

**Mathematics  
and Science  
Partnerships  
(MSP)**

**Request for  
Proposals**



Maryland State Department of  
Education

200 West Baltimore Street  
Baltimore, MD 21201

**Deadline**  
December 6, 2016  
1:00 P.M.

## **PROGRAM OVERVIEW AND PURPOSE:**

**Mathematics and Science Partnerships (MSP):** To improve the academic achievement of students in the area of mathematics/science by enhancing the content knowledge and teaching skills of classroom teachers. Collaborative partnerships between local education agencies and science, technology, engineering, and/or mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts.

MSP seeks to sustain intensive, high-quality professional development activities that focus particularly on deepening the content knowledge of general, special education and English language learner (ELL) teachers. The program is also interested in increasing the knowledge of how students learn particular content, providing engaging learning opportunities, and establishing coherence in the professional development experiences of teachers.

The MSP program funds are intended to:

- improve and upgrade the status and stature of mathematics/science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics/science teacher education through the establishment of a comprehensive, integrated system of recruiting and training mathematics/science teachers;
- focus on the education of mathematics/science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
- bring mathematics/science teachers in elementary schools and secondary schools together with scientists and engineers to increase the subject matter knowledge of mathematics/science teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools;
- develop more rigorous mathematics/science curricula that are aligned with challenging state and local academic content standards, as well as with the standards expected for postsecondary study in engineering and mathematics/science especially:
  - *Maryland College- and Career-Ready Next Generation Science Standards;*
  - *Maryland College- and Career-Ready (CCR) Literacy Standards in Science and Technical Subjects; AND/OR*
  - *Maryland College- and Career-Ready (CCR) Standards for Mathematic;* and
- improve and expand the training of mathematics/science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

## **AUTHORIZATION (TITLE):**

In January 2002, the No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Act of 1965 (ESEA). As the state agency responsible for the education of students, prekindergarten through grade 12, the Maryland State Department of Education (MSDE) will administer competitive sub-grants to eligible partnerships as authorized under Title II, Part B of ESEA, as amended by NCLB (Public Law 107-110).

## **DATES:**

RFP Dissemination Date – October 20, 2016

Deadline for Applications – December 6, 2016. **\*NOTE:** All print and electronic copies of applications **must** be received at MSDE by 1:00 p.m. Applications received after this time will not be considered.

**TECHNICAL ASSISTANCE MEETING / WEBINAR:**

A technical assistance meeting/webinar will be held on (Date to Be Determined)

**TOTAL FUNDS AVAILABLE:**

Available funds for the MSP are: **\$1,560,709.00**

**PROJECT PERIOD:**

January 1, 2017 – September 30, 2017.

**ESTIMATED NUMBER OF GRANTS:**

Number to be determined; all eligible applications will be considered for funding. MSDE reserves the right to take representative geographic distribution into consideration when granting awards.

**ESTIMATED AVERAGE GRANT AWARD RANGE:**

The estimated range is \$70,000.00 - \$600,000.00; grant awards will be based on the project's scope of work and the number of local education agencies participating. School districts with exceptionally comprehensive proposals may be awarded additional funds. Additionally, MSDE reserves the right to reduce the amount of an award when a proposal is less than outstanding, or to reject the proposal altogether.

**ELIGIBLE APPLICANTS:**

All Maryland Local Education Authorities (LEAs)

**PARTICIPATION BY NONPUBLIC SCHOOLS:**

Local public school officials **must**:

- engage in timely, meaningful consultation with appropriate nonpublic school officials during the design and development of MSP projects in areas served by the LEAs and local entities;
- continue consultation throughout the implementation of these programs;
- provide, on an equitable basis, special educational services (or other benefits) that address the needs of children, teachers, and other educational personnel in nonpublic schools; and
- make equal expenditures available to nonpublic schools for any service/benefit as those for participating public school children, taking into account the number of and educational needs of the nonpublic children to be served.

**AWARD NOTIFICATION:**

Notification of awards will be sent by mail on January 1, 2017.

**ABSOLUTE AND COMPETITIVE PRIORITIES:**

MSP funding is designated to support collaborative partnerships between local education agencies and mathematics, science, and/or STEM (science, technology, engineering, mathematics) faculty in institutions of higher education as they work to improve the academic achievement of students in the areas of mathematics/science by enhancing the content knowledge and teaching skills of **classroom teachers**.

MSDE grant funds are intended to develop and implement successful programs that include job-embedded professional development, such as coaching or mentoring, to strengthen, broaden, and deepen

mathematics/science content knowledge of **elementary and middle school teachers**, including regular classroom teachers, special education teachers, and teachers of English learner (EL) to help ensure they are highly qualified to teach mathematics/science.

**\*NOTE:**

- MSP funds **must** focus on the schools of high need within the districts that qualify as a high-need local educational agency.
- MSP funds **must** be used to develop and provide ongoing, sustained, and intensive high-quality professional development as defined by *Learning Forward - Standards for Professional Learning* and by the *Maryland Teacher Professional Development Planning Guide*.
- MSP funds **must** address:
  - *the Maryland Next Generation Science Standards* with an emphasis on the incorporation of the three dimensions of the NGSS into the planning for instruction in science (the use of discipline-specific practices to access, apply, and communicate content knowledge) and the *Maryland Teacher Technology Standards (MTTS)*; **AND/OR**
  - *Maryland CCR Standards for Mathematics*. Grants that address the Standards for Mathematics should focus on areas of need revealed through analysis of data from PARCC or local benchmark mathematics assessments.
- Each grant application **must** contain a detailed evaluation and accountability plan that shows how the activities are expected to produce discernible teacher outcomes and improve student academic achievement. Funds should be used to conduct a thorough and informative evaluation of the project by third party evaluators. The Federal MSP Coordinators suggest a minimum of a quasi-experimental design. Partners are encouraged to use the *Maryland Teacher Professional Development Evaluation Guide* to inform their evaluation design.
- Each grant **must** address the requirements of *Education Article 7-910 of Public Schools – Technology for Education Act* (equivalent access for students with disabilities).

**DEFINITIONS:**

An **eligible partnership** is a partnership that:

(1) **must** include:

- a. MSDE;
- b. an engineering or mathematics/science department of an institution of higher education;
- c. a high-need local education agency (LEA) and a school of high need within that LEA;

**AND**

(2) **may** include:

- a. another engineering or mathematics/science department of an institution of higher education;
- b. additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
- c. a business; or
- d. a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality and mathematics/science teachers.

A **high-need local educational agency** is:

- (1) an LEA that is among those LEAs in the State with the highest numbers or percentages of children from families with incomes below the poverty line;

**AND/OR**

(2) an LEA in which 80% or more of the students scored below an advanced level on State mathematics assessments (“Advanced” score for MSA; score of “4” or “5” for PARCC);

**OR**

(3) an LEA in which 80% or more of the students scored below the Advanced Level on the most recent Science MSA.

**\*NOTE:** One local education agency **must** serve as the fiscal agent in a partnership. Local education agencies may participate in multiple partnerships.

**ALLOWABLE COSTS**

**\*NOTE:** Costs incurred prior to the approval of the application packet will not be funded through the award without prior approval.

**2 CFR 200: Unallowable Costs**

The Federal Uniform Administrative Requirements 2 CFR 200 section Subpart E Cost Principles lists costs that are unallowable either as a direct or indirect charge to Federal Grants and Contracts.

**\*NOTE:** The following examples in the table, entitled CFR PART 200 SECTION SUBPART E COST PRINCIPLES, are excerpts only and are a high-level summary. The CFR Part 200 section Subpart E Cost Principles should be referred to for specific questions and in-depth language. Grantees **must** also refer to the programmatic allowable costs, which may have extended limitations on expenditures of grant funds.

As a general procedure for grantees in determining allowability of an expenditure, the cost in question **must** first pass the four requirements set forth by the Department of Education: necessary, reasonable, allocable, and documented. If questions still remain after determining the expenditure meets all four requirements, the grantee should contact the MSDE Program Manager for further guidance.

**CFR PART 200, SECTION SUBPART E, COST PRINCIPLES**

2 CFR 200 Section	Summary Description
421	<b>Advertising costs</b> are unallowable unless they are necessary to meet the requirements of the sponsored agreement
421	<b>Public Relations costs</b> are unallowable except for (1) costs specifically required by sponsored agreements, (2) cost of communicating with the public and press pertaining to specific agreements, or (3) costs of conducting communication and liaison necessary to keep the public informed on matters of public concern such as notices of awards, financial matters, etc.
422	<b>Advisory Councils or committees costs</b> are unallowable unless authorized by statute, the awarding agency, or as an indirect cost where allocable to sponsored awards.
423	<b>Alcoholic beverage costs</b> are unallowable
424	<b>Alumni costs</b> are unallowable
426	<b>Bad debt costs</b> are unallowable
433	<b>Contingency provision costs</b> are generally unallowable
434	<b>Contributions and donations made</b> are unallowable

435	<b>Defense and prosecution</b> of criminal and civil proceedings are unallowable
438	<b>Entertainment costs</b> including amusement, diversion, and social activities and any costs directly associated with such costs are unallowable unless they are required for programmatic purposes and either in the approved budget or with prior written approval
439	<b>Capital expenditure costs</b> are generally unallowable except for special purpose equipment with the written approval of the funding agency and/or pass through if over \$5,000
441	<b>Fines and penalties costs</b> resulting from violations of, alleged violations of, or failure to comply with federal, state, local, or foreign laws and regulations are unallowable unless specifically approved by a federal agency or with prior written approval
442	<b>Fundraising costs</b> including financial campaigns, endowment drives, solicitation of gifts and similar expenses incurred to raise capital or obtain contributions are unallowable. Costs of investment counsel and staff and similar expense incurred to enhance income from investments are unallowable except when associated with investments covering pension, self-insurance, or other funds which include federal participation allowed by 2 CFR Part 200 subsection E.
444	<b>General costs of government</b> for states, local governments, and Indian Tribes, the general costs of government are unallowable (except as provided in §200.474 Travel costs)
445	<b>Housing costs</b> , housing allowances, and personal living expenses are only allowable as a direct cost and must be approved in advance by the federal awarding agency
447	<b>Insurance costs</b> when reasonable and necessary are generally allowable, see §200.447 for specifics. Insurance to protect against defects in the institution's materials or workmanship are unallowable. Losses which could have been covered by insurance are unallowable unless expressly allowed by the sponsor.
448	<b>Intellectual Property costs</b> , patent costs, copyrights, and related disclosures and filings are generally unallowable unless required by the federal award
449	<b>Interest</b> on borrowed capital, temporary use of endowment funds, or the use of an institution's own funds are unallowable
450	<b>Lobbying costs</b> are unallowable unless specifically authorized by statute to be undertaken with funds from sponsored agreements
451	<b>Losses</b> on other sponsored agreements or contracts are unallowable
454	<b>Membership costs</b> in any country club or social or dining club or organization are unallowable. Cost of memberships in organizations whose primary purpose is lobbying are unallowable
455	<b>Organization costs</b> such as incorporation fees, brokers' fees, fees to promoters, organizers, or management consultants, attorneys, accountants, or investment counselor, whether or not employees of the non-Federal entity are unallowable except with prior approval of the Federal awarding agency
456	<b>Participant support costs</b> as defined in §200.75 are allowable only with the prior approval of the Federal awarding agency
460	<b>Proposal costs</b> on preparing bids, proposals, or applications on potential Federal and non-Federal awards or projects, including the development of data necessary to support the bids or proposals should be treated as indirect costs (F&A) and allocated currently to all activities of the non-Federal entity. No proposal costs of past accounting periods are allocable to the current period
463	<b>Recruiting costs</b> for help wanted advertising, special emoluments, fringe benefits, and salary allowances incurred to attract professional personnel that do not meet the test of reasonableness or do not conform with the established practices of the non-Federal entity are unallowable
464	<b>Relocation costs</b> related to: fees and costs with acquiring a new home; loss on sale of

464	<b>Relocation costs</b> related to: fees and costs with acquiring a new home; loss on sale of former home; mortgage payments on a home being sold and income taxes related to relocation costs are unallowable.
465	<b>Rental costs</b> under “sale and leaseback” arrangements and “less-than-arm’s length” leases are only allowable up to the amount that would be allowed had the entity continued to own the property
467	<b>Selling and marketing costs</b> of products or services of the institution are unallowable except as a direct cost when approved by the awarding agency when necessary for the performance of the award
469	<b>Student activity costs</b> are unallowable unless specifically provided for in the Federal award

**EXCERPT OF LEGISLATION:**

*Elementary & Secondary Education Act, Part B – Mathematics and Science Partnerships, Section 2201, Section 2202, and Section 2203.*

**ADDITIONAL POLICIES AND PROCEDURES:**

*Education Article 7-910 of Public Schools – Technology for Education Act*

**SUPPLEMENTAL RESOURCES:**

Technical Assistance Documents for grant writing can be downloaded at <http://www.marylandpublicschools.org/msde/divisions/superintendent/grants/index.html>. Specific technical assistance documents, including Cost Principles for this program, are attached with the grant announcement.

**REQUIRED COMPONENTS:**

Proposals **must** contain the following to be considered for funding:

- Proposal Cover Sheet
- \*DUNS number which is active in SAM.gov is required for submission. If you do not have an active DUNS number, you may apply for one here: <https://iupdate.dnb.com/iUpdate/viewiUpdateHome.htm>
- Applications **must** follow the outline, entitled *Collaborative Partnership Grants*, and **must** contain all required information and forms.

**COLLABORATIVE PARTNERSHIP GRANTS**

- 1.0 Application Cover Sheet signed by the local school system superintendent (Form 1)
- 2.0 Project Abstract
- 3.0 Table of Contents
- 4.0 Project Narrative
  - 4.1 Needs Assessment
  - 4.2 Plan of Operation (Form 2)
  - 4.3 Professional Development Plan
  - 4.4 Evaluation, Dissemination & Sustainability Plan
  - 4.5 Management Plan/Key Personnel Worksheet (Form 3)
  - 4.6 Integration with Educational Reform
  - 4.7 Nonpublic Schools Participation
- 5.0 Budget Narrative
  - 5.1 Budget Computation Worksheet (Form 4)
  - 5.2 Itemized Budget C-1-25 (Form 5)

## 6.0 Appendices

- 6.1 Signed Assurances (Form 6)
- 6.2 Participation by Nonpublic Schools (Form 7)
- 6.3 Letters of Commitment
- 6.4 Resumes of Key Personnel

### **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.

### **INTELLECTUAL PROPERTY/COPYRIGHT:**

Any work produced pursuant to this grant is “work for hire” to the extent permissible under 17 U.S.C. sec. 101. In any event, grantee and any sub-grantees hereby transfer ownership and all related copyrights that it might otherwise hold to any work produced pursuant to this grant to the Maryland State Department of Education (MSDE). An electronic copy of all finished products **must** be provided to MSDE within 30 days of the completion of the product.

With the exception of short excerpts from others’ works, which constitute fair use, any work produced under this grant shall contain no material from other copyrighted works without a written consent of the copyright holder. Grantee shall obtain such consents at his or her own expense and shall file them with MSDE at the time any work produced under this grant is delivered. Any obligations associated with these permissions shall be the responsibility of the grantee.

### **SUBMISSION REQUIREMENTS:**

**\*NOTE:** Applications **must** be submitted in both print and electronic formats (on a CD using Microsoft Office).

- All pages of the project narrative **must** use one-inch margins and be numbered according to the prescribed numbering convention (See the outline in section entitled, *Collaborative Partnership Grants*, pp. 6-7).
- The abstract **must** not exceed one page.
- Narrative **must** be double-spaced and use a type size of 12-point font. Charts may use single spacing and a type size of 10-point font.
- The MSDE Grant Application Coversheet **must** be the first page of the proposal.
- The original coversheet as well as the C-1-25 Budget sheet **must** include required signatures.
- All signatures **must** be written in **blue ink**.
- Application package **excluding** proposal cover sheet, table of contents, budget narrative, itemized budget form, signed assurances and appendices **must** not exceed 15 pages.
- All tables and charts **must** follow prescribed formats.
- 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.
- One (1) stapled original, four (4) stapled copies, and a CD of the application **must** be submitted to:



Mr. Daniel J. Capozzi  
MSP Program Manager  
Maryland State Department of Education  
200 West Baltimore Street, 5<sup>th</sup> Floor  
Baltimore, Maryland 21201-2595

## **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. \*NOTE: Proposals that do not follow the outline of required components, as shown in the section entitled, *Collaborative Partnership Grants*, on page 6 of this RFP will be returned immediately to the local school system for revision.
- 2) A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. The committee may be composed of representatives from outside agencies and MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores. If a risk assessment is completed for pre-award purposes, the scoring will be included as part of the rubric.
- 3) Applicants may be scheduled for an oral program presentation and/or site visit as determined by the review committee.
- 4) Final approval for awards will be determined by the designated committee

## **PROGRAM CONTACT:**

Mr. Daniel J. Capozzi  
Office: (410) 767-0328  
Fax: (410) 333-2369  
[daniel.capozzi@maryland.gov](mailto:daniel.capozzi@maryland.gov)

## **REPORTING REQUIREMENTS :**

Grantees **must** submit the following:

- interim progress reports from date of initial grant award, C-1-25C (every six months);
- annual financial reports;
- annual evaluation report (Federal Form);
- a Final Progress Report, C-1-25D, encompassing all funding cycles, within 30 days of the end of the partnership grant; and
- state and federally defined program reporting requirements.

## **NON-DISCRIMINATION STATEMENT:**

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

Equity Assurance and Compliance Branch  
Maryland State Department of Education

200 West Baltimore Street  
Baltimore, Maryland 21201-2595  
Voice: (410) 767 0426  
TTY/TDD: (410) 333-6442  
FAX: (410) 767-0431

**DUE PROCESS REQUIREMENTS:**

**Denial of a Grant/Application**

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

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

**Requirements for  
Competitive Partnership Grants**

## 1.0 APPLICATION COVER SHEET

Every application **must** have an Application Cover Sheet (**Form 1**). No other page may cover the application cover sheet. The subsequent information **must** be clearly stated:

- name of applicant;
- title of project;
- name of contact person;
- address of contact person;
- telephone, fax, and email address of contact person;
- name of project manager (if different than contact person);
- address of project manager;
- telephone, fax, and email address of project manager;
- project partners;
- amount requested;
- Project Summary (100-word limit); and,
- dated, original signature (**blue ink**) of Superintendent of Schools/Head of Grantee Agency.

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

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

## 2.0 PROJECT ABSTRACT (1-page limit)

The Project Abstract introduces the project to MSDE reviewers. The abstract should be factual, brief, and focused on the proposed project's goals/efforts. **Do not assume MSDE reviewers are familiar with any prior projects or with the currently proposed project.**

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

- What is the problem/need?
- 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/need?
- Who are the partners, and what are their roles?
- How will this project benefit all local school systems and enhance the State of Maryland's current efforts?

### 3.0 TABLE OF CONTENTS

The Table of Contents is an important aid for MSDE reviewers. When writing an application and constructing a table of contents, the following conventions **must** be used:

- the Budget is numbered as follows: “B-1, B-2, B-3”; and
- appendices are labeled “Appendix A” and “Appendix B.”

### 4.0 PROJECT NARRATIVE

The Project Narrative provides the opportunity to convince MSDE reviewers that a project is sound and deserves to receive funding. The Project Narrative should encompass the entire life of the project.

Keep the following guidelines in mind when writing the Project Narrative:

- be succinct and clear. MSDE reviewers need to understand quickly and easily the components of a project and how they work together to address the proposal’s stated needs;
- **avoid jargon**;
- **define all acronyms**; and
- 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 MSDE reviewers, but will not fit within the Project Narrative. Be sure to reference clearly, in the body of the proposal, any supplemental information included in the Appendices.

#### 4.1 Needs Assessment

10 of 100 Points

A compelling application should contain a clearly defined problem/need, supported by a Needs Assessment. Needs Assessments provide a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the application.

Elements for the Needs Assessment include:

- A clearly-stated main problem(s)/need(s) in the first paragraph;
- documentation of factors that contribute to the main problem(s)/need(s);
- demonstrable evidence that targets high need and/or low performing schools within the participating LEAs;
- cited research supporting the need for a project;
- easily-measured quantitative data. (e.g., test scores, absentee rates, percentage of classes taught by highly qualified teachers);
- qualitative data in support of quantitative data (e.g., interviews, focus groups);
- national and/or state data to underscore the problem’s/need’s existence outside of the local area;
- local data to document the problem/need in the targeted LEA(s);
- relevant demographics and other statistics about each population to be served in the proposed project;
- documentation of current or past efforts to address the main problem(s)/need(s);
- a discussion of the consequences of not addressing the main problem(s)/need(s); and,
- an explanation of ways in which the proposed project, with supportive data, will benefit the State of Maryland.

## 4.2 Plan of Operation

30 of 100 Points

Using Form 2, develop the Plan of Operation as outlined below. A sample Plan of Operation follows. It includes details of the requisite Outcomes, Goal(s), Objectives, Milestones, Strategies and Activities.

Outcomes **must** describe intended improvements in a project's target population. In addition, outcomes set standards of progress toward alleviating the problems/needs identified in the Needs Assessment.

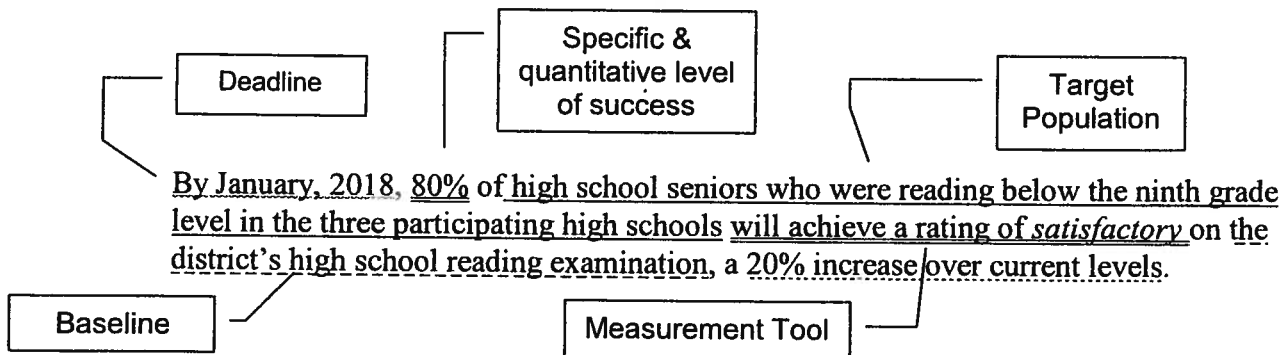
**Note: Statements that describe strategies or management issues are not proper outcomes.**

### Outcomes **must**:

- identify the target population, e.g., highlight the specific subject population to be addressed by an outcome;
- be realistic and attainable, e.g., an unrealistic outcome is the expectation that all students will achieve a 4.0 grade point average. Unrealistic outcomes set projects up for failure and also are warnings for MSDE reviewers;
- be measurable, e.g., outcomes demonstrate clear achievement. A strong outcome statement references each easily-quantified indicator (e.g., test scores, absenteeism, grades, promotion rates, percentage of science and/or mathematics classes taught by highly-qualified teachers);
- include deadlines, e.g., all outcomes specify the projected month and/or year for attainment of stated outcomes; and,
- reference state-, local-, and/or school-defined baseline data and standards to ensure that proposed project goals, objectives, and milestones are ambitious, yet feasible.

The sample outcome below exemplifies all of the above elements.

### Sample Outcome



Project proposals **must** identify three kinds of outcomes: goal(s), objectives, and milestones.

### Goal(s)

State the overall goal of the project. The goal **must** address the main problem identified at the beginning of the Needs Assessment. Even though multiple goals are possible, a proposal **must** have at least one major goal. **NOTE: As goals are added to a proposal, the resulting project may become increasingly complex.**

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

### **Objectives**

Objectives are anticipated outcomes to be accomplished during 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.

Clear objectives **must** be established for every target population to be included in any project. For example, if a project is aimed at increasing student achievement by training teachers, the project proposal **must** have objectives for students and for 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 semi-annually.

Since milestones are intended to indicate progress toward an objective, each milestone **must** be related to an objective. Keep in mind that milestones are indicators of progress, and may not use exactly the same measurement tool as the objective to which they are related. However, the measure used should be adequate to gauge progress toward the objective. A project may take months before it can have a significant impact upon clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Do not set overly-ambitious milestones.

The Plan of Operation **must** discuss in detail the proposed strategies/activities that will be used to accomplish project outcomes. The Plan **must** include a brief narrative that summarizes the major strategies/activities selected to address the needs of all clients. The Plan also **must** include a completed Strategies/Activities Worksheet.

Strategies are broad approaches (methods, procedures, techniques) used to accomplish stated outcomes. The Plan of Operation section **must** justify why specific strategies were chosen and how they will help ensure that the project will achieve the outcomes. This justification must cite existing research in support of these strategies. All projects **must** include strategies for each outcome, and outcomes for each strategy. Any strategy that includes technology **must** be aligned with the requirements of *Education Article 7-910 of the Public Schools - Technology for Education Act* (equivalent access for students with disabilities).

**Activities** are the specific steps that will be taken to accomplish the project objectives, and to involve direct service to clients (e.g., students, teachers, and/or parents). Possible activities include specific teacher in-service events, parent nights, and mentoring sessions. Activities 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). **\*NOTE: Summer teacher workshops must run for a minimum of 60 hours and follow-up sessions a minimum of 24 hours.**

Actions outlined in a proposal’s Management Plan are **not** considered activities and should not be addressed at this time. 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.

To complete the Plan of Operation (Form 2):

- list only the activities that will be implemented in the project;
- relate each activity to a specific strategy; and,
- highlight relationships between the proposal’s major strategies, supporting activities, and stated goals. Remember, all goals should be directly tied to previously identified needs of the focus population(s).

### Sample Plan of Operation

<p><b>Need to be addressed:</b> 8<sup>th</sup> grade students at Anywhere Middle School are experiencing difficulty passing the MSA science assessment. For the last three years, nearly 30% of the 8<sup>th</sup> grade students taking the MSA science assessment failed. In addition, only 50% of those who did pass received a grade of a B or better.</p>
<p><b>Goal (related to need):</b> By 2018, 95% of the participating 8<sup>th</sup> grade students taking the MSA science assessment will pass with 75% receiving a B or better.</p>
<p><b>Objective (marking progress toward the Goal):</b> By 2017, 80% of the participating 8<sup>th</sup> grade students taking the MSA science assessment will pass with 65% receiving a B or better.</p>
<p><b>Strategy I: (Broad approach to be used to help achieve the Goal):</b> Anywhere Middle School will hold a science tutorial and enrichment program, tied directly to current classroom instruction, 4 days a week for 1 hour a day to assist participating 8<sup>th</sup> grade students.</p>
<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Teachers and science coaches will review the current student and school data to identify the area(s) of need and design an after school program targeting students who are experiencing difficulty passing the MSA science assessment.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Activity 2:</b> 8<sup>th</sup> grade students will be invited to an “After School Open House” to learn about the activities and tutorial services available Monday-Thursday; students to serve as peer tutors will also be recruited at this time.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Activity 3:</b> “Science Mondays” will be held so students may rotate through various science mini-lessons, aligned to current classroom instruction.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Activity 4:</b> Students will use the computer program “Up with Science” on Tuesdays and Thursdays for ½ periods to refine basic science skills and practices.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Activity 5:</b> Science teachers and selected peer tutors will work with small groups of students in a ratio of 1 teacher/tutor to 3 students to improve specific science skills and practices aligned to current classroom instruction.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Activity 6:</b> Students will use the media center during extended hours to complete projects.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Activity 7:</b> Students will complete homework in a supervised setting with a certified teacher in a ratio of 1 teacher to 8 students.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Activity 8:</b> Teachers and science coaches will continually reflect upon and monitor student data to adjust the program and to determine next steps for instruction.</li> </ul>
<p><b>Milestones (to document progress toward Goal):</b></p> <ul style="list-style-type: none"> <li>• Data from report cards will show the following:</li> </ul>



<p>1<sup>st</sup> qtr: Baseline data established</p> <p>2<sup>nd</sup> qtr: 15% increase over baseline in number of students passing and receiving a B or better</p> <p>3<sup>rd</sup> qtr: 30% increase over baseline in number of students passing and receiving a B or better</p> <p>4<sup>th</sup> qtr: 45% increase over baseline in number of students passing and receiving a B or better</p> <ul style="list-style-type: none"> <li>• Student classroom data including homework, formative assessments, and projects will be reviewed for understanding of the instructional objectives. A self-satisfaction survey will also be given at the beginning, middle and end of the program to measure the levels of students' self-confidence and comfort in completing the mathematics/science class objectives.</li> </ul>
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<b>4.4 Professional Development Plan</b>	<b>15 of 100 Points</b>
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Create a Professional Development Plan for the project, based on *Learning Forward - Standards for Professional Learning* and on the *Maryland Teacher Professional Development Planning Guide*, both found at: [http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof\\_standards.htm](http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards.htm).

In Section 3 of the *Maryland Teacher Professional Development Planning Guide* (pp.5-8), where the content of the professional development is specified, be sure to address the new *Next Generation Science Standards, Maryland CCR Literacy Standards for Science and Technical Subjects, Disciplinary Literacy* and/or the *Maryland CCR Standards for Mathematics*.

In addition, as the evaluation plan for the professional development evolves, refer to *Maryland Teacher Professional Development Evaluation Guide*, which complements *Learning Forward -Standards for Professional Learning*. Links to these documents are included in Appendix A.

<b>4.5 Evaluation, Dissemination, and Sustainability Plan</b>	<b>15 of 100 Points</b>
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Grantees are required to submit an evaluation report in addition to the semiannual progress report. The evaluation plan should be consistent with the goal and objective(s) described earlier. Keep in mind that the final evaluation (due within 30 days of the end of the grant period) will consider the entire project, beginning to end. The evaluation should not be viewed as what is done after the project's completion, but as an integral element in the project's design, planning, and implementation. **\*Note: A strong, ongoing Evaluation, Dissemination, and Sustainability Plan that evaluates milestones quarterly will enable project directors to make informed decisions about possible changes to a project.**

**Evaluation Narrative**

The topics listed below provide the basis for review of the Evaluation Narrative.

- **Evaluation Questions:** What questions will the evaluation seek to answer? The project's goal and objectives, implementation plan, and anticipated consequences provide the basis for formulating evaluation questions. Examine the relationship between expected outcomes, proposed project efforts, and decisions regarding evaluation of critical project variables.
- **Evaluation Strategy:** What approach will be used 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? There

should be a mix of quantitative and qualitative data identified. It would also be helpful to explain how project staff will collect data from the various sites and organizations involved in the project. When considering data collection techniques, make sure that allocation of resources is sufficient to conduct the proposed data collection techniques. Also, the process by which a baseline will be established **must** be indicated in the Evaluation Narrative.

- **Written Report:** Who will write the report? How will it be disseminated?
- **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are their qualifications? What are the responsibilities of key personnel?
- **Budgeting of resources and staffing for evaluation:** What steps have been taken to ensure that the application's budget reflects sufficient funds to carry out a thorough and useful evaluation.

To obtain the requisite level of specificity regarding topics in the Evaluation Narrative, refer to the two following resources:

*Learning Forward - Standards for Professional Learning:*  
<http://learningforward.org/standards-for-professional-learning>

*Maryland Teacher Professional Development Evaluation Guide:*  
<http://www.marylandpublicschools.org/NR/rdonlyres/DF957230-EC07-4FEE-B904-7FEB176BD978/18593/MarylandTeacherProfessionalDevelopmentEvaluationGu.pdf>

### **Dissemination Narrative**

Provide details on how project findings will be disseminated. Describe the major stakeholder groups in the project. A stakeholder is anyone with an interest in the project and its outcomes. Various stakeholder groups will require different information and different methods of dissemination. Descriptions of the types of reports and other byproducts to be produced during the course of the project should be included. Will project partners have a presence on the Internet and/or attend important national conferences to present “lessons learned” from the project? How and when will demonstrations from the project be provided?

### **Sustainability Narrative**

In a narrative, thoroughly describe the plans for continuing the MSP program beyond the funding cycle. Questions to take into consideration as the narrative is written include:

- How will the project be sustained after funding ends?
- What plans will be in place for maintaining partnerships throughout and beyond the funding cycle?
- What are the continuing costs for major strategies and activities?
- What resources are needed to sustain efforts (time, personnel, materials, training, funding)?
- What new supports may be needed or anticipated from community partners and others?

<b>4.6 Management Plan/Key Personnel</b>	<b>10 of 100 Points</b>
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Many projects fail in their management. To avoid common pitfalls, a detailed and time-specific management plan with pre-assigned responsibilities **must** be submitted. Some of these pitfalls include failure to:

- designate a Project Manager with appropriate time dedicated to the project;
- submit required reports;

- regularly monitor performance of the project during implementation;
- start on time;
- keep adequate project documentation;
- assure continuity and quality of the project in light of personnel turnover;
- maintain the overall project, as described in the grant proposal;
- to obtain MSDE approval prior to implementing changes;
- submit project evaluation data that is unbiased and complete;
- have a fiscal procedure in place for the project;
- dispose of project supplies, equipment, or other assets in authorized ways;
- avoid budget deviations due to unauthorized transfers from one budget category to another;
- manage inherent conflicts between policies, perspectives, and philosophies of project's host agency and the funder;
- form lasting partnerships in which all members recognize and fulfill their clearly defined roles, responsibilities, and contributions to the project; and,
- complete the project in a timely manner.

The Management Plan supports project implementation. In other words, the Management Plan does not contain direct service activities. Direct service activities belong in the Plan of Operation. Examples of management actions are the hiring of staff, ordering equipment, and developing curricula. None of these actions results in direct service, but are necessary to enable direct service activities.

List in chronological order on the Management Plan Worksheet (**Form 3**) all major management actions necessary to implement the project during the funding period. Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. The Management Plan **must** assign responsibility for action to a management team member. Indicate on the worksheet the person who is responsible for accomplishing each action.

MSDE requirements, such as the financial report, the submission of progress reports to MSDE, and the final evaluation report (which is due within 60 days of the end of the grant period), **must** be included in the Management Plan.

A sample Management Plan Worksheet (**Form 3**) is provided on page 19.

### Sample Management Plan Worksheet

Action Description	Single Date	Ongoing Action		Person Responsible
		Start	Stop	
Hire staff development specialist	7/1/15			Director of Personnel
Hire third party evaluator	7/15/15			Grant Manger, Staff Development Specialist, and Procurement
Develop professional development activities based on teacher and student Needs Assessment and the <i>Maryland Teacher Professional Development Planning Guide</i> . Specify the content, learning activities, follow-up and coaching necessary to successfully complete the grant outcomes.		8/1/15	8/31/15	Grant manager and Staff Development specialist in conjunction with the grant partners.
Complete the evaluation plan including the hiring and outside evaluator. Specify the data collection and reporting requirements stated in the evaluation plan.	7/30/15			Grant Manager and Staff Development specialist in conjunction with the grant partners.
Order training materials and equipment.	10/1/15			Staff Development Specialist
<b>Reporting Requirements</b>				
Semiannual Progress Report Due	1/31/16			Grant Manager
Final Financial Report Due	9/30/16			Finance Officer
Final Evaluation Report Due	9/30/16			Grant Manager

#### 4.6 Integration with Educational Reform

**5 of 100 Points**

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

Some questions this section **must** answer are:

- How does the project fit into the LEA's Bridge to Excellence Master Plan?
- How does the project help meet the new *Next Generation Science Standards*, the *Maryland CCR Standards for Literacy Standards for Science and Technical Subjects, Disciplinary Literacy*, or the *Maryland CCR Standards for Mathematics*?
- Does the project coordinate with any other projects currently underway?
- Do plans exist for any future projects that will coordinate with this one?
- Will resources be shared to increase efficiency and cost effectiveness?
- How does the project help teachers become highly-qualified to teach mathematics/science?
- How does the project meet the overall goals of Maryland's reforms?

<b>4.7 Nonpublic Schools Participation</b>	<b>5 of 100 Points</b>
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All partner LEA participants in a grant proposal **must** complete the **Equitable Participation of Nonpublic Schools Certification (Form 7)**. Provide a list of nonpublic schools that will benefit through this funding and describe how they will benefit.

<b>5.0 BUDGET NARRATIVE</b>	<b>10 of 100 Points</b>
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All activities described in the project narrative that have funding implications will appear on the budget computation worksheet and **must** have a corresponding entry in the itemized budget for that year. **Reviewers will be ensuring the alignment between project activities and the budget.**

Complete the **Budget Computation Worksheet (Form 4)**, found on page 25. 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 **must** be separated into specific line items. For example, “meeting expenses” can be split into room rental, photocopying, and refreshments. Be as detailed as possible. The purchase of supplies/materials, e.g., software and curricular materials for distribution to participants, **must** be included.

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.

Indicate how the expense was calculated for each line item. MSDE reviewers will use this information to determine if the project budget is reasonable and cost-effective.

**5.1 Itemized Budget Form**

The FORMS section includes itemized Budget **Form 5 (C-1-25)** that **must** be submitted with the application. Transfer the “REQUESTED” grand total only from each category of the Budget Computation Worksheet to the corresponding column on Form 5. In developing and finalizing the budget, be sure to consult with LEA financial representatives. **This form must be signed by the LEA’s Budget Officer and by the Superintendent/designee.**

# FORMS

Mathematics/Science Partnership (MSP)

Name of Local School System: \_\_\_\_\_

Title of Project: \_\_\_\_\_

School System Contact for this Program: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Project Manager (If different): \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Project Partners (if applicable):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Amount Requested: \$ \_\_\_\_\_

**Project Statement (100-word limit):**

\_\_\_\_\_  
Superintendent of Schools Signature

\_\_\_\_\_  
Date

**PLAN OF OPERATION**

**FORM 2**

Please use a separate worksheet for each Goal to be addressed with supporting Objectives, Strategies, Activities and Milestones. Extend the worksheet as necessary to accommodate the number of Strategies or Activities planned.

<b>Need to be addressed:</b>
<b>Goal I (related to Need):</b>
<b>Objective (marking progress toward Goal I):</b>
<b>Strategy I (supporting Goal I):</b>
• <b>Activity 1 (supporting Strategy I):</b>
• <b>Activity 2 (supporting Strategy I):</b>
• <b>Activity 3 (supporting Strategy I):</b>
• <b>Activity 4 (supporting Strategy I):</b>
<b>Milestones to document progress toward Goal):</b>





**SAMPLE BUDGET COMPUTATION WORKSHEET**

**FORM 4**

Item	Requested	In-Kind	Total
<b>1. Personnel</b>			
<b>Total Personnel</b>			
<b>2. Fringe Benefits</b>			
<b>Total Fringe Benefits</b>			
<b>3. Travel</b>			
<b>Total Travel</b>			
<b>4. Equipment</b>			
<b>Total Equipment</b>			
<b>5. Supplies</b>			
<b>Total Supplies</b>			
<b>6. Contractual</b>			
<b>Total Contractual</b>			
<b>7. Construction</b>			
<b>Total Construction</b>			
<b>8. Other</b>			
<b>Total Other</b>			
<b>9. Total Direct Costs</b>			
<b>10. Indirect Costs</b>			
<b>11. Total Costs</b>			

**Note: Form 5 is the C-1-25 Form on Page 27.**

ORIGINAL GRANT BUDGET

GRANT NAME

MSDE GRANT #

REVENUE SOURCE

FUND SOURCE CODE

AMENDED BUDGET #  REQUEST DATE

GRANT RECIPIENT NAME

RECIPIENT GRANT #

SCHOOL NAME

GRANT PERIOD

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support							
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
<b>203-205 Instruction Categories</b>							
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							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>							
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
<b>Total Expenditures By Object</b>	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 #

## RECIPIENT ASSURANCES

## FORM 6

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 based 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

# EQUITABLE PARTICIPATION OF NONPUBLIC SCHOOLS

FORM 7

## Certification Form

According to federal guidelines, "LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Therefore, for both Ed Tech formula and competitive awards, the consultation should begin during the development of the local grant proposals. LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children."

**Signatures on this form serve as assurance that your district has had timely and meaningful consultation with appropriate school officials during the design and development of this program and will continue the consultation throughout the implementation of these programs.**

**Please complete the following items:**

There are no eligible private schools located in this area. *If you check this box, you do not need to complete the other items.*

\_\_\_\_\_ Total number of private school students estimated to receive services or benefits during this grant period.

\_\_\_\_\_ *Check here if eligible schools chose not to participate.*

\_\_\_\_\_ Total number of private school teachers estimated to participate in training during this grant period.

\_\_\_\_\_ *Check here if eligible schools chose not to participate.*

Please check the methods of contact made by the applicant to the eligible private schools prior to submitting this application to determine interest in participating in the program:

\_\_\_\_\_ **Letter/fax** (include copy of letter/fax and list to whom sent)

\_\_\_\_\_ **Documented telephone call(s)** (include copy of documentation and list of schools called)

\_\_\_\_\_ **Meeting** (include copy of agenda and list of attendees)

\_\_\_\_\_ **E-mail** (include copy and to whom sent)

To the best of our knowledge and belief, all data in this application is true and correct. We certify that we have had timely and meaningful consultation with appropriate nonpublic school officials during the development of this Ed Tech program and will continue the consultation throughout the implementation of the project(s).

--	--

**Signature of Superintendent**

**Date**

**Signature of Ed Tech Contact**

**Date**

# **APPENDICES**

## **APPENDIX A: Links to Documents Referenced in MSP Request for Applications (RFA)**

*Learning Forward - Standards for Professional Learning:*

<http://learningforward.org/standards-for-professional-learning#.VdtzRflViko>

*Maryland Teacher Professional Development Planning Guide:*

<http://www.marylandpublicschools.org/NR/rdonlyres/DF957230-EC07-4FEE-B904-7FEB176BD978/18591/MarylandTeacherProfessionalDevelopmentPlanningGuid.pdf>

*Maryland Teacher Professional Development Evaluation Guide:*

<http://www.marylandpublicschools.org/NR/rdonlyres/DF957230-EC07-4FEE-B904-7FEB176BD978/18593/MarylandTeacherProfessionalDevelopmentEvaluationGu.pdf>

*Maryland Teacher Technology Standards:*

<http://marylandpublicschools.org/NR/rdonlyres/CFAE6DE8-94E4-4D72-A1DE-50061B2B2A05/13086/TeacherTechnologyStandardsMSDEVersion.doc>

*Maryland Student Technology Standards:*

<http://marylandpublicschools.org/NR/rdonlyres/CFAE6DE8-94E4-4D72-A1DE-50061B2B2A05/13089/MTLSSComplete1.pdf>

*Maryland State Curriculum*

[www.mdk12.org](http://www.mdk12.org)

*Maryland College- and Career-Ready Standards for Literacy in Science and Technical Subjects:*

[www.mdk12.org](http://www.mdk12.org)

[www.corestandards.org](http://www.corestandards.org)

<http://www.corestandards.org/the-standards/english-language-arts-standards/science-technical/grades-6-8/>

*Next Generation Science Standards*

<http://www.nextgenscience.org/next-generation-science-standards>

*Maryland College- and Career-Ready Standards for Mathematics*

[www.mdk12.org](http://www.mdk12.org)

[www.corestandards.org](http://www.corestandards.org)

<http://www.corestandards.org/Math/>

<http://parconline.org/mcf/mathematics/parcc-model-content-frameworks-browser>

*Itemized Budget C-1-25 (Form 5)*

<http://www.marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information>

*PARCC Model Content Frameworks for Mathematics Grades 3–11*

[file:///C:/Users/kross/Downloads/PARCC\\_MCF\\_Mathematics-12-11-2014-2%20\(1\).pdf](file:///C:/Users/kross/Downloads/PARCC_MCF_Mathematics-12-11-2014-2%20(1).pdf)



Review Criteria

Mathematics Science  
Partnerships  
(MSP)

## Requirements:

All applications must meet the following requirements to be considered for funding. Please check off the requirements met by this application.

- Section 1.0: Application Cover Sheet signed by the local school system superintendent (Form 1)
- Section 2.0: Project Abstract (1-page limit)
- Section 3.0: Table of Contents
- Section 4.0: Project Narrative, including Forms 2 & 3
- Section 5.0: Budget Narrative, including Forms 4 & 5
- Section 6.0: Signed Assurances (Form 6); Nonpublic Schools Participation (Form 7); Letters of Commitment

## Comments:

### **After scoring the grant, please complete ONE of the following statements:**

- 1. Is this grant fundable as written?  
If so, what are the strengths?**
  
- 2. Is this grant fundable if some items are changed or addressed?  
If so, what are the contingencies that must be addressed?**
  
- 3. In the current form, this grant proposal should not be funded?**

**Extent of Need****Maximum Points: 10****Criteria:**

The information needed to complete this portion of the application must be included as part of the Project Narrative.

<b>Possible Points</b>	<b>Awarded Points</b>	<b>Criteria</b>
2		Clearly states the problem, identifies the factors contributing to the problem, and supports the problem with properly cited research.
3		Targets high need and/or low performing schools within the participating LEAs.
1		Uses state, national, and local data relevant to the problem.
1		Uses multiple data sources (e.g. teachers, parents, students).
1		Uses both quantitative (e.g. test scores, absentee rates) and qualitative (e.g. survey results, focus groups) data.
1		Identifies the target population.
1		Demonstrates that other efforts to correct the problem are ineffective or inadequate and that there is a compelling need to deal with the problem.
10		<b>TOTAL</b>

**Comments:**

Points Assigned: \_\_\_\_\_

Guide: Poor  
0-4Average  
5-7Excellent  
8-10

**Plan of Operation (Form 2)**

**Maximum Points: 30**

**Criteria:**

The information needed to complete this portion of the application must be included on Form 2.

Possible Points	Awarded Points	Criteria
2		Clearly defined client needs.
3		Outcomes that address the problem(s) identified in the needs assessment.
2		Outcomes that have been established for each of the client groups identified in the needs assessment and are both ambitious and realistic.
5		Goal(s) that have long-term deadlines, provide a local or school baseline of comparison by which to judge progress, and are both ambitious and realistic.
5		Objectives that have annual deadlines, that measure progress towards the goal(s), and are both ambitious and realistic.
5		Milestones with deadlines set periodically during the year and that measure progress towards the objective(s) quarterly or semi-annually.
4		Strategies that work cohesively to address client needs and that are supported by clearly stated rationale or properly cited research, and are likely to result in the stated outcomes.
3		Only activities that provide direct service to clients (management plan actions should not be included here) and reasonable dates for each activity towards accomplishment of the project.
1		At least one strategy to address the requirements of the Technology for Education Act (equivalent access for students with disabilities).
30		<b>TOTAL</b>

**Comments:**

Points Assigned: \_\_\_\_\_

Guide: Poor  
0-10

Average  
11-20

Excellent  
21-30

**Professional Development Plan**

**Maximum Points: 15**

**Criteria:**

Must be developed using *Learning Forward - Standards for Professional Learning*

Possible Points	Awarded Points	Criteria
3		Uses <i>Learning Forward - Standards for Professional Learning</i> and is coherent and clear. When evaluating this section refer to the Professional Development Plan Review Guide.
5		Includes specific, ongoing sustained job-embedded professional development activities that are adequate to achieve staff development goal(s) in this grant application.
3		Addresses the <i>Maryland Teacher Technology Standards</i> .
2		Addresses <i>Maryland College- and Career-Readiness Literacy Standards for Science and Technical Subjects</i> <b>OR</b> <i>Maryland College- and Career-Readiness Standards for Mathematical Practice</i>
2		Addresses <i>Maryland Next Generation Science Standards</i> <b>OR</b> <i>Maryland College- and Career- Readiness Mathematical Standards</i> Note: If the grant’s focus is Environmental Literacy the proposal should address the <i>Maryland Environmental Literacy Standards</i>
15		<b>TOTAL</b>

**Comments:**

Points Assigned: \_\_\_\_\_

Guide: Poor  
0-5

Average  
6-10

Excellent  
11-15

**Criteria:**

The information needed to complete this portion of the application must be included in the Project Narrative.

Possible Points	Awarded Points	Criteria
10		<b>The Evaluation Narrative:</b>
		Clearly states what questions will be answered by the evaluation. Refer to Planning Guide and Evaluation Guide.
		Identifies evaluators and states their qualifications or describes procedure for obtaining the evaluator and the qualifications required.
		Uses appropriate methods that measure progress toward achieving objectives (formative) and measure relevant outcomes at the end of the project period (summative).
		Describes all evaluation activities and assigns responsibility for each.
		Describes the necessary data (both quantitative and qualitative) and states how they are to be collected, who will collect them and when they are to be collected.
		Employs multiple collection methods (surveys, student records, etc.) from a variety of sources (parents, teachers, students, etc.).
		Includes a timeline for the completion and submission of semiannual report, annual report, and a comprehensive final report.
		Includes clear criteria for determining whether the project is making adequate progress.
		Describes budgeting of resources and staffing for evaluation
2		<b>Dissemination Narrative</b>
		Identifies all major stakeholders and establishes appropriate methods for disseminating evaluation results to all of them.
		Describes how project funds and resources will be used for the dissemination of findings.
3		<b>Sustainability Narrative</b>
		Describes how project will be sustained beyond the grant period, including necessary costs and resources.
		Explains resources needed to sustain effort, but does not overly rely on acquisition of future grant awards.
15		<b>TOTAL</b>

**Comments:**

Points Assigned: \_\_\_\_\_

Guide:            Poor            Average            Excellent  
                       0-5            6-10            11-15

**Management Plan/Key Personnel****Maximum Points: 10****Criteria:**

The information needed to complete this portion of the application must be included on Form 3

<b>Possible Points</b>	<b>Awarded Points</b>	<b>Criteria</b>
<b>6</b>		Lists all major management actions and key personnel responsible for each action and assigns dates for each action. Note: Résumés are provided for <b><u>all</u></b> to-be-hired key personnel, stating the qualifications for their respective assignments and job qualifications.
<b>4</b>		Includes actions that are adequate for making good progress towards accomplishing the goals and objectives of the grant.
<b>10</b>		<b>TOTAL</b>

**Comments:**

Points Assigned: \_\_\_\_\_

Guide: Poor  
0-4Average  
5-7Excellent  
8-10

**Integration with Educational Reform****Maximum Points: 5****Criteria:**

The information needed to complete this portion of the application must be included in the Project Narrative.

<b>Possible Points</b>	<b>Awarded Points</b>	<b>Criteria</b>
<b>3</b>		Plan describes how the project meets the goals and objectives of the LEA Bridge to Excellence Master Plan and the SC.
<b>2</b>		Plan describes how the project supports and shares resources with current state/local initiatives.
<b>5</b>		<b>TOTAL</b>

**Comments:**

Points Assigned: \_\_\_\_\_

Guide: Poor  
0-1Average  
2-3Excellent  
4-5



**Nonpublic Schools Participation****Maximum Points: 5****Criteria:**

The information needed to complete this portion of the application must be included in the Project Narrative and on Form 7.

<b>Possible Points</b>	<b>Awarded Points</b>	<b>Criteria</b>
<b>2</b>		Provides a list of nonpublic schools to benefit through this funding and provides a clear description of how they will benefit or no nonpublic schools chose to participate.
<b>3</b>		Includes Form 7 signed by the Superintendent of Schools and the Grant Contact.
<b>5</b>		<b>TOTAL</b>

**Comments:**

Points Assigned: \_\_\_\_\_

Guide: Poor  
0-1Average  
2-3Excellent  
4-5

**Budget Narrative**

**Maximum Points: 10**

**Criteria:**

The information needed to complete this portion of the application must be included on Forms 4&5 (Budget Computation Worksheet and C-125 Budget Form). The C-125 Budget Form must be signed by the LEA financial officer and by the superintendent/designee.

Possible Points	Awarded Points	Criteria
4		Provides a detailed budget narrative (Form 4) that explains precisely how grant funds will be spent to achieve programmatic goal(s).
		Is reasonable and includes only those expenses clearly stated in the project narrative.
4		Organizes line items by the appropriate budget categories (i.e. "objects"), and provides totals for each category.
		Contains the calculations used to derive the expected cost, has <u>no</u> vague line items (all line items are for specific expenses), and there are no mathematical errors.
		Presents all requested funds and in-kind contributions for the total cost of the project.
		Calculates indirect costs based on the approved LEA rate.
2		Clearly reflects the requirements that project funds be devoted to Program Evaluation.
10		<b>TOTAL</b>

**Comments:**

Points Assigned: \_\_\_\_\_

Guide: Poor                      Average                      Excellent  
           0-4                              5-7                              8-10