**REQUEST FOR PROPOSAL**

21st Century

Community

Learning

Centers



**Solicitation for Grant Application**

Maryland State Department of Education

200 West Baltimore Street

Baltimore, Maryland 21201

Deadline for Submission

Tuesday, July 7, 2015



by 5:00 P.M. (Eastern Time)

*Electronic Submissions Only*

This document is available in alternate formats upon request

1. PROPOSAL DESCRIPTION

**1.1 Program Overview**

21st Century Community Learning Centers

A great need exists for afterschool programs that provide appropriate youth supervision and involvement. In 1994, the U. S. Congress authorized the establishment of the 21st Century Community Learning Centers (CCLC) to provide a broad and consistent source for afterschool funding. In 1998, the program was refocused on supporting schools to provide school-based academic and sport/recreational activities during after school hours, summer, and other times schools were not in session. This funding source was administered and monitored by the United States Department of Education (USDoE).

On January 8, 2002, President George Bush signed into law the No Child Left Behind Act (NCLB) of 2001. This law redefined the federal role in K-12 education and intended to help close out the achievement gap between students that are disadvantaged, minority, and their peers. The NCLB Act of 2001 made several significant changes to the 21st CCLC program. These changes ensure that the program focuses on helping children in high-need schools succeed academically through the use of scientifically based practice and extended learning time. The new statute provided additional State and local flexibility in how funds can be used to support higher academic achievement, and dramatically expands eligibility for 21st CCLC funding to public and private educational and youth-serving organizations.

**1.2 Program Purpose**

The purpose of the 21st Century Community Learning Centers (21st CCLC) is to create community learning centers that provide students with academic enrichment opportunities as well as additional services designed to complement their regular academic program. Community learning centers must also offer families of participating students literacy instruction and related educational development. Proposed activities must target students and families of students who attend Title I school-wide programs or schools that serve a high percentage (40% or above) of students from low-income families.

Afterschool programs are defined in the state of Maryland as programs that occur before school, after school, during the summer, and on Saturdays. Afterschool programs keep students safe, help working families and improve academic achievement. Students in afterschool programs are less likely to be involved in crime and more likely to have better grades and behavior than their counterparts who are left with nothing to do after school.

**1.3 Authorization**

The passage of the *No Child Left Behind Act of 2001* (NCLB), which significantly amended the Elementary and Secondary Education Act (ESEA) to expand State and local accountability and flexibility and to stress the adoption of research-based practices, makes 21st Century Community Learning Centers possible. The program has been authorized under Title IV, Part B, in Section 4201(a) of the ESEA.

**1.4 Summary of Dates**

***Dissemination*:** Tuesday, May 5, 2015

***Pre-Proposal Conference:*** Monday, May 18

***Deadline for Submission*:** Tuesday, July 7, 2015

***Proposal Review Begins:*** Wednesday, July 8, 2015

***Validation Interviews Begin*:** Monday, August 10 – Monday, August 24, 2015

*(Validation interviews include: (1) the review of components of the application packet to ensure promise of success and quality standards per federal and state regulations and (2)* *the opportunity for the leadership team and partners to validate details about their proposed program.)*

***Award Notification:*** Monday, August 31, 2015

***Program Start Date:*** Tuesday, September 1, 2015

**1.5 Funding and Length of Grant**

***Total Funds Available***: To be announced

***Length of Grants:*** Three years

1st Year –100 % In-kind – 10%

2nd Year – 100% In-kind – 15%

3rd Year – 100% In-kind – 20%

**1.6 Grant Period**

September 1, 2015 to August 30, 2018

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

21st CCLC grants are awarded for a three year grant period. After the first year, additional years are funded assuming annual completion of and compliance with all requirements.

**1.7 Estimated Number of Grants Awarded**

Based on range of possible grant awards and projected available funding, MSDE proposes to fund 20 - 25 new programs. All funding is contingent on the total federal allocation to the state.

**1.8 Grant Awards**

***Minimum Grant Amount:*** *$50,000 per year*

***Maximum Grant Amount:*** *$400,000 per year*

**1.9 Eligible Applicants**

This competition is open to Maryland local school systems, interagency, interdepartmental, community and faith-based or other private or public organizations, or a consortium of two or more of the aforementioned, proposing to provide services as described in this Request for Proposals.

**1.10 Priorities**

The State of Maryland has identified the following Absolute and Competitive Priorities for the 21st Century Community Learning Centers program. *Absolute Priorities* are those priorities which must be addressed by all proposals; failure to do so will disqualify a proposal from consideration. *Competitive Priorities* are optional and, if addressed, may earn additional points as described in detail below.

**1.10.1 Federal Absolute Priorities**

All applications must:

1. Target students and families of students who attend Title I school-wide programs or schools that serve a high percentage (at least 40%) of students from low-income families; and
2. Include partnerships of eligible entities consisting of:

(i) local school system and/or school(s); and

(ii) community-based organization(s) or other public or private entity(ies).

SPECIAL RULE: The State educational agency shall provide the same priority to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this priority.

**1.10.2 State Absolute Priorities**

All applications must:

1. Integrate character education in accordance with programs in place in the schools of your target population; and
2. Integrate service-learning in accordance with the 7 Best Principles. <http://www.marylandpublicschools.org/MSDE/programs/servicelearning/>

**1.10.3 Competitive Priorities**

An additional 10 points shall be given to applications addressing the following Competitive Priorities: (You may only select one competitive priority)

1. Proposing a program aligned with preparing students to successfully reach Maryland’s College and Career Readiness Standards
2. Proposing a program whose focus is science, technology, engineering and mathematics (STEM) including all seven state STEM standards of practice <http://mdk12.org/instruction/academies/marylandstatestemstandardsofpractice_.pdf>
3. Propose a program whose focus is ensuring the healthy development of youth providing healthy recreational enrichment that promotes positive physical, emotional and social development that better student’s health and wellness; or
4. Proposing a program whose focus is providing students with high quality arts programming that includes hands on experiential learning in the creative exploration of visual and performing arts.

**1.11 Allowable Activities**

Eligible organizations must use funds to provide activities outside of school hours that:

* 1. Provide opportunities for academic enrichment, including providing instructional services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science;
  2. Offer students a broad array of additional services, programs, and activities, such as youth development and engagement activities, substance abuse and alcohol prevention, service-learning, violence prevention, counseling, art, music, recreation, technology education, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and
  3. Offer families of students served by community learning centers opportunities for literacy instruction and related educational development.

**2.0 Supplemental Resources**

Specific technical assistance documents for this program are attached with the grant announcement or can be downloaded at 21st CCLC program page.

**3.0 Requirements of the Application Package**

To be considered for funding:

* 1. Proposals must meet all of the requirements specifically set forth for in the Validation Process - Part I section of this RFP (Section 6.1).
  2. School-year programs must operate at least four days per week unless approved justification.
  3. School year programs may not under any circumstances operate for less than three days per week.
  4. Summer-only programs must be offered for at least 20 days during summer months

**3.1** **Application Checklist (Form)**

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

**3.2 Application for Maryland 21st Century Community Learning Centers Form**

Every proposal must begin with the standard *Application for Maryland 21st Century Community Learning Centers Form* (Exhibit 2). No other page (including title pages or illustrations) may cover this form.

(\*DUNS number which is active in 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>)

**3.3 Project Abstract**

Prepare a one paragraph abstract that provides a concise and clear overview of the proposed 21st CCLC 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.

**3.4 Project Narrative** (20 page limit, 1.5 line spacing and a type size of 12 point font)

The Project Narrative is your opportunity to convince the review panel that your project is sound and deserves to receive funding. The Project Narrative should outline the entire life of the project. The Project Narrative, beginning with the Extent of Need, is page 1 of 20 of the project narrative.

**3.4.1 Need for Project**

The Extent of Need section describes the needs of the students to be served attending identified high-poverty schools, and the needs of families of students attending these schools. In addition, summarize the needs in the relevant sections of the Alignment Worksheet (Exhibit 3).

**3.4.2 Project Design (Including Evidence of Promise with Citations)**

## This section describes how the afterschool, before school, weekend, and summer program opportunities will be implemented, and provide research-based justification for the proposed strategies and activities. The proposed strategies and activities must meet the academic needs of the target population as described in the Extent of Need and be likely to accomplish the intended outcomes.

## 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 and enhance the academic achievement and positive youth development of students. (If applicant is currently receiving or has received 21st CCLC funding in the past, proposal must include summary of prior evaluative findings with appropriate citations.)

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

**3.4.3 Objectives, Milestones, and Anticipated Outcomes**

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

**3.4.4 Alignment with SEA Goals (Maryland's College and Career-Ready Standards)**

The program must be aligned with the State Education Agency (SEA) Performance Goals and Maryland College and Career-Ready Standards which are presented below. In the Alignment Worksheet, indicate by number the relevant SEA Performance Goal(s) for each of the project’s objectives.

SEA Performance Goals:

1. Achievement will improve for each student.
2. Instruction, curriculum, and assessment will be better aligned and understandable.
3. All educators will have the skills to improve student achievement.
4. All schools will be safe, drug-free, and conducive to learning.
5. Families will be involved in education.

**3.5 Implementation and Governance Plan**

3.5.1 Key Personnel Description and Qualification)

Include a one-page job description for each person playing a key role in your 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, also append his/her resume. All information relevant to the project must be included in the résumé. Include all job descriptions and resumes in Appendix (see Section 4.3).

**3.5.2 Leadership Team Description**

This section must identify the project’s leaders, including their qualifications. Append resumes of key personnel. Specify how much of the project director’s time will be devoted to this project. Describe how the leadership team will ensure successful implementation of the project, who will be included on the leadership team (e.g., project director, site coordinators, board members, students, parents, etc.), and how often will they meet.

Identify any personnel previously employed at the Maryland State Department of Education. This includes permanent employment, contractual employment, and any contract work completed for MSDE. Also, you must identify any former and/or current grant recipients.

**3.5.3 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 your project (e.g., project partners, parents, students, principals, Board of Education). Project directors should act as advisors to the committee. The duties, members, and meeting dates of the committee should be identified in this section of the project proposal.

**3.5.4 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 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.

**3.5.5 Management Plan and Timeline Worksheet**

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

**3.6 Evaluation and Dissemination**

The Evaluation and Dissemination section must include a plan for a professional, independent evaluation of the program. This evaluation must be conducted annually, culminating in a summative evaluation reflecting the entire three-year project. This section must include specific evaluation questions; an evaluation strategy; and a description of proposed data instruments, collection processes, and analytic methods. This section must reflect a plan to assess progress toward objectives, milestones, and anticipated outcomes. In addition, this section must show how the evaluation 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. Finally, include a plan for dissemination of evaluation findings, both to stakeholders and to broader, national audiences.

The evaluator’s resume must be included if one has already been identified; otherwise a specific job description must be included Refer to Guidance for Local Evaluations of Maryland 21st CCLC Programs when designing an evaluation plan and selecting an evaluator.

**3.7 Coordinating With Other Programs**

This section must identify federal, state, and local programs that also offer after-school services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. However, 21st CCLC funds awarded to grantees must be used only to supplement the level of Federal, State, local, and other non-federal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

**3.8 Partners Plan Worksheet**

A partner is any organization other than the grantee that will actively contribute to the project. This includes the school(s) being served, government agencies, libraries, non-profit organizations, and businesses. Partners include subcontractors, organizations that are under contract with the grantee to provide grant-funded activities or services.

The Partners Plan Worksheet (Exhibit 5) shows the project’s partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. Also includes which objectives their services will help to achieve.

Append letters of commitment from each partner, describing roles and quantifying contributions (see Section 4.2).

**3.9 Sustainability**

This section must address the issue of planning for sustainability after the grant period and elaborate upon how partnering organizations will assist in sustaining the project. A plan to show how other funds will be used to support the continuation of the program after these grant funds expire should be included.

**3.9.1 Transition Towards Self-Sufficiency**

MSDE will fund all three years of the project at 100%. The first year of the project the grantee must also include in-kind contributions totaling 10% of the total grant amount. In the second year of the project, the grantee must include 15% in-kind. In the third year of the program, the grantee must include 20% in-kind.

**3.9.2 In-Kind Contributions**

Proposed budgets must include in-kind contributions (including but not limited to material, personnel, financial, and other types of contributions) each year according to the following table.

|  |  |  |
| --- | --- | --- |
| Year | 21st CCLC Funding | In-Kind Contributions |
| 1 | 100% | 10% |
| 2 | 100% | 15% |
| 3 | 100% | 20% |

In-kind contributions **cannot** be derived from other federal or state funds.

**3.10 Budget and Adequacy of Resources**

This section describes the specific use of funds received through the grant to provide services to students and their families. This 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, transportation, curricular materials, evaluation, professional development, and background checks. There is no page limit for the budget so be as detailed as possible. The Budget is numbered as follows: “B-1, B-2, B-3”.

**3.10.1 Budget Narrative and Budget Worksheet**

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

**3.10.2 MSDE Grant Budget C-1-25**

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

<https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.msde.maryland.gov%2FMSDE%2Fdivisions%2Fearlyinterv%2Ffmb%2Fdocs_2015%2FC-1-25_Budget_-_Request_for_Grant_Amendment_%2526_Budget_Detail_Forms.xls>

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

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

4.0 Appendices

The following Appendices (4.1 – 4.6) must be included but do not apply to the page limit of the Project Narrative. Other than these appendices, please do not include any additional appendices. Do not include any material that is required for the Project Narrative (Section 3.4) in the Appendices.

4.1 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. Use the American Psychological Association (APA) format for this section as well as the in-text citations.

4.2 Letters of Commitment

Letters of commitment are required from all project partners, school principals, and local education agencies participating in the project.

The letter of commitment signed by the local superintendent is only required if an applicant receives a qualifying score that warrants a face-to-face interview. The superintendent’s letter of commitment must be submitted 15 days after notification of the interview. Applicants must submit a letter of commitment from the principal(s) of the school(s) of the selected target population as part of the submitted application. If extenuating circumstances prohibit submission of a letter of commitment from the principal, submission of a letter of support is accepted. However, if an applicant receives a qualifying score that warrants a face-to-face interview, the principal’s letter of commitment must be submitted 15 days after notification of the interview.

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 the partners; and
5. A clear statement that the partners intend to continue the partnership beyond the grant period.

In addition, letters from school principals and LEAs must include a clear statement that they will provide student data **in accordance with the Federal Education Rights and Privacy Act (FERPA)**, if needed for reporting requirements to the grantee in a timely manner. **Please note: When requesting any personally identifiable student data e.g. test scores, grades, attendance, disciplinary frequency, etc., you must have parental consent.**We recommend that you acquire parental permission at time of registration.

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

4.3 Key Personnel Description and Qualifications

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

4.4 Compliance with Federal, State, and Local Health and Safety Standards

Each applicant must provide evidence of compliance with federal, state, and local fire, health, zoning codes, and safety standards. Submit a copy of all required licenses and/or certifications for health and safety including a Use and Occupancy (U&O) permit.

4.5 Consultation with Private School Officials During Design and Development

Include a chart that summarizes your meetings, phone calls, emails, etc. and/or attempts to consult with non-public school officials.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Sample*  *Date of Contact* | *Method of Contact* | *Who was Contacted* | *Person Making Contact* | *Conclusion* |
| *May 5, 2015* | *Phone call* | *Mr. J. Smith, principal* | *Ruth Jones* | *Met with principal et. al. May 11, 2015* |
| *May 5, 2015* | *Phone call* | *Ms. K. Tate, principal* | *Ruth Jones* | *Principal did not want to participate* |

4.6 Signed Assurances

The Superintendent of the school system **or** the head of the grantee agency must sign and date the Assurances (Exhibit 7). Please read all assurances carefully. These assurances dictate requirements that must be adhered to by the grantee. The signed assurances should be submitted as part of the application package. If extenuating circumstances prohibit submission of the signed Assurances and the applicant qualifies for a face-face interview, the signed assurances must be submitted 15 days after notification of the interview. Funds will not be disbursed until and unless a signed copy of these assurances are received by MSDE. By signing the assurances, the applicant agrees to abide by the requirements and policies stated.

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

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

**6.0 Validation Process**

**6.1 Validation Process Part I**

Applications will be pre-screened for the following:

1. Late applications will not be accepted or reviewed. Feedback will not be provided.
2. Any person or organization that is debarred from receiving federal funds is not eligible to apply for a 21st CCLC program subgrant. Please visit <http://www.dol.gov/ofccp/regs/compliance/preaward/debarlst.htm> for more information.
3. Any 21st CCLC subgrantees that have been terminated by MSDE are not eligible to reapply for three consecutive school years from the effective date of termination.
4. Any applicants whose key personnel and/or leadership team consist of any persons terminated from 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.
5. School-year programs must operate at least four days per week unless approved justification.
6. School year programs may not under any circumstances operate for less than three days per week.
7. Summer-only programs must be offered for at least 20 days during summer months.

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

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

1. Review Panel Selection
2. MSDE will publically solicit, screen, and select impartial, qualified reviewers who are not employees of MSDE to review and score applications. MSDE will assemble review teams based on experience and geographic distribution.
3. Proposal Review
4. Reviewers will individually comment on each proposal assigned to that team and assign each a numerical score using the 21st Century Community Learning Centers scoring rubric. Reviewers will then meet in teams to arrive at consensus scores.
5. Proposal Score
6. After the conclusion of the review process, proposals will be ranked in order by total consensus score plus bonus points divided by total possible score to obtain a percentage.
7. Proposals scoring at 75% and above will be eligible for Validation Process Part 3.

**6.3 Validation Process Part 3 - Interviews**

1. Returning Applicants Applying for a New Grant
   1. Current grantees that are re-applying for a new grant award will receive and respond to in writing any clarification questions or concerns raised by the reviewers.
2. New Applicants
   1. All applicants deemed eligible for funding and receiving funding for the first time must participate in a validation interview.
   2. MSDE, in collaboration with the potential grantee, will arrange the date and time for the validation interview to take place within seven business days of contact by MSDE. This interview will be attended by MSDE representatives. The peer review team will be invited to attend; however, their attendance is not mandatory. The proposed program leadership team and program partners must attend the validation interview. Attendees should be limited to active participants in the proposed program. It is mandatory that all partners attend.
   3. Prior to the validation interview, applicants will, in writing, respond to a standard set of questions, as well as, clarify any questions or concerns raised by the reviewers. MSDE will forward the questions at least one week before the interviews.
3. The purpose of the validation interview is:
   * 1. To provide the leadership team and partners the opportunity to validate details about their proposed program;
     2. To provide MSDE representatives and the review team an opportunity to discuss the written responses to interview questions with the leadership team and partners;
     3. To communicate the aspects of their proposed program that may need clarification and improvement; and
     4. To establish a timeline for required revisions, if any.
4. The Maryland State Department of Education shall make final determination for awards based on the results of the Validation Process and the availability of funds
5. Proposals will be funded as the total federal allocation to the State allows.

**6.4 Awarding of Funds**

1. Returning Applicants Applying for a New Grant
   1. Proposals scoring at 75% and above during the Validation Process Part 2 will be contacted for final budget in order to initiate receipt of Notice of Grant Award.
   2. Upon satisfactory completion and submission of information requested, MSDE will initiate disbursement of grantee’s 15% start-up funding.
2. New Applicants
   1. Proposals scoring at 75% and above during the Validation Process Part 2 will be contacted to schedule a validation interview.
   2. Upon satisfactory completion of validation interview and submission of information requested to satisfy the Validation Process Part 3 and to complete the final budget process, MSDE will initiate disbursement of grantee’s 15% start-up funding.
3. All funding is contingent on the annual awarding of federal funds to MSDE.

**7.0 DUE PROCESS REQUIREMENTS**

**7.1 Reasons for Denial**

1. All applicants who take part in the validation interview will be awarded grant funds unless the following issues or other concerns arise during validation interview:
   1. Partnership with school students attend is non-existing. Grant application did not include a letter of commitment and was not provided during the validation meeting or within 10 days following the validation meeting.
   2. The applicant did not have official documentation of a recent local inspection (within two years) indicating compliance within fire, health, and safety requirements.
   3. The proposed facility has visible health and safety issues at the facility serving the students (e.g. evidence of insect/rodent infestation, sewage issues, exposed wiring, overloaded power strips, HVAC i.e., too cold or too warm, etc.).  Noted corrections are not resolved within 30 days.
   4. Program components unable to be validated
   5. Applicant does not submit requested documentation within the stated timeframe.
   6. Other issues that arise in the Validation Interview.

**7.2 Denial of a Grant/Application**

Each applicant whose application is denied will receive a Denial Notice that explains the reason for the denial. The applicant may request a hearing within 30 days of the date on the Denial Notice 34 CFR § 76.401(d). A neutral administrator at MSDE will conduct the hearing. It will be conducted like a meeting, not like a trial. It will be recorded.

At the hearing, the Program will be given the opportunity to explain its reasons for the denial and offer documents or other evidence to support the denial. Thereafter, the applicant will be given an opportunity to explain the reasons why the Program’s decision is factually and/or legally incorrect and to present documents or other evidence in support of those reasons. The hearing officer may place a time limit on each parties’ presentation. The hearing officer will issue a decision 10 days after the hearing. That decision may be appealed to the United States Department of Education.

**8.0 Submission Requirements**

1. The prescribed Application for Maryland 21st Century Community Learning Centers 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, MSDE Grant Budget C-1-25, appendices, and signed assurances.)

**All proposals, in Microsoft Word 2003 or later version format, MUST be electronically submitted by Tuesday, July 7, 2015 by 5:00 p.m.** **(Eastern Time) to:**

[21stcclc.youthdev@maryland.gov](mailto:21stcclc.youthdev@maryland.gov)

Maryland State Department of Education

Division of Student, Family, and School Support

Youth Development Branch

Attention: Vanessa J. Diggs

**Non-Discrimination Statement**

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

Equity Assurance and Compliance Branch

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201-2595

Voice: (410) 767-0426

TTY/TDD: (410) 333-6442

FAX: (410) 767-0431

***EXHIBIT 1***

***APPLICATION CHECK LIST***

|  |  |  |
| --- | --- | --- |
| Yes | No |  |
|  |  | **Application Checklist** (Exhibit 1) |
|  |  | **Application for Maryland 21st Century Community Learning Centers Form** (Exhibit 2) |
|  |  | **Project Abstract** |
|  |  | **Project Narrative (20-page limit)** |
|  |  | Need for Project |
|  |  | Project Design |
|  |  | Objectives, Milestones, and Anticipated Outcomes |
|  |  | Alignment Worksheet (Exhibit 3) |
|  |  | **Implementation and Governance Plan** |
|  |  | Key Personnel |
|  |  | Leadership Team |
|  |  | Steering Committee |
|  |  | Management and Project Timeline |
|  |  | **Evaluation and Dissemination** |
|  |  | **Coordinating With Other Funds** |
|  |  | **Management Plan Worksheet** (Exhibit 4) |
|  |  | **Partners Plan Worksheet** (Exhibit 5) |
|  |  | **Sustainability** |
|  |  | Transition Toward Self-Sufficiency |
|  |  | In-Kind Contributions |
|  |  | **Budget and Adequacy of Resources** |
|  |  | Budget Narrative |
|  |  | Itemized Budget (Exhibit 6) |
|  |  | MSDE Grant Budget C-1-25 |
|  |  | **Appendices** |
|  |  | Works Cited |
|  |  | Letters of Commitment |
|  |  | Key Personnel Descriptions and Qualifications |
|  |  | Compliance |
|  |  | Signed Assurance (Exhibit 7) |

***EXHIBIT 2***

***Application for Maryland 21st Century***

***Community Learning Centers Form***

| **Application for Maryland 21st Century Community Learning Centers Cover Page** | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. TITLE OF PROJECT:** | | | | | | | | | | | | |
| **2. GRANT APPLIED FOR: 21st Century Community Learning Centers** | | | | | | | | | | | | |
| **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 (choose one) | | | | | | | | | | | | |
| 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. Check one: | | | | | | | | | | | | |
| **4. FEDERAL ABSOLUTE PRIORITIES** | | | | | | | | | | | | |
| a. Eligible Schools  All applications must propose to serve students (and families of students) who attend schools eligible for Title I school-wide programs or schools that serve a high percentage (at least 40%) of students from low-income families.  List the schools eligible for this Absolute Priority that will be served by the proposed program. | | | | | | | | | | | | |
| Local School System | School Name | | School ID Number | | Address | City | | | | Zip Code | | % FARMS  (2013-2014) |
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| b. Partnerships  All applications must include partnerships of eligible entities consisting of:  (i) a local school system and/or school(s); and  (ii) community-based organization(s) or other public or private entity(ies).  List the project partners that meet this Absolute Priority: | | | | | | | | | | | | |
| **5. STATE ABSOLUTE PRIORITIES** | | | | | | | | | | | | |
| a. Character Education  All applications must integrate character education. Briefly (no more than 100 words) describe how the proposed project will integrate character education. | | | | | | | | | | | | |
| b. Service-Learning  All applications must integrate service-learning. Briefly (no more than 100 words) describe how the proposed project will integrate service-learning according to Maryland’s seven best practices. | | | | | | | | | | | | |
| **6. COMPETITIVE PRIORITIES** | | | | | | | | | | | | |
| Additional points will be awarded to applications proposing to meet the following competitive priorities (see RFP for complete descriptions). Indicate which of the following you wish to be considered for (check all that apply). | | | | | | | | | | | | |
| **7. TARGET POPULATION AND OPERATIONS** | | | | | | | | | | | | |
| a. Indicate which of the following grade(s) you propose to serve (check all that apply). | | | | | | | | | | | | |
| b. Number of students you propose to serve: | | | | | | | | | | | | |
| c. Times of operation      Day(s) of the week (school year):    School year weekday program start time:       Program end time:      (please indicate a.m. or p.m.)  School year weekend program start time:       Program end time:       (please indicate a.m. or p.m.)    Day(s) of the week (summer):    Summer program weekday start time:       Program end time:       (please indicate a.m. or p.m.)  Summer program weekend start time:       Program end time:       (please indicate a.m. or p.m.) | | | | | | | | | | | | |
| d. List the locations where the program will operate. For each site, indicate whether it is a school building or a community location: | | | | | | | | | | | | |
| Site/School Name | | School or Community Site? | | Address | | | | City | | | Zip Code | |
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| e. Core subject focus area(s) | | | | | | | | | | | | |
| **8. FUNDING** | | | | | | | | | | | | |
| a. 21st CCLC funding requested per year  Year 1:       Year 2:       Year 3: | | | | | | | | | | | | |
| b. Total number of days program will be in operation during Year 1: | | | | | | | | | | | | |
| c. Cost per student per day (based on Year 1):  Formula: ( 6a / 6b ) / 5b  Example: $400,000 / 80 days = $5,000 per day $5,000 / 100 students = $50 per student per day | | | | | | | | | | | | |
| **9. PROJECT STATEMENT (100 word limit)** | | | | | | | | | | | | |
| **10. SIGNATURES** | | | | | | | | | | | | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Signature of Local Superintendent of Schools OR Head of Grantee Agency** | | | | | | | | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date** | | | |

***EXHIBIT 3***

***ALIGNMENT WORKSHEET***

BRIEF EXAMPLE

| Objective(s) | Milestone(s) | Identified Need(s) | Specify Relevant SEA Goal(s) | Strategies (Summarize key strategies from narrative) | Activities (Summarize key activities from narrative) |
| --- | --- | --- | --- | --- | --- |
| 1.1: By 2016, 45% of the program’s first cohort (participating 6th grade students) will score at Proficient or Advanced on the Grade 6 math ***national standardized assessment***. (100% of these students scored at Basic on the mathematics ***national standardized assessment***in the fifth grade.) | 1.1.1: By the end of the 1st quarter, 40% of the program’s first cohort (participating 6th grade students) will receive a grade of C or better in math on their 1st quarter school report card. | Low math national standardized assessment performance of low-income students in ABC Middle School in grades 6-8. | SEA Goal 1 | Math instruction using XYZ Math Curriculum. | One-on-one tutoring by trained volunteers |
| 1.1.2: By the end of the 2nd quarter, 45% of the program’s first cohort (participating 6th grade students) will receive a grade of C or better in math on their 2nd quarter school report card. |
| 1.1.3: By the end of the 3rd quarter, 60% of the program’s first cohort (participating 6th grade students) will receive a grade of C or better in math on their 3rd quarter school report card. |

| Objective(s) | Milestone(s) | Identified Need(s) | Specify Relevant SEA Goal(s) | Strategies (Summarize key strategies from narrative) | Activities (Summarize key activities from narrative) |
| --- | --- | --- | --- | --- | --- |
| 1.1 | 1.1.1 |  |  |  |  |
| 1.1.2 |
| 1.1.3 |
| 1.2 | 1.2.1 |
| 1.2.2 |
| 1.2.3 |
| 2.1 | 2.1.1 |  |  |  |  |
| 2.1.2 |
| 2.1.3 |
| 2.2 | 2.2.1 |
| 2.2.2 |
| 2.2.3 |

Rows may be added or deleted as needed.

EXHIBIT 4

# *MANAGEMENT PLAN WORKSHEET*

|  |  |  |
| --- | --- | --- |
| **Action Description** | **Date** | **Person Responsible** |
|
| *Brief Description #1* |  | *Name or Position* |
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| **Funder’s Requirements** | | |
| Start-up Report Due | *October 30, 2015* | *Name or Position* |
| Interim Progress Report Due | *January 29, 2016* | *Name or Position* |
| Application for Continuation of Funds Due | *August 1, 2016* | *Name or Position* |
| PPICS/APR/State Evaluation Data Due | *May-August* | *Name or Position* |
| Annual Evaluation Report Due | *September 30, 2016* | *Name or Position* |
| End of Year Financial Report (C-1-25-D) Due | *December 1, 2015* | *Name or Position* |
| Final Three-Year Evaluation Report | *September30 After Third Year of Grant* | *Name or Position* |

## ***EXHIBIT 5***

***PARTNERS PLAN WORKSHEET***

| Partner | Role in the Project | Objective | Benefit to Project | Specific Contribution to Project | Benefit to Partner |
| --- | --- | --- | --- | --- | --- |
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***EXHIBIT 6***

***BUDGET WORKSHEET***

Use the following template. Provide a budget worksheet for each of the three years of the grant. Be sure to include the required in-kind contributions for each year according to the In-Kind Contributions table in section 3.11.1. Group line items according to the following categories: *Salaries & Wages*, *Contracted Services, Supplies & Materials,* *Other Charges*, *Equipment*, and *Transfers*. Total each category. Some examples have been provided in italics.

| **Line Item** | **Calculation** | **Requested** | **In-kind** | **Total** |
| --- | --- | --- | --- | --- |
| ***Salaries & Wages*** | | | | |
| *Project Director based on SACPS salary for Admin Specialist Level 3.* | *Full-time @ $40,000/year* | *$20,000* | *$10,000 (SACC)*  *$10,000 (SACPS)* | *$40,000* |
| *Site Coordinator* | *4 staff X $35/hr X 12 hrs/wk X 26 wks (Total- 312 hrs/site)* | *$43,680* |  |  |
| *Teachers* | *20 teachers X $30/hr X 1.5hrs/day X 80 days* | *$72,000* |  |  |
| *Total Salaries & Wages* | | **$*135*,680** | ***$20,000*** | **$155,680** |
| *Contracted Services* | | | | |
| *Computer Trainer from ABC Computer Services.* | *$200/day X 4 days* | *$800* |  | *$800* |
| *Enrichment Staffing* | *4 staff X $20/hr X 1 hr/day X 80 days X 4 sites* | *$25,600* |  | *$25,600* |
| *Independent Evaluation* | *Approximately 7%* | *$17,330* |  | *$21,000* |
| ***Total Contracted Services*** | | **$47,400** |  | **$47,400** |
| ***Supplies & Materials*** | | | | |
| *XYZ Curriculum* | *300 books x $10 per book* | *$3000* |  | *$3000* |
| *Family Literacy Materials* | *$500/site X 4 sites* | *$2,000* |  | *$2,000* |
| *Student Incentives* | *$500/site X 4 sites* | *$1,000* | *$1,000*  *(SACPS)* | *$2,000* |
| ***Total Supplies & Materials*** | | **$6,000** | **$1,000** | **$7,000** |
| ***Other Charges*** | | | | |
| *Conferences and Meetings* | *- Beyond School Hours/Foundations(USDE Sponsored)- (PD + 4 SC) airfare, lodging, meals*  *- 21st CCLC Annual Retreat (PD + 4 SC) lodging, meals*  *- 4 Networking Meetings (PD) mileage*  *- BOOST Conference (PD + 4 SC) airfare, lodging, meals* | *$2,000*  *$600*  *$800*  *$2,000* |  | *$5,400* |
| *Transportation* | - *daily transportation $100/bus X 2 busses/day X 80 days X 4 sites*  *- field trips $250/field trip X 1 field trip/site X 4 sites* | *$32,000*  *$1,000* | *$32,000*  *(SACPS)* | *$64,000*  *$1,000* |
| **Total Other Charges** | | **$33,000** | **$32,000** | **$70,400** |
| **Equipment** | | | | |
| *5 Laptop Computers* | *5 staff (1 PC + 4 SC) X $500 per laptop* | *$2,500* |  | *$2,500* |
| **Total Equipment** | | **$2,500** |  | **$2,500** |
| **Transfers** | | | | |
| *Retirement* | *SACPS 12%* | *$2,400* |  | *$2,400* |
| *Insurance* | *SACPS 15%* | *$3,000* |  | *$3,000* |
| *Social Security* | *.0765 X total wages* | *$10,380* |  | *$10,380* |
| **Total Transfers** | | **$15,780** |  | **$15,780** |
| *Total Direct Costs* | | **$240,360** | **$53,000** | **$293,360** |
| *Indirect Costs (3% of direct costs)* | | **$7,211** |  | **$7,211** |
| **TOTAL Requested** | | **$247,571** | **$53,000** | **$300,571** |

***EXHIBIT 7***



***ASSURANCES***

The following Assurances form must be signed and submitted with the grant application package as detailed in Section 4.6.

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, sub grantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).
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 sub-grantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, 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 34 CFR Parts 74 & 80 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 receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
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.
12. If the grantee fails to fulfill its obligation under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination.
13. 21st Century Community Learning Center funds will be used only to supplement, and not supplant, other federal, state, and local funds the school or grantee agency would otherwise receive.
14. Grantee must ensure that programming will take place in a safe and easily accessible facility. The facility must be at least as available and accessible as the school that participating students attend.
15. The program was developed and will be carried out in active collaboration with the schools students attend.
16. Proposed activities target students, and families of students, who attend schools eligible for Title I school-wide programs or schools that serve a high percentage of students from low-income families.
17. The community was given notice of the intent to submit an application and its public availability, and the grantee will likewise make any waiver request of the application publicly available after submission.
18. Intellectual Property Infringement: The Sub-grantee agrees to indemnify and save harmless the MSDE, its officers, agents and employees with respect to any claim, action, cost or judgment for patent infringement, or trademark or copyright violation arising out of purchase or use of any designs, materials, process construction supplies, equipment, services or other work covered by this Grant.
19. Indemnification: The MSDE shall not assume any obligation to indemnify, hold harmless, or pay attorneys’ fees that may arise from or in any way be associated with the performance of operation of this Grant. The Sub-grantee shall reimburse, indemnify, and hold harmless MSDE for all loss to MSDE arising from the negligence of the Sub-grantee in the performance of this Grant and for a loss to MSDE resulting from the non-performance thereof.
20. Assignment: Assignment of this Grant award, in whole or in part, and/or the use of a sub-grantee without the express written permission of the Department may be cause for the Department to declare the Sub-grantee in default.
21. Responsibility for Claims and Liability: It is understood and agreed that MSDE shall not be liable in any action of tort, contract or otherwise for any actions of Sub-grantee arising out of this Grant award. Sub-grantee shall be responsible for all damage to life and property due to its activities or those of its agents or employees, in connection with the services required under this Grant. It is expressly understood that Sub-grantee shall indemnify and save harmless MSDE, its officers, agents, and employees from and against all claim, suits, judgments, expenses, actions, damages and costs of every name and description, including reasonable attorney’s fees, arising out of performance of this Grant.
22. Any exposure including but not limited to advertisement, or publication of the grantee's project must include the following statement: “This project was made possible by a grant from the Maryland State Department of Education and the 21st Century Community Learning Center program.” Grantee must notify MSDE thirty days prior to any event related to 21st Century Community Learning Center projects or events that may or may not include the media.
23. Dissemination of Information: Sub-grantee shall not release any information related to services or performance of the services under this Grant award nor publish any final reports or documents without the prior written approval of MSDE. Sub-grantee shall indemnify and hold harmless the State and MSDE, its officers, agents and employees, from all harm which may be incurred by reason of dissemination, publication, distribution or circulation, in any manner whatsoever, of any information, data, documents, or materials pertaining in any way to this Grant by Sub-grantee, its agents or employees.
24. Other Provisions: Both parties are bound to and will abide by all terms and conditions of the solicitation for grant application, sub-grantee proposal, and assurances.

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 |

**21st Century Community Learning Centers**

**Request for Proposal (R00R)**

# PRE-PROPOSAL & TECHNICAL ASSISTANCE MEETING REGISTRATION FORM

### Monday, May 18, 2015

### 8:30 – 9:00 a.m. Registration

### 9:00 – 11:00 a.m. RFP Walk-Through

### 11:00 a.m. – 12:00 p.m. Questions & Answers

### *Breakfast will not be provided.*

### Print or Type

**\_\_\_\_\_ I will attend a Pre-Proposal Conference on Monday, May 18, 2015 at the Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201 on the 8th Floor in Conference Room 6/7. (Number of attendees may not exceed 2)**

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

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

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

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

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

**E-Mail Address**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_ Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Return form to:**

**Maryland State Department of Education**

# Division of Student, Family, and School Support

### Attention: Kevin Eubanks

### Fax: 410-333-8010

### E-mail: [keubanks@msde.state.md.us](mailto:keubanks@msde.state.md.us)

**200 West Baltimore Street, 4th floor**

**Baltimore, Maryland 21201**

**Return form by:**

***Monday, May 11, 2015***