to reflect and report on the effectiveness of program partners.

Partners

Complete the following section to provide performance data on the partnerships upheld through the grant.

Please identify the name and the classification of each partnering agency (ie: Non-Profit, Community Based, For Profit, Other).

Your answer _____

If "other" is identified above, please specify:

Your answer _____

Identify the outcomes of each partnership.

Your answer _____

Will the partners remain exactly the same for 2022-2023?

Yes

No

If "no" is answered above, please identify the changes.

Your answer _____

PRIVATE AND EXISTING FUNDING SOURCES

The MSDE encourages applicants to illustrate the ability to leverage private and existing funding sources.

Private and Existing Funding Sources

This section should include how private and existing funding sources were combined or coordinated with the grant funding to illustrate the effective use of resources.

How were private and existing funding sources leveraged in year one? *

Your answer _____

How are private and existing funding sources to be leveraged in year two? *

Your answer _____

Part VI: Grant Budget Documents (Year II)

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Add more rows if needed. An MSDE [Grant Budget C-1-25](#) form and [Budget Worksheet and Narrative](#) must also be completed, signed, and submitted. Refer to the [PSOEP Fiscal Grants Guidance: Budget Worksheet and Narrative](#) for additional information.

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME		GRANT RECIPIENT NAME			
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- & WAGES	02- SERVICES	03-	04- OTHER CHARGES	05-	06-	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges							0.00
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval				
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval				
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



BUDGET WORKSHEET: Sample

Line Item (Required Budget Categories as per Maryland Financial Reporting)	Budget Narrative (Describe a clear relationship between the grant activity and expense)	Time and Effort Requirement* (Indicate if: (1) an employee works on (a) more than one federal award, (b) non-federal award and state award, (2) the source and percentage of time on each. This column is to be completed for Salaries and Wages, as well as, Contracted Services (direct service providers), and (3) enter the other federal, state, nonfederal grantor. Refer to CFR 200.430(i).	Calculation (a detailed itemization must be provided, refer to guidance)	Amount Requested	**In-kind Amount	**In-Kind Source	Total
Salaries & Wages - The budget object aligns with the C-1-25 and cannot be edited.							
Project Director		21st CCLC - 8096 PSCEP - 2096	Full-time (8096) @ \$60,000/year, 40 hrs. per week for 40 weeks at rate of \$37.50 per hour https://www.bls.gov/jobmarket/oes712021.htm	\$48,000	\$12,000	PSCEP	\$60,000
Site Director			Full-time (10096) @ \$40,000/year, 40 hrs. per week for 40 weeks at rate of \$25 per hour https://www.bls.gov/jobmarket/oes712021.htm	\$20,000	\$20,000	PSCEP	\$40,000
Total Salaries & Wages				\$68,000	\$32,000		\$100,000
Contracted Services - The budget object aligns with the C-1-25 and cannot be edited.							
STEAM Enrichment			(1)60 minute lessons - \$180/lesson to include supplies for 30 students - \$20- 1 hour of instruction X 4 days	\$800			\$800
Independent Evaluation			Approximately 796	\$17,330			\$17,330
Total Contracted Services				\$18,130			\$18,130
Supplies & Materials - The budget object aligns with the C-1-25 and cannot be edited. Refer to CFR 200.94 and MD Financial Reporting Manual, Appendix D.							
XYZ Curriculum			300 books x \$10 per book	\$3,000	\$1,000		\$4,000
Total Supplies & Materials				\$3,000	\$1,000		\$4,000