Robotics Program

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

REQUEST FOR PROPOSALS

Maryland State Department of Education

200 West Baltimore Street
Baltimore, MD 21201

Deadline:
Monday, August 24, 2020

PROPOSAL DESCRIPTION

Name of Grant Program:
Robotics Program

Authorization:
House Bill 115 (2016), Chapter 0682

Dissemination:
Monday, June 29, 2020

Deadline:
Monday, August 24, 2020

Purpose:

The State of Maryland is committed to helping local school systems maximize the potential of new and emerging technologies to improve student outcomes and better prepare all students for the workforce needs of the 21st Century. House Bill 115 (2016), Education- Robotics Grant Program – Establishment (amended in 2018), created this program designed to increase the number of robotics programs in the state or to support existing robotic programs. To distribute these funds, the Maryland State Department of Education (MSDE) makes annual grants available to a school or to a nonprofit entity who serves public school students.

The robotics program or club may take place:
- Before or after the school day;
- On weekends and holidays; or
- During the school day *(Local School Systems only).*

COVID-19 Considerations:

This year's Robotics grant program will be implemented during restrictions related to the COVID-19 crisis. Applicants must ensure that all aspects of the proposal describes how the program will be implemented consistent with applicable disinfecting, social distancing, masking, and other COVID-related safety and health guidelines followed by their local school system (LSS) at the time of the submission of the proposal. If restrictions implemented by the LSS change after the awarding of the grant, recipients must present amendments to the proposal that align with the new LSS COVID-19 requirements.

Required Components:

To be considered for funding, proposals must include:

- Qualified key personnel, including club sponsor;
- Student access to essential technologies and materials; this may include physical and/or virtual robotics platforms;
- Activities aligned to recognized robotics standards, curriculum, or instructional programs;
- Schedule of meeting dates and location;
- Evidence of compliance with the LSS safety and privacy policies, including those related to non-system employees;
- Equivalent access for students with disabilities regarding location, technologies, and digital resources, and;
- Description of how the proposal will be implemented consistent with applicable disinfecting, social distancing, masking, and other COVID-19 related safety and health guidelines

Eligible Applicants:

- A public school with an existing robotics program,
- A public school developing a robotics program,
- A nonprofit entity partnering with a public school to support an existing robotics program,
- A nonprofit entity partnering with a public school to develop a robotics program,
- A nonprofit entity supporting an existing robotics program where the majority (51% or more) of members are public school students, and
- A nonprofit entity developing a robotics program where the majority (51% or more) of members are public school students.

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

1) Written applications will be pre-screened for eligibility and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be read.
2) A review committee established by the MSDE will evaluate written applications. The committee will be composed of representatives from outside agencies and MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores based on a common rubric.

The MSDE will consider geographic distribution when making awards.

Award Notification:
Notification of awards will be sent by mail on or about Monday,October 5, 2020.

Total Funds Available:
$350,000.00

Length of Grants:
Pending Release of Funds

Estimated Number of Grants:
Thirty-five

Estimated Average Grant Amount:
$10,000.00

Fund Use:

1. Cost(s) incurred prior to the approval of the grant may not be funded through the award.

2. The majority of the funding awarded should be used for the direct support of students.

Note to Non-profit Organizations: Approved program expenses will be reimbursed upon submission and approval of an invoice and supporting documentation (i.e. receipts, purchase orders, etc.). Please ensure that funding is available within your organization to cover some initial expenses.

Fundable activities include, but are not limited to:

- Purchase of high level technology and equipment that support robotics programs;
- Purchase of materials and supplies to support robotics programs;
- Substitute teacher fees or faculty stipends (stipends are allowable only for work performed outside the regular work day and based on LSS policy);
- Bus and hotel costs for students and advisors participating in robotics competitions;
- Enrollment and membership in robotics related competitions and organization;
- Enrollment and membership in online robotics competitions ; and
- Access to virtual robotics platforms and/or applications.

Non-fundable activities include:

- Construction of temporary or permanent structures;
- Membership to non-robotics organizations;
- Food or meals;
- Purchase of equipment for administrative purposes;
- Renting or maintaining building space;
- Supplementing salaries and/or stipends during the regular workday, and
- Supplanting or supplementing an employee’s existing salary if job duties and/or role are related to the robotics team/club (i.e. Coordinator, Program Director, etc.).

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:

- Quarterly project updates;
- Annual financial reports;
- A final evaluation report, due within 90 days of the end of the grant period.

In addition, if the MSDE and LSS policies allow, grantees will host at least one site visit per funding cycle.

Proposals must contain the following information, assembled in the order indicated:

1. Proposal Cover Sheet.
2. Eligible Applicant Proposal Strand.
3. Project Abstract.
4. Table of Contents.
5. Project Narrative (10-page limit).
    - 5.1. Extent of Need.
    - 5.2. Goals, Objectives, and Milestones.
    - 5.3. Plan of Operation.
    - 5.4. Evaluation and Dissemination Plan.
    - 5.5. Management Plan/Key Personnel.
        - 5.5.1. Management Worksheet.
        - 5.5.2. Project Timeline.
        - 5.5.3. Sustainability Plan.
        - 5.5.4. COVID-19 Plan.
6. Budget Narrative.
    - 6.1. Line Item Listing of Budgetary Expenses.
    - 6.2. Itemized Budget Form.
7. Appendices. Do not append any required sections indicated above. Appendices are included below:
    - 7.1. Works Cited.
    - 7.2. Letters of commitment from all project partners and principals of participating schools (as appropriate).
    - 7.3. Résumés of Key Personnel.
    - 7.4. Signed assurances.
    - 7.5. LSS documentation or URL to policies related to safety and privacy, including those related to non-system employees

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.

- The prescribed cover sheet must be the first page of the proposal.
- The original cover sheet must be signed. Copies of the cover sheet must not be color photocopied.
- Application package **excluding** proposal cover sheet, proposal strand, table of contents, budget narrative, itemized budget form, signed assurances and appendices must not exceed 20 pages.
- All tables and charts must follow prescribed formats.

NOTE: MSDE will consider geographic distribution when making awards.

Submission:
An electronic proposal digitally-signed by an Official *(Superintendent of Schools, Non-profit agency head, or designee)* is required. The proposal is due by **5:00 p.m. on Monday, August 24, 2020**. Proposals must be submitted in **.pdf format** to the appropriate person and email address below:

Grant titles beginning with "A" to "H" are to be emailed to Kim Bellinger
kim.bellinger@maryland.gov

Grant titles beginning with "I" to "Q" are to be emailed to Val Emrich
valerie.emrich@maryland.gov

Grant titles beginning with "R" to "Z" are to be emailed to Bruce Lesh
bruce.lesh@maryland.gov

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Program Contacts:
Val Emrich, 410-767-0382
valerie.emrich@maryland.gov

Bruce Lesh, 410-767-0519
bruce.lesh@maryland.gov

Financial Contact:
Kim Bellinger, 410-767-0448
kim.bellinger@maryland.gov

Technical Assistance:
A virtual technical assistance meeting will be held **Friday, July 31, 2020** from 10:00 a.m. – 11:00 a.m. Please indicate your interest in the virtual technical meeting by emailing Kim Bellinger at kim.bellinger@maryland.gov, no later than 5:00 p.m. on Thursday, July 30, 2020. An invitation to a Google Meet technical meeting will be forwarded to you.

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

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 “Robotics Program”
- 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 Superintendent of Schools/Head of Grantee Agency.
- Federal ID and DUNS# – *Non-profit organizations only*

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.

ELIGIBLE APPLICANT PROPOSAL STRAND

Every applicant must indicate the strand that applies to the proposed plan.
See page 22 for the selection form to include with your proposal.

PROJECT ABSTRACT

1-page limit

In the Project Abstract introduce the project to the reader. It should be factual, brief, and focused on your 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, schools, or geographic areas will be served by the project?
- What are the goals and objectives of the project? (For brevity, these should be paraphrased.)
- 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(s) is (are) 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

Ten (10), page limit *80 points for entire section*

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

20 of 80 points

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.
- 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

15 of 80 points

Goals, objectives, and milestones are all outcomes. Outcomes are statements that tell how the project's target population would improve. Every outcome should describe a change in a target population. In addition, outcomes 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**. Who 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 your 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.** An outcome statement should specify when it is 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, 2020, 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.

20 of 80 points

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 cite research to support the strategies. 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 direct service to clients (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). ***If restrictions implemented by the LSS change after the awarding of the grants, recipients must present amendments to the proposal that align with the new LSS COVID-19 requirements.***

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.

Evaluation & Dissemination Plan

10 of 80 points

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**: At minimum, data collection must include description of data collection plan that includes –frequency of meetings, number of competitions entered, total number of participants disaggregated into student groups, qualitative student reflections. 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 student involvement in competitions be highlighted? 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

15 of 80 points

Where many projects fail is in their 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 their clearly-defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

Partners: Present a clear discussion of partners, their 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.

List the staff or personnel involved in the project's implementation. What are their 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 funding cycle. 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 who is 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	**Date**	**Person Responsible**
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

A Project Timeline is required that represents each month of the funding cycle. It should contain three sections: management, implementation, and evaluation.

Sustainability Plan

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?

COVID-19 Plan

Describe how all aspects of the program will be implemented consistent with applicable disinfecting, social distancing, masking, and other COVID-related safety and health guidelines followed by the local school system and/or non-profit organization at the time of the submission of the proposal.

If restrictions implemented by the LSS change after the awarding of the grants, recipients must present amendments to the proposal that align with the new LSS COVID-19 requirements.

BUDGET NARRATIVE

No page limit *20 points*

The project's budget 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 the grant cycle.

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*, *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, "Other Charges" can be broken down into competition fees, bus rentals, and membership fees. 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 Coach based on salary	Stipend 8 mos. X 4 hrs. X $35	$500	$620	$1,120
	Total Salaries & Wages:	**$500**	**$620**	**$1,120**
	Supplies and Materials			
LEGO NEW GEAR Pack	4 X $22	$88		$88
	Equipment			
Lego EV3 Core Set	4 X $500	$1,000	$1,000	$2,000
	Other			
Registration Fees	FRC 1st Regional Rookie Additional Regional Event	$6,000		$6,000
Total Direct Costs		**$7,588**	**$1,620**	**$9,208**
Indirect Costs (3% of direct costs	(use LSS/Non-Profit percentage rate)	**$228**		**$228**
TOTAL Requested		**$7,816**	**$1,620**	**$9,436**

Itemized Budget Form

An Excel version of the Itemized Budget Form (C-1-25) can be downloaded from the MSDE website. If difficulties are encountered in categorizing the budget, consult with the financial agent in the LSS/organization.   This form must be signed by both the district's Budget Officer and the Superintendent or designee.

APPENDICES

The following Appendices must be included but not apply to the page limit of the Project Narrative. Include other Appendices as you deem 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 school systems 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

Please read and complete the Recipient Assurances page which must be signed and dated by the Superintendent of your school system or the head of your grantee agency. Please read all assurances carefully.

Eligible Applicant Proposal Strand

Please check the strand that applies to the proposed plan. Include this form in your proposal directly following the cover sheet.

- ☐ A public school with an existing robotics program
- ☐ A public school developing a robotics program
- ☐ A nonprofit entity partnering with a public school to support an existing robotics program
- ☐ A nonprofit entity partnering with a public school to develop a robotics program
- ☐ A nonprofit entity supporting an existing robotics program where the majority (51% or more) of members are public school students
- ☐ A nonprofit entity developing a robotics program where the majority (51% or more) of members are public school students