21$^{\text{st}}$ CCLC Request for Proposal Webinar

Wednesday, May 14, 2014

Agenda

- Review of the major components of the Request for Proposal (RFP)
  - Purpose and Function
  - Helpful Hints
- Timelines and Deadlines
- Question and Answer Follow-Up

21st Century Community Learning Centers

□ Assist students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing students with opportunities for <u>academic growth and improvement</u>

21ˢᵗ Century Community Learning Centers

- Provide students with a broad array of <u>enrichment activities</u>—such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs

- <u>Serve the families</u> of participating students, e.g., through family literacy programs

Examples of After-School Programming

- After-School
- Before school
- During the summer
- Saturdays
- Holidays

Authorization for Funding

- Title IV, Part B of the Elementary and Secondary Education Act (ESEA), which was amended by the No Child Left Behind Act of 2001 (NCLB)

- State administered grant

- Maryland State Department of Education is required to administer, monitor, and evaluate approved programs

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

2.3 Project Narrative

2.3.1 Extent of Need

Purpose: To establish the relevance and scope of the main problem or obstacle that your proposed program will address

Function: Acts as the entire foundation in the further development of the project narrative

2.3 Project Narrative

2.3.1 Extent of Need

Helpful Hints:

- Include sufficient data to support the target population's need for services
- Include needs assessment data from all stakeholders

2.3 Project Narrative

2.3.2 Goals, Objectives, and Milestones

Purpose: To provide measurable and realistic outcomes that the target population will experience by being enrolled in your proposed program

Function: Creates a framework that will guide the direction of the Project Narrative

MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

2.3 Project Narrative

2.3.2 Goals, Objectives, and Milestones

Helpful Hints:

- Establish goals, objectives, and milestones that conform with the format outlined in the 21st CCLC RFP

- Align goals, objectives, and milestones with the State Education Agency (SEA) goals

2.3 Project Narrative

2.3.3 Plan of Operation: Research-Based Strategies and Activities

<u>Purpose</u>: To develop plans, procedures, and policies that will enable your proposed program to successfully meet its goals

<u>Function</u>: Establishes the vision of what your proposed program will look like as well as all the activities that it will offer

2.3 Project Narrative

2.3.3 Plan of Operation: Research-Based Strategies and Activities

Helpful Hints:

☐ Address how evidence-based research aligns with your proposed program's implementation

☐ Provide robust Service-Learning and character education components

2.3 Project Narrative

2.3.4 Evaluation and Dissemination

<u>Purpose</u>: To establish purposeful methods of self appraisal, performance, and transparency

<u>Function</u>: Creates a repeated cycle of assessment that constantly increases the quality of the proposed program

2.3 Project Narrative

2.3.4 Evaluation and Dissemination

Helpful Hints:

- Include the external evaluator's resume or provide a position description

- Develop a comprehensive dissemination plan that allows for input from all major stakeholders

2.3 Project Narrative

2.3.5 Management

Purpose: To identify all the collaborators that will help sustain each strategy and service of the proposed program

Function: Provides the names, the roles, and the responsibilities of those who will assist in the critical tasks of carrying out your proposed program

2.3 Project Narrative

2.3.5 Management

Helpful Hints:

- ☐ Identify major roles and responsibilities for the Leadership Team, the Steering Committee, and the partners

- ☐ Provide a contingency plan for staff turnover and absences of the Leadership Team

2.3 Project Narrative

2.3.5.1 <u>Leadership Team</u>:

- ☐ Identify the proposed program's leaders and include resumes or position descriptions of key personnel
- ☐ Develop an appropriate internal and external meeting schedule
- ☐ Coordinate and align activities with the Steering Committee and the school day leadership

2.3 Project Narrative

2.3.5.2 <u>Steering Committee</u>:

- ☐ Members should be selected based upon their backgrounds and level of involvement with the proposed program
- ☐ Diversify the membership and include a parent and student on the committee
- ☐ Establish roles and responsibilities early and hold members accountable

2.3 Project Narrative

2.3.5.3 <u>Staff Turnover</u>:

☐ Prepare a comprehensive plan that addresses:

- How the proposed program will operate should one or more members of the Leadership Team be absent for a day

- How the proposed program establishes a chain of command should one or more members of the Leadership Team leave their position

2.3 Project Narrative

2.3.5.4 <u>Coordination with Other Programs</u>:

□ Identify what other programs are currently operating in support of your target population

□ Clearly establish your alignment in concert with those programs and identify how your proposed program will effectively support your target population

2.3 Project Narrative

2.3.5.5 <u>Management Plan Worksheet</u>:

- ☐ Provides details of major management actions, their timeframe, and the person(s) responsible for carrying out each action
  - ▪ Examples:
    - ☐ Hiring of staff
    - ☐ Ordering materials and supplies
    - ☐ Meeting schedules
    - ☐ MSDE reports
    - ☐ Submitting invoices

2.3 Project Narrative

2.3.5.6 <u>Partners Plan Worksheet</u>:

- ☐ 2 major categories of partners: Schools and Vendors

- ☐ Describe how your target population will directly benefit from the partners that you have identified

- ☐ Include how your partners will effectively support the proposed program in meeting its goals

2.3 Project Narrative

2.3.6 Sustainability

Purpose: To align a fiscal action plan with the subsequent decrease in program funding

Function: Generates a feasible development strategy that will allow for the successful continuation of the proposed program without 21st CCLC funding

2.3 Project Narrative

2.3.6 Sustainability

Helpful Hints:

- Discuss how a comparable program will continue in Year 3 with 85% funding

- Include plans for support from partners and additional funding external of 21st CCLC

2.4 Budget and Adequacy of Resources

2.4.1 Budget Narrative

Purpose: To provide a plan that connects program implementation to a schedule of reasonable and allowable expenses

Function: Explains how the funding will sensibly support each of the proposed program's goals, objectives, and milestones

2.4 Budget and Adequacy of Resources

2.4.1 Budget Narrative

Helpful Hints:

- Be as detailed as possible; there is no page limit for the Budget Narrative
- Correlate all items in your budget to your Project Narrative
- Include all in-kind and matching funds
- Check your numbers!

2.4 Budget and Adequacy of Resources

2.4.1 Budget Narrative:

- Complete the narrative in paragraph form

- Justify any expenses that are not obvious from the Project Narrative

- Include how costs are estimated, for example, cost per pupil per day

- Indirect costs may not exceed 15% of the total budget

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

2.4 Budget and Adequacy of Resources

2.4.1.1 <u>Transition Toward Self-Sufficiency</u>

2.4.1.2 <u>In-Kind Contributions</u>

- Budget projections for Year 2 should demonstrate the beginning of a transition toward self-sustainability

- In-Kind contributions cannot be derived from other federal or state funds

2.4 Budget and Adequacy of Resources

2.4.1.1 Transition Toward Self-Sufficiency

2.4.1.2 In-Kind Contributions

Year	21st CCLC Funding	In-Kind Contributions
1	100%	5%
2	95%	10%
3	85%	15%

MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

2.4 Budget and Adequacy of Resources

2.4.2 <u>Itemized Budget</u>:

- □ Funds must be necessary, reasonable, allowable, and allocable

- □ Grant funds <u>cannot</u> be used to purchase food, facilities, vehicles or support new construction

- □ Be detailed in breaking down expenses

- □ Include allowances for professional development opportunities

2.4 Budget and Adequacy of Resources

2.4.3 <u>MSDE Grant Budget C-1-25</u>:

- ☐ If the applicant is a Local Education Agency (LEA), the district's Budget Officer or Chief Financial Officer <u>and</u> the Superintendent (or designee) must sign

- ☐ If the applicant is not a LEA, the Chief Financial Officer <u>and</u> the Chief Executive Officer (or designee) must sign

C-1-25 Signature Lines

Prog.							...
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							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 #

2.5 Appendices

- Must be included with proposal

- Are not included as part of the 20 page limit of the Project Narrative

- Do not include any additional appendices

- Do not include any information in the appendices that should be located in the Project Narrative

2.5 Appendices

2.5.1 Works Cited

- Provide a list of references that have be mentioned in the Project Narrative

- Use the American Psychosocial Association (APA) format

2.5 Appendices

2.5.2 Letters of Commitment

☐ Required from each major educational stakeholder

☐ Required from the LEA:

- If an applicant receives a qualifying score
- Must be submitted 15 days after notification of the interview
- A letter of support from the principal of the partnering schools must be submitted

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

2.5 Appendices

2.5.2 Letters of Commitment (cont'd)

- Letters must contain:
  - Support for the proposed program's goals
  - The participant's expected gains
  - The participant's expertise, resources, and financial contributions
  - Details about the partner's role, responsibilities, and capabilities
  - A statement to continue the partnership beyond the grant period

2.5 Appendices

2.5.3 Resumes/Job Descriptions of Key Personnel

□ Resumes should only include information relevant to the proposed program

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

□ Proposed programs operating completely within a school should provide school's name and address

2.5 Appendices

2.5.5 Consultation with Private School Officials During Design and Development

☐ Provide a chart that summarizes your contact with non-public school officials

Date of Contact	Method of Contact	Who was Contacted	Person Making Contact	Conclusion
March 1, 2014	Phone call	Mr. J. Smith, principal	Ruth Jones	Met with principal et. al. March 9, 2014
March 1, 2014	Phone call	Ms. K. Tate, principal	Ruth Jones	Principal did not want to participate

MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

2.5 Appendices

2.5.6 Signed Assurances

□ Dictates 24 different requirements and policies that must be adhered to by the grantee

□ Must be signed and dated by the Superintendent of the school system or the head of the grantee agency

2.5 Appendices

2.5.6.1 Reports

- ☐ Start-Up
- ☐ Interim Progress
- ☐ Annual Financial
- ☐ Annual Evaluation/Final Evaluation
- ☐ PPICS
- ☐ Continuation/Final Progress
- ☐ Additional data, as needed

2.5 Appendices

2.5.6.2 Meetings

☐ Site Visits

☐ Bi-monthly Networking Meetings

☐ Annual Retreat

☐ National Annual Meeting

☐ Trainings—one national and two regional

2.5 Appendices

2.5.6.3 Suspension and Termination of Funding

If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. This includes but is not limited to the inability to maintain projected enrollment.

MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

2.5 Appendices

2.5.6.4 Continuation of Funding

- ☐ To be considered for continued funding, grantees must submit an Application for Continuation of Funds

- ☐ Additionally grantees must:
  - Adhere to all 21st CCLC requirements
  - Adhere only to the approved program
  - Demonstrate satisfactory performance
  - Provide an Annual Financial Report

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Timelines and Deadlines

Project Task	Date
Deadline for Submission	June 4, 2014
In Person Interviews	June – July 2014
Award Notification	August 2014
Program Launch Date	September – October 2014 *(Summer 2015 for summer-only programs)*
Orientation for New Grantees	September 2014

Questions and Answers

Q: Can a school with 34% FARMS status be considered for the grant?

A: All applications must target students and families of students 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.

MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

Questions and Answers

Q: Since a 5% In-Kind contribution is requested during the first year of funding and 10% In-Kind contribution is requested during the second year of funding, does that mean that programs must submit a budget reflecting 105% for years 1 and 2 of the grant?

Questions and Answers

A: Yes. Even though in year 1 the program is funded 100%, grantees are still expected to make an in-kind contribution. In-kind contributions are the beginning steps toward sustainability of the program.

Questions and Answers

Q: What student growth measures do you recommend using during the goal writing process since PARCC assessments will be administered in place of MSA next year?

Questions and Answers

A: MSA assessments may be used to provide baseline data. As PARCC assessments are formally put into place over the next year, you will be allowed an opportunity to update your strategic plans in the attempt to meet your proposed program's goal(s).

Questions and Answers

Q: Is Exhibit 10 part of the Appendices?

A: Present the Goals, Objectives, and Milestones in the Alignment Worksheet (Exhibit 10). The Alignment Worksheet is to be included as part of the 20 page Project Narrative.

Questions and Answers

Q: Is the "Table of Contents" noted on page seven of the RFP included as part of the 20 page limit?

A: No, the "Table of Contents" is not included as part of the narrative. Please include a "Table of Contents" with your proposal.

Questions and Answers

Q: Do exhibits require a one-inch page margin?

A: All pages of the Project Narrative must use one-inch margins and be numbered according to the prescribed numbering convention. Charts, worksheets, and tables may use single spacing and a type size of 10-point font.

Questions and Answers

Q: Is the sustainability section noted on page six supposed to be included in the 20 page proposal limit?

A: Yes, the sustainability section is part of the Project Narrative and is included in the 20 page limit.

Thank You!

- Thank you for your time, attention, and participation
- For more information: www.marylandpublicschools.org/MSDE/programs/21centurycommunity
- Good luck with your application!

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students