FY 2019 Intermediary Services for the Network of Family Support Centers and In-Home Intervention Grant

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Request for Proposals

Maryland State Department of Education
Division of Early Childhood Development
200 W. Baltimore Street
Baltimore, Maryland 21201

Deadline
Tuesday, May 22, 2018
No later than 5:00 p.m.

This document is available
In alternate formats

PROPOSAL DESCRIPTION

Name of Grant Program: Intermediary Services for the Network of Maryland's Family Support Centers and In-Home Intervention Grant

Authorization:
House Bill 932; Chapter 585, Laws of Maryland 2005

Dissemination:
Friday, April 6, 2018

Deadline:
Tuesday, May 22, 2018 5:00 p.m.

Purpose:
The role of the Intermediary is to provide grants management, fiscal monitoring, technical assistance, training, evaluation and management of the operation and services provided by the Maryland Family Support Centers (FSCs). The Intermediary will also act as a liaison between the program's public and private partners and the Maryland State Department of Education (MSDE). The primary goal of this grant is to provide oversight, training, technical assistance, and monitoring of the Maryland Family Support Center Network and to support extremely high-risk families in their role as parents by influencing the quality of parent child and family interactions and encouraging parents to utilize the services of the FSCs located throughout Maryland.

Background:
The Maryland FSCs were established as the result of a public/private commitment to provide supports and services for families with children who are in their early formative years. Beginning in 1986, The Network of Family Support Centers and In-Home Services was operated by the Friends of the Family, Inc. Since 2008 it has been operated by the Maryland Family Network (MFN), an organization created by the merger of Friends of the Family, Inc. and Maryland Committee for Children. A listing of all currently funded FSCs can be found at http://www.marylandfamilynetwork.org/programs-services/family-support-network/family-support-center-locations/.

Required Components:
Proposals must contain the following to be considered for funding:

1) **Grant management and fiscal transitioning for a minimum of seventeen (17) Family Support Centers.**
   The Intermediary must provide management and fiscal monitoring for Maryland's network of community based FSCs and the In-Home Intervention Program serving families who are referred to family support centers by community organizations. The Intermediary services will include grants management, fiscal monitoring and reporting, technical assistance, training and evaluation. The Intermediary must retain staff with knowledge and expertise in areas such as infant and toddler development, nutrition, substance abuse, employment readiness skills development, family literacy and adult education services, Targeted Assistance for Needy Families (TANF) program requirements, domestic violence and public administration. The Intermediary shall inform the MSDE Grant Manager of the disbursement of grant funds to the FSCs in the form of a report and will receive prior approval from MSDE when changes occur to the disbursement of funds to family support centers. The FSCs sites that are also Early Head Start centers must work with their Early Head Start (EHS) staff to ensure children and families are being served and supplanting of funds is not occurring. The Intermediary must demonstrate the ability to serve all regions of the state

2) **Program Functions: (Scope of Work)**
   - Acts as the state intermediary between contracted community organizations and MSDE's Division of Early Childhood Development;
   - Monitors and evaluates family support center functions, including the administration of the Infant and Toddler Environmental Rating Scale for child development programs by reliable assessors, provides technical assistance to the contracted community organizations, and organizes statewide meetings and training programs;
   - Hosts grantor site visits at FSCs as requested;
   - Assists FSCs in undergoing the child care licensing process, when applicable; and
   - Compiles and prepares all financial and statistical reports, summaries and evaluations pertinent to the performance and outcomes from services provided at the family support centers:
     - Reports must address required program components that include infant and toddler development, nutrition, substance abuse, employment readiness skills development, family literacy and adult education services, TANF program requirements, domestic violence and public administration.
     - Reports must be presented quarterly (by the 15th business day of the month in October, January, April, and July) to the MSDE Grant Manager and/or upon request.
     - All financial reports must reflect state and federal funding for the Intermediary and each of the family support centers.
     - Billing/invoicing cycle may occur on a monthly basis.
     - Billing invoicing shall also include a copy of the FSCs' invoices.

Services and resources offered at each FSC shall include:
   - In Home Intervention Program,
   - Family literacy and adult education,
   - Basic life skills,
   - Parenting skills,
   - Child health and development,
   - Employment training,
   - Family health services,
   - Mental health services, and
   - Reproductive health services.

In Home Intervention Programs at all existing family support center sites shall be responsible for:

- Staffing and supervision of home visitors who will encourage parents to participate in the programs offered at the family support centers;
- Engaging hard-to-reach families by offering services in their home;
- Assessing family needs and strengths of the parent-child relationship in the home with a focus on specific family support needs (e.g., child development, finances, housing, health, substance abuse, employment, domestic violence, and special education services and other educational needs);
- Assisting the family in meeting basic needs and serves as an advocate for the family with other agencies;
- Providing services or referral for services that will encourage families to participate in programs provided by the family support centers;
- Completing assessment of family needs and provide guidance in early childhood development, adult education, substance abuse, and domestic violence;
- Develop and initiate direct services or referrals to other agencies for provision of services; and
- Nurture and establish a relationship with parents, children and other family members. Working in conjunction with Intermediary Adolescent Specialist and the Infant/Toddler Specialist to encourage and engage the adolescent in FSCs training and activities.

Priorities:
Priority will be given to applicants that demonstrate experience and expertise in one or more of the following: grants management and fiscal monitoring, infant and toddler development, nutrition, substance abuse prevention, and employment readiness skills development.

Eligible Applicants:
Not-for-profit community-based agencies/organizations with the capacity to act as an intermediary providing oversight, professional development, technical assistance and training services for the operation of the Network of FSC's are eligible to apply.

Transition Requirements:
All respondents to the Intermediary Services of the Network of Family Support Centers RFP must address the process for orderly transfer and management of services from the existing Family Support Center Network and In-Home Intervention Services grantee in the case that the current vendor is not selected to provide these services as specified under this grant proposal.

Proposal Review:
The review of proposals will be a four-part process.

1) Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screening requirements will not be read.
2) A review committee composed of MSDE personnel will evaluate written applications.
3) Applicants may be asked to provide additional information for clarification purposes and may be scheduled for oral program presentations as determined by the review committee.
4) Final approval for awards will be determined by the Maryland State Superintendent of Schools.

Award Notification:
Notification of award will be provided by e-mail on or before June 1, 2018.

Total Funds Available:
$4,667,677 over a one-year period (contingent upon the availability of State funding).

Estimated Average Grant Amount:
$4,667,677 (Administration for a minimum of 17 Family Support Centers)

Length of Grants:
July 1, 2018 – June 30, 2019 (with the option to renew annually for two years through June 30, 2021). Upon completion of the end of the third year, MSDE reserves the right to renew the grant for two additional years through June 30, 2023.

Estimated Number of Grants: 1

Fund Use:
Cost(s) incurred prior to the approval of the grant may not be funded through the award. A direct cost is one that is incurred specifically for one activity. Indirect costs are of a more general nature and are incurred for the benefit of several activities. Once a grantee makes an election and treats a given cost as direct or indirect, that treatment must be applied consistently and may not change during the fiscal year. Sub-grantees are never required to charge indirect costs, but may. Guidelines for determining direct and indirect costs are provided in Federal CFR part 200.413 – 414.

Direct costs can be identified specifically with a particular final cost objective. Typical direct costs chargeable to awards include:
- Compensation of employees for the time devoted and identified specifically to the performance of those awards;
- Cost of materials acquired, consumed, or expended specifically for the purpose of those awards;
- Contracts specifically for the purpose of those awards (a minimum of 17 Family Support Centers);
- Cost incurred to provide independent evaluation services at no more than 5% of the fund request;
- Equipment and other approved capital expenditures; and
- Travel expenses incurred specifically to carry out the award.

Indirect costs (facilities & administration) must abide by the following conditions:
- A local education agency (LEA) must use the MSDE approved rate for the district;
- A sub recipient with an approved federal indirect rate should be used except institutions of higher education are capped at 15%; and
- A sub-recipient who has never had a negotiated federal indirect cost rate will be provided indirect cost rate of 10% of modified total direct cost (MTDC).

Funds may not be used for:
- Supplanting existing services
- Capital Improvement

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.

Reporting Requirements:

Grantees must submit:

- Semi-annual progress reports, due to DECD on January 30th of each grant period. Semi-annual progress reports must be submitted for the FSCs supported by MSDE utilizing the Results Based Accountability (RBA) framework to determine results for clients served by the FSCs;
- Interim progress reports for the Intermediary and each of the FSCs on a quarterly basis;
- Invoice reports pertaining to the grant for the Intermediary and each of the FSCs on at least a quarterly basis;
- A copy of annual financial, single audit and internal control reports performed by external public accounting firm;
- An Annual Financial Report (AFR) within 60 days of the end of the grant period;
- An annual evaluation report within 90 days of the end of the grant renewal period utilizing the RBA framework to determine results for clients served by the FSCs.

Additional Reporting Requirements:

In accordance with the instructions from the MSDE Grant Manager, the grantee shall provide:

- At monthly intervals, an *Invoice Report* pertaining to grant activity by the Intermediary and each of the FSCs to the Grant Manager.

    - An invoice shall be submitted for each of the FSCs and the Intermediary and should include time and effort reporting for all EHS sites. The invoice should provide costing for each item requested and/or calculation for multiples of like items to obtain a derived cost (cumulative total). The product name and/or model ID# for the items(s) and the expense of requested item(s) shall be provided in addition to a description of the function/use of the item(s). The requested cost/cumulative total of item(s) is then placed in the appropriate Object Column in Line 214 of the MSDE Grant Budget Request (form C-1-25); and
    - A master invoice shall be submitted as the cover document with all invoices attached (FSCs and the Intermediary). The master invoices will provide a grand total that is the sum of all Object Columns from all FSC invoices and the Intermediary invoice.
    - The invoice reflecting expenditures from the previous month of activities; and, shall be submitted during the following month on or before fifteenth day of the month (or the next business day). The cost of all items in the invoice shall be specified in an approved line item, and each line item shall be associated to the following funding sources:
        - State General Funds (FSCs)

- At quarterly intervals, an Interim Progress Report (MSDE C-1-25-C form shall be the cover document) providing information depicting a composite of all activities of the MFSCN. The report shall be formatted to include separate reporting of Intermediary services with attachments of standardized progress reports (one report from each of the FSCs) depicting activities reported by each one of the Family Support Centers. The Interim Progress Report shall reflect activity from months within the previous *state fiscal cycle. Also, the report shall be submitted during the month following that fiscal cycle on or before the fifteenth day of that month;

- A Final Progress Report (MSDE C-1-25-D form) concluding Intermediary services and FSC activities. The Final Progress Report shall be submitted within 60 days of the grant end date (on or before August 31, 2019 in the first year of the grant) and shall summarize all grant activity for the grant period;

- Final Invoice to be submitted within 60 days of the grant end date (on or before August 31, 2019);

- An Annual Financial Report (MSDE C-1-25-D form) concluding Intermediary services and FSC activities. The final report shall be submitted within 60 days of the grant end date (on or before August 31, 2019 in the first year of the grant). The Annual Financial Report shall summarize all grant activity for each grant period;

- The most current annual financial, <u>Single Audit and Internal Control</u> report performed by an external public accounting firm shall be submitted with this application;

- A <u>Final Evaluation</u> Report, encompassing the entire grant period, within 90 days of the end of the grant period (on or before September 31, 2019 in the first year) using the Results Based Accountability (RBA) framework to determine results for families and for training and technical assistance participants that includes quantified outcomes of performance data, such as total # cases, total family/children services, total number of technical assistance, trainings and workshop sessions provided indicating places, dates, and total number of participants.

*The State Fiscal Cycle is as follows:

1st quarter: July-September
2nd quarter: October-December

3rd quarter: January-March
4th quarter: April-June

In addition, grantees will host at least one site visit per funding cycle. MSDE reserves the right to visit an FSC at any time and attend Family Support Center events, for which the Intermediary will inform MSDE.

Proposals must contain the following information, assembled in the order indicated:
1. Proposal Cover Sheet
2. Project Abstract
3. Table of Contents
4. Project Narrative **20-page limit**
    4.1. Extent of Need
    4.2. Goals, Objectives, and Milestones
    4.3. Plan of Operation
    4.4. Evaluation and Dissemination Plan
    4.5. Management Plan/Key Personnel
        4.5.1. Management Worksheet
        4.5.2. Project Time Line
    4.6. Integration with Education Reform
    4.7. Future Plans
5. Budget Narrative
    5.1. Line Item Listing of Budgetary Expenses
    5.2. Itemized Budget Form
    5.3 Federal indirect cost rate agreement (if applicable)
6. Appendices. Do not append any required sections indicated above. Appendices are included below
    6.1. Works Cited
    6.2. Letters of commitment from all project partners
    6.3. Résumés of Key Personnel
    6.4. Signed assurances

Submission Requirements:

- All pages of the project narrative must use one-inch margins and be numbered according to the prescribed numbering convention (See "Table of Contents" section).
- The project statement that appears on the cover sheet must not exceed 100 words. The abstract must not exceed one page.
- Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-point font.
- All copies of the proposal should be on standard size (8½" x 11") paper of regular weight.
- Bound copies must be stapled in the upper left corner. They should not be bound by glue, spirals, wire, clasps, or any other means.
- The prescribed cover sheet must be the first page of the proposal.
- The original cover sheet must be signed in blue ink. Copies of the cover sheet must not be color photocopied.
- Application package **excluding** proposal cover sheet, table of contents, budget narrative, itemized budget form, signed assurances and appendices must not exceed twenty (20) pages.
- All tables and charts must follow prescribed formats.

An unbound original proposal, together with three (3) bound copies, and an electronic copy (USB flash drive), in Microsoft Word format, must be submitted to:

Michial A. Gill, Ph.D
Director of Grants Administration
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Program and Technical Assistance Contact:
Michial A. Gill, Ph.D
Director of Grants Administration
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
410-767-3170 (office)
Email: Michial.gill@maryland.gov

Non-Discrimination Statement:

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

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

COVER SHEET
FY 2019 Application
Intermediary Services for the Network of Family Support Centers and In-Home Intervention Grant. **FY 2019 (July 1, 2018 – June 30, 2019)**

Name of Grantee:	Fed ID No:
Address:	
City:	ZIP:
Telephone:	FAX:	e-mail:
Contact Person:	
Address of contact person (if it is different from the address above):	
City:	ZIP:
Telephone:	FAX:	e-mail:
Funds Available (July 1, 2018- June 30, 2019): $4,667,667 – Maryland Family Support Centers	
Project Summary	

_____   _____

Signature Head of Grantee Agency   Date

PROPOSAL COVER SHEET

Every proposal must have a Proposal Cover Sheet. No other page may cover the proposal cover sheet. The subsequent information must be clearly stated in the following order:

- Name of applicant.
- Title of project.
- The words "Intermediary Services for the Network of Family Support Centers and In-home Intervention Grant."
- Name of contact person.
- Address of contact person.
- Telephone, fax, and email address of contact person.
- Project partners.
- Amount requested.
- Project statement (100-word limit).
- Dated signature of Head of Grantee Agency.

The Project Cover Sheet should be printed on plain white paper and contain neither graphics nor additional information.

The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do and how it will do it). Do not exceed the 100-word limit. This statement will be used in press releases, board exhibits, etc.

PROJECT ABSTRACT
1-page limit

In the Project Abstract introduce the project to the reader. It should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project.

The Project Abstract should cover the core aspects of the proposed project, while addressing the following questions:

- What is the problem?
- What populations and geographic areas will be served by the project?
- What are the goals and objectives of the project?
- What strategies are to be employed to address the problem?
- Who are the partners, and what are the roles of each?

TABLE OF CONTENTS

The Table of Contents is an important aid for the reader. When writing the proposal and constructing the table of contents, use the following conventions:

- The Proposal Cover Sheet is not numbered but is considered to be page " i " (lower case, Roman numeral one).
- The Project Abstract is page " ii " (lower case, Roman numeral two).
- Do not list the Table of Contents as one of the pages in the table of contents.
- Table of Contents page (should be numbered iii, iv, etc.)
- The extent of need is the first page of the project narrative and is numbered "1". Subsequent pages are numbered consecutively.
- The Budget is numbered as follows: "B-1, B-2, B-3".
- Appendices are labeled "Appendix A, Appendix B, Appendix C ".

PROJECT NARRATIVE
20-page limit   *90 points total*

The Project Narrative provides an opportunity to convince readers that the project is sound and deserves to   receive funding. The Project Narrative should encompass the entire life of the project. When writing the Project Narrative, keep the following suggestions in mind:

- Be succinct and clear. Readers need to understand quickly and easily the components of the project and how they work together to address the stated needs.
- Do not assume the reader is familiar with the project; readers represent diverse backgrounds. Avoid jargon, and define all acronyms.
- Proofread the Narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone not familiar with the project   read and critique the proposal before submitting it to MSDE.
- Be as detailed as possible. Use the entire page limit to explain the project. Use the Appendices to include information that may be important for the reader but will not fit within the Project Narrative. For clarity, it is important to reference in the body of the proposal any supplemental information included in the appendices.

Extent of Need

A compelling proposal will have a clearly-defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal.

Here are some suggestions for the needs assessment.
- Clearly state the main problem in the first paragraph.
- Cite research supporting the need for the project.
- State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
- Present easily-measured quantitative data. (e.g., test scores, absentee rates).
- Present qualitative data in support of quantitative data (e.g., interviews, focus groups).
- Use multiple methods to document the problem (e.g., surveys, analysis of school records, previous studies, focus groups).
- Use multiple data sources (teachers, students, parents, etc.).
- Use national or state data to establish the problem's existence outside of the local area.
- Use local data to document the problem in the local area. Include relevant demographics and other statistics about each and every population to be served. Include all relevant data from the Maryland School Performance Program (MSPP)**.**
- State who is affected by the problem. State when and where the problem exists.
- Document the factors contributing to the problem.
- Document current or past efforts to address the problem.
- Show why those efforts failed or are inadequate to address the total need.
- Discuss the applicant's history or expertise in dealing with the problem.
- Discuss the consequences of not dealing with the problem.

## Goals, Objectives, and Milestones

Goals, objectives, and milestones are all outcomes. Outcomes themselves are statements that tell how the project's target population would improve. Every outcome should describe a change in a target population. In addition, they set standards of progress towards alleviating the problems identified in the needs assessment. **Statements that describe strategies or management issues are not proper outcome statements.**

Outcome statements:
- **Identify the target population**. What is the specific population the outcome addresses?
- **Are realistic**. Outcomes must be attainable. It is unrealistic to expect that all students will achieve 4.0 grade point averages. Unrealistic outcomes set the project up for failure and are "red-flags" for reviewers.
- **Are measurable**. Outcomes must demonstrate clear achievement. A good outcome statement references easily quantified indicators (e.g., test scores, absenteeism, grades, and promotion rates).
- **Have deadlines.** All outcome statements specify by when they are to be achieved.
- **Reference state, local or school-defined baseline data or standards.** To determine if the goal is both reasonable and ambitious, include local baseline data for comparison.

This is an example of an outcome statement containing all of the above elements:

Deadline		Specific & quantitative level of success		Target Population

By January, 2018, 70% of high school seniors, in the three participating high schools, who were reading below grade level in the ninth grade, will achieve a rating of *satisfactory* on the district's high school reading examination, a 20% increase over current levels.

Baseline		Measurement Tool
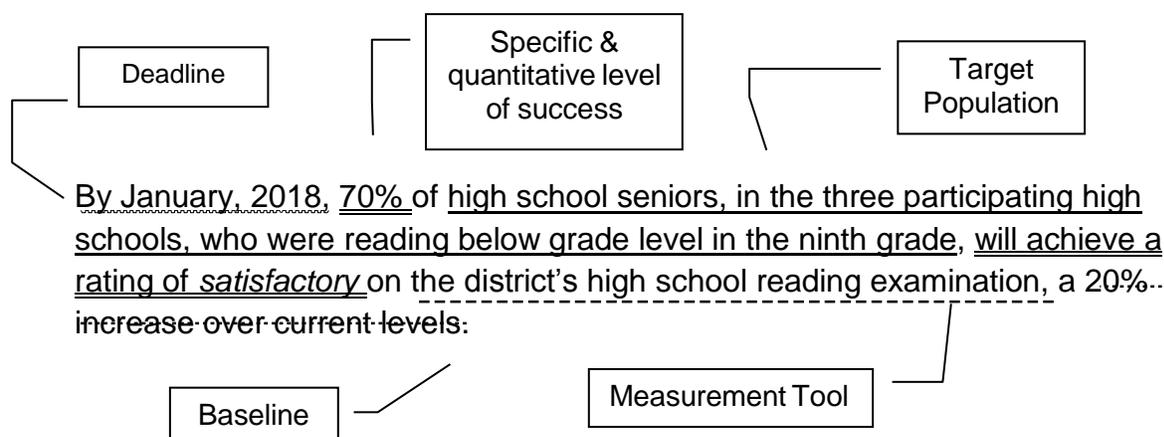
A proposal should identify three kinds of outcomes: goals, objectives and milestones.

The Goal

State the overall goal of the project. The goal should address the main problem identified at the beginning of the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established the more complex the project becomes.

Goals must have long-term deadlines. If the project period covers multiple years, the goal should be set for the end of the project. If the project period is one year or less, the goal may have a deadline that extends beyond the project period.

Objectives

Objectives are the anticipated outcomes to be accomplished for each year of the project. Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal.

It is imperative that objectives be established for every target population the project is designed to affect. For instance, if the project seeks to increase student achievement by training teachers, there must be objectives for both students and teachers.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and objectives are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

Because milestones are intended to indicate progress towards an objective, each milestone must be related to an objective. Keep in mind that milestones are indicators of progress, and may not use the same measurement tool as the objective to which they are related. A project may take months before there is a significant impact on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Don't set overly-ambitious milestones.

In the Plan of Operation discuss the strategies and activities to be used to accomplish the outcomes.

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish outcomes.   Begin this section with a justification as to why the strategies were chosen and how they will help to achieve the outcomes. The justification should <u>cite research to support the strategies</u>. It is essential that the project include strategies for each outcome, and outcomes for each strategy.

Upon identifying the strategies, discuss how they will be adapted to fit the particular project. Who are the target clients, and how will they use or be affected by the project services?   How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how these numbers were   derived.

Activities

Activities are specific steps taken to accomplish the project objectives, and involve <u>direct service to clients</u>   (students, teachers, parents). Examples include: specific teacher in-services, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip), or over a period of time (e.g., the use of an   innovative curriculum).

Actions outlined in the management plan are **not** activities. While these actions are needed to facilitate direct   service, they do not render direct service themselves. Examples include the purchasing of equipment, the hiring of staff, evaluation procedures, and steering committee meetings. Do **not** address the elements of the management plan in this section.

List the activities that the project will implement and relate each activity to a strategy. Activities should be grouped with respective strategies. Discuss how the activities relate to the respective strategies. Finally, identify which clients and how many will be serviced by each activity.

Grantees are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project's goal and objective(s). Keep in mind that the final evaluation will consider the entire project,   beginning to end. It should not be viewed as what is done after the project's completion, but as an integral element in the project's planning, design, and implementation. An effective ongoing plan that evaluates milestones quarterly lends to making informed decisions about needed changes.

Evaluation & Dissemination Narrative

The topics listed below provide the basis for review of the evaluation plan that should be addressed with specificity.

- **Evaluation Questions**: What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated consequences? Examine the relationship between the expected outcomes, efforts, and what is important to evaluate.
- **Evaluation Strategy**: What approach will be taken to find answers to the evaluation questions? What   criteria will be used to assess lessons learned from the project? What populations will be included in the evaluation?
- **Data**: The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will the baseline be established? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, ensure that the resources are sufficient to use the proposed data collection techniques.
- **Evaluator(s)**: Specify the individuals or groups who will conduct the evaluation. What are the qualifications of each? What are the responsibilities of key personnel?
- **Budgeting of resources and staffing for evaluation:** The application's budget should reflect sufficient funds to carry out a thorough and useful evaluation.
- **Dissemination:** Details on how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will information be posted on the Internet? Will presentations be made at important national conferences to present lessons from the project? How and when will demonstrations of the project be provided? Descriptions of the types of reports and other by products developed during the course of the project may be made available.

Management Plan/Key Personnel

Where many projects fail is in the management. Submit a detailed and time-specific management plan with pre-assigned responsibilities so as to avoid the following common errors:

- Failure to submit required reports.
- Failure to regularly monitor performance of the project during implementation.
- Failure to start the project on time.
- Failure to keep adequate project documentation.
- Failure to assure continuity and quality of the project in light of personnel turnover.
- Changing without approval from MSDE the overall project from that described in the grant proposal.
- Submission of biased or incomplete project evaluation data.
- Having no approved project fiscal procedure in place.
- Disposal of project supplies, equipment, or other assets in unauthorized ways.
- Budget deviations due to unauthorized transfers from one budget category to another.
- Failure to manage inherent conflicts of policies, perspectives, and philosophies between project's host agency and the funder.
- Failure to form partnerships in which all members recognize and fulfill clearly-defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

Present a clear discussion of partners, respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically be familiar with a proposed partner, what that partner is capable of or willing to commit to the project, or why the partner is joining in on the project.

The project should have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing quarterly evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project. (e.g., representatives from project partners, parents, principals, Board of Education). Steering committees that are too large are often non-productive. Project directors 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.

List the staff or personnel involved in the project's implementation. Detail individual qualifications? Append résumés of key personnel. How much of the Project Director's time is devoted to this project? Are there sufficient staff hours devoted to the project to ensure proper implementation? What plans are in place to ensure the project will continue if there are problems with staff turnover?

Management Plan Worksheet

The Management Plan supports the implementation plan but does not contain direct service activities. Direct   service activities belong in the Plan of Operation. Examples of management actions are hiring staff, ordering   equipment, developing curricula, and holding steering committee meetings. None of these actions render direct service itself, but enables direct service activities to take place.

List on the Management Plan Worksheet, in chronological order, all major management actions necessary to implement the project during the first year of funding. (Worksheets for subsequent years will be included in the action plans for those years.) Assign an approximate date for each action. If the action is ongoing,   indicate the range of dates over which it will be implemented. A well-considered management plan assigns responsibility for action to a management team member. Indicate on the worksheet the individual(s) responsible for accomplishing each action.

Requirements made by the funder, MSDE, should also be included in the management plan. These include the annual financial report, submission of progress reports to MSDE, and the final evaluation. The final report will serve as the final evaluation.

Management Plan Worksheet

Action Description	Date	Person Responsible
Brief Description #1	*Date*	*Name or Position*
Brief Description #2	*Date*	*Name or Position*
Brief Description #3	*Date*	*Name or Position*
. . .	…	…
Funder's Requirements		
Quarterly Report #1 Due	*Date*	*Name or Position*
Quarterly Report #2 Due	*Date*	*Name or Position*
Quarterly Report #3 Due	*Date*	*Name or Position*
Final Evaluation Process	*Date*	*Name or Position*
Financial Report Due	*Date*	*Name or Position*
Annual Evaluation Due	*Date*	*Name or Position*

Project Timeline

The Project Timeline is a Gantt chart with columns representing the months of the funding cycle. It should contain three sections: management, implementation, and evaluation.

Activity	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Management												
Hire Project Director	X											
Implementation												
Teacher Training		X			X			X			X	
Evaluation												
Submit Mid-Year Evaluation						X						

Integration with Education Reform

5 of 90 points

If a project is to be successful, it must be aligned with the goals, efforts and plans of Federal, State, and local governments, as well as school improvement teams. This section illustrates how the project is part of overall education reform.

This section should address the following questions:

- How does this project help meet the goals and objectives of the School Improvement Team plan?
- How does this project fit into the LEA's master plan?
- How does this project help meet State educational standards (e.g., MD College and Career Readiness Standards)?
- How does this project help meet national education goals or fit into national initiatives?
- Does this project coordinate efforts with other projects currently underway?
- Are there plans for future projects that will coordinate with this one?
- Will resources be shared to increase efficiency and cost effectiveness?

Future Plans

5 of 90 points

Describe plans for continuing the project beyond the funding cycle. How will it be sustained after funding ends? Are there plans for maintaining the project's partnerships?

BUDGET NARRATIVE

No page limit   *10 points*

The project's budget should detail every year of the project in a separate itemized budget for each year. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative will appear in the budget narrative and must have a corresponding entry in the itemized budget for that year.

Begin the budget with a narrative, justifying any line item expenses that are not obvious from the project narrative. Explain how line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective.

Immediately following the justification, include a line-item description using the format in the example below. Group line items according to the following categories: *Salaries & Wages*, *Contracted Services, Supplies & Materials, Other Charges*, *Equipment*, and *Transfers*. Total each category.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices.

Show how the expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective.

Use the format indicated by the following excerpt from a sample Budget Narrative.

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
	Total Salaries & Wages:	**$20,000**	**$20,000**	**$40,000**
Contracted Services				
Computer Trainer from ABC Computer Services.	$200/day X 4 days	$800		$800
Total Contracted Services:		**$800**		**$800**
Total Direct Costs		**$20,800**	**$20,000**	**$40,800**
Indirect Costs (3% of direct costs)		$624		**$624**
TOTAL Requested		**$21,424**	**$20,000**	**$41,424**

Itemized Budget Form (MSDE C-1-25)

The following page contains the itemized GRANT BUDGET (MSDE C-1-25) form that must be submitted with the application.

NOTE: The total amount being requested for each of the line items must be entered on Line #214 (Community Services). However, if fringe benefits are included, the total requested for *Fringe Benefits* must be entered on Line #212 (Fixed Charges) in the 04-Other Charges column only. Indirect costs must be entered on Line #201 (Transfer).

The GRANT BUDGET (MSDE C-1-25) form must be signed by both your Agency/Organization Head and Chief Financial Officer.

Subsequent forms will be issued to accommodate Amendments (Modifications) that may be needed during the approved Grant period. The Grant Administrator will issue these forms to the Grantee after an approved *Notice of Grant Award* has been assigned by MSDE.

	Budget Narrative (FY 2019) Complete for July 1, 2018 – June 30, 2019			
	Budget Narrative (FY 2019) Complete for July 1, 2018 – June 30, 2019			
	Intermediary Services for the Network of Family Support Centers and In home Intervention Grant			

Directions: Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Transfer the subtotals of these categories as follows: Enter Indirect Costs onto line 201 ("Transfer" Colum); enter Fringe Benefit Costs onto line 212 ("Other Charges" column) and enter all other costs onto line 214 (Community Services) of the enclosed MSDE Budget Form. Then list the total requested budget amount on the line *TOTAL EXPENDITURES BY OBJECT*. Sign and date the MSDE C-125 Budget Form.

Line Item	Calculation	Requested Amount	In-Kind Contribution	Total
1. Salaries and Wages				
e.g., Project director (Jane Doe)	*Full time @ 40,000/year*	*$20,000*	*$20,000*	*$40,000*
Subtotal				
2. Contracted Services				
e.g., Computer trainer for ABC Computer Services	*$200/day x 4 days*	*$800*		*$800*
Subtotal				
3. Supplies and Materials				
e.g., Mailing costs (intermediary)	*Postage and shipping*	*$200.00*		*$200.00*
Subtotal				
4. Other Charges				
(e.g., fringe costs) (Intermediary)	*FICA, Retirement*	*$450.00*	*$650.00*	*$450*
Subtotal				
5. Equipment (e.g., classroom furniture)				
8. Transfers				
Indirect costs (Intermediary)	*(3% of direct costs)*	*$624.00*		*$624.00*
Subtotal				
Grand Total				

ORIGINAL GRANT BUDGET	Intermediary Services- Family Support Centers- In-Home Intervention Services	AMENDED BUDGET #		REQUEST DATE	

GRANT NAME		GRANT RECIPIENT NAME	
MSDE GRANT #		RECIPIENT GRANT #	
REVENUE SOURCE		SCHOOL NAME	
FUND SOURCE CODE		GRANT PERIOD	**July 1, 2018 through June 30, 2019**

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

Telephone

APPENDICES

The following Appendices must be included but not apply to the page limit of the Project Narrative. Include other Appendices as deemed necessary.

Works Cited

Use a standard format such as MLA or Chicago Manual of Style. Be consistent.

Letters of Commitment

- Letters of commitment are required from all project partners, school principals and local education agencies participating in the project. A good letter should contain the following:
- A statement acknowledging and supporting the goal and objectives of the project.
- The participant's expected gains from the project.
- The expertise, resources and financial contributions the participant is making towards the project.   Financial contributions (in-kind and cash) should be quantified.
- A clear statement detailing the responsibilities of the partners.
- A clear statement that the partners intend to continue the partnership beyond the grant period.

Letters of commitment should be addressed to the 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.

Résumés of Key Personnel

Include a one-page résumé for each person playing a key role in the project. Only information relevant to the project should be included in the résumé.

Signed Assurances

The following page contains the assurances that must be signed and dated by the Head of the grantee agency. Please read all assurances carefully.
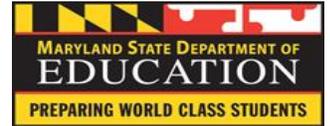
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater.* Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

_____   _____

Superintendent of Schools/Head of Grantee Agency   Date

Division of Early Childhood Development
Grant Application Checklist
FY 2019

Before the grant application is submitted, make sure all of the following requirements have been met so that the application will be considered for funding:

☐   Completed <u>Grant Application</u>**,** dated and signed by the head of agency (i.e., administrator).

☐   Completed <u>Budget Forms -</u> Budget Narrative and C-1-25 for FY19**,** dated and signed by the head of agency (i.e., administrator).

☐   Signed and dated assurances.

☐   Information in the grant application as listed in section "Required Components" of this RFP.

☐   Documentation of the applicant's non-profit status, if the applicant is not a public entity.

☐   Submission of a completed grant application no later than 5:00 p.m. on May 22, 2018 to MSDE, Director of Grants Administration, 4th Floor.

If any of these requirements are not met, the grant application will NOT be considered for funding.