

Grant Proposals from Start to Finish: An Introductory Guide to the Grant Writing Process

There are many different types of grant opportunities, both competitive and non-competitive, that come from a variety of funding sources including federal, state, or private organizations. This guide is designed to provide an introductory overview of the grant writing process. In this guide you will find:

- ✓ What to look for when reviewing a Request for Proposal (RFP)/grant application.
- ✓ Questions to ask when developing your project, narrative, and budget.
- ✓ Tips and suggestions for completing each section of the proposal.
- ✓ Templates and Examples of the typical sections found in most applications.

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The Division of Partnerships, Development, and Marketing (PDM)

Looking for additional help with your proposal? Contact the Division of PDM:

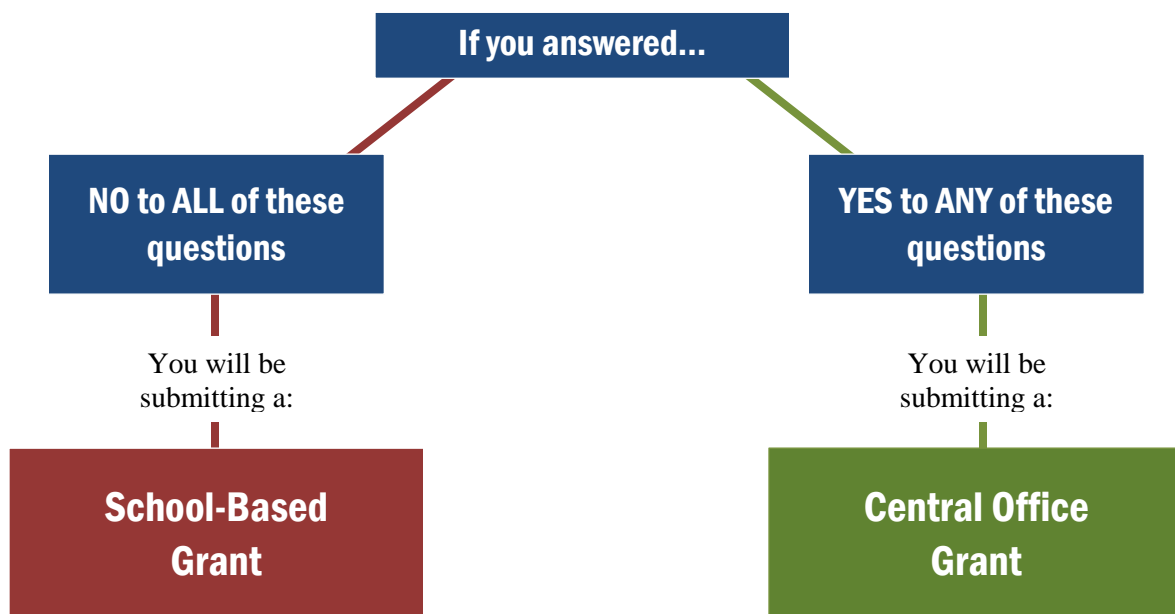
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Is this a School-Based or Central Office Grant?

When you have identified a grant that you would like to pursue, your first step is to identify whether it will be classified as a **School-Based Grant** or a **Central Office Grant**. Each grant type includes follows a different process within AACPS Consider the following questions to determine which type of grant you are planning to submit and then take a look at the procedures associated with that type of grant.

- P
- Are you requesting \$10,000 or more?
 - Is the grant funded by a governmental agency (federal, state, local)?
 - Does the funder require signatures from the Superintendent or other authorized representative of the school system?
 - If awarded, will the overall grant project be organized or managed by AACPS central office staff?
 - Does the proposed grant project involve more than one school?
 - Is an in-kind or cash match from the school system required?
 - Will the grant project require any on-going financial sustainability after the grant ends?
 - Does the proposed grant project involve any of the following expenses:
 - Stipends for salaries, substitutes, or additional staff?
 - Computers or other large technology hardware or software?
 - Modification or renovation of property?
 - Transportation for students?



AACPS Grant Development Check-list

Once you have whether you will be submitted a School-Based or Central Office grant, use the checklist below to follow the AACPS grant proposal process.

Central Office Grants

- Discuss the funding opportunity with your immediate supervisor.
- Identify the collaborative team to develop the proposed project.
- Carefully read the Request for Proposal (RFP) and application requirements.
- Submit a signed Intent to Apply to the Division of PDM.
- Coordinate with the Division of PDM to establish a customized timeline.
- Draft the proposal narrative, budget, and attachments.
- Submit your complete proposal to the Division of PDM, including:
 - Funder's Application (as applicable)
 - Project Narrative
 - Budget
 - Required Attachments (as applicable)
- Work with the Division of PDM to finalize all application components.
- The Division of PDM will obtain approval and all required signatures from the following:
 - Accounting/Budget
 - Division Director/Assistant Superintendent
 - Deputy Superintendent
 - Superintendent
- Submit proposal to funder (*most often performed by the Division of PDM, unless otherwise arranged*).
- Save a final copy of the grant application.
- Notify the Division of PDM by email once the grant is awarded or not awarded.
If awarded, include the funding number, copy of the award letter, and official start date for project.

Timeline for Grant Proposals

- ✓ Discuss the funding opportunity with your immediate supervisor.
- ✓ Submit a signed Intent to Apply to the Division of PDM.
- ✓ Submit your proposal to the Division of PDM at least one week before the grant deadline.
- ✓ Notify the Division of PDM once the grant is awarded or not awarded.

School-based Grants

- Discuss the funding opportunity with your immediate supervisor.
- Identify the collaborative team to develop the proposed project.
- Carefully read the Request for Proposal (RFP) and application requirements.
- Develop the proposal narrative, budget, and attachments.
- Contact the Division of PDM with questions about the application.
- Receive all required signatures (signatures vary by grant).
- Submit proposal to funder.
- If awarded, include the grant on your school's Annual Partnership Collaboration Report.

Developing a Collaborative Proposal

Whether you found a grant to support your project or were inspired to create a project based on a grant, all proposals begin with an idea. It is important that you discuss your idea with your immediate supervisors and *grant development team* (see sidebar) to ensure that it is aligned with school and system wide strategic goals.

Once all members are identified, the team should consider:

- How will this project address AACPS goals and benefit students?
- Who will be the target population for this project? How many students and/or teachers will be affected?
- Is the need addressed by this project supported by data?
- What type of activities will take place through the project? When/how often will these occur?
- What resources will the project need? Will you need stipends? Materials of instruction? Transportation? Funds for Professional Development?
- What are the end goals of the project? What are milestones for reaching these goals?
- Who will manage this project if funds are awarded?
- What partners (both internal and external) will help support this project?
- Who will gather data to evaluate the effectiveness of the project?
- How will the project be sustained after grant funding ends?

For brainstorming help, use the Project Development Map in Appendix B.

Identifying Project Stakeholders

Successful proposals involve all stakeholders from the beginning of the development process. A stakeholder is any person or organization that

Organizing Your Team

The best projects are developed by broad-based collaborative teams. When working on a large project, choose members of the team based on the skills that they can bring to the planning process. You will need:

- A **visionary** with the passion to articulate how the project will impact students.
- Include **stakeholder representatives**.
- A **writer** who will take all of the ideas and put them into a coherent project plan **clearly and concisely**.
- A **project manager** who will be named in the grant as lead for the initiative once funding is received;
- A **“data person”** who can collect and distill statistics and data.
- A **proofreader**, someone detail-oriented to review proposal.

In some cases, one person may wear many hats in the grant writing process. Grant writing can take much time and effort. If you are taking on the majority of the writing, be sure to identify the team members who can help gather data and resources for you to embed in the application.

will be affected by or has an interest in the outcome of the project. For example, a project that focuses on preparing students for health careers might involve partnerships with doctors, local hospitals, and employees in health-related fields.

AACPS Board Policy requires that proposal development include representatives from all and every office or division which will be impacted by your project.

Look for involvement of stakeholders from the community, including parents, businesses, postsecondary institutions and non-profit organizations. Seek out current partners and consider forming new partnerships with like-minded organizations. A diverse group of stakeholders will stimulate creative project planning and bring additional resources to the projects.

Reviewing the Grant Application & Request for Proposal (RFP)

While there are many similarities among applications, each opportunity is different. Once you have identified your funding source, review the application requirements carefully **and then review them again**. The RFP may be daunting, but it is meant to be a detailed and comprehensive document to guide your writing. (See Appendix C for a list of common grant terms).

After reading the RFP, you should be able to answer:

- What is the funder's focus, also called *Funding Priorities*? Does this opportunity fit your project? Don't try to force your program to fit a specific grant.
 - Do you meet the eligibility requirements for this grant?
 - What is your budget and what are the funding limits?
 - Do you need matching or in-kind funds?
 - What is the funding period? Does your project match that timeline?
 - What needs to be included in the application package? Are there any specific forms or tables that need to be included as part of the application?
- Will this be a Central Office or School-Based grant (see Appendix X). The type of grant will affect the steps needed to submit the proposal.
 - When is the application deadline? With this deadline in mind, do you have a realistic timeline for completing this proposal? Think about the necessary steps required to meet that deadline (see checklist on page #).
 - How will the application be submitted (hardcopies delivered through the mail, electronic email, uploaded electronically)?

Where to Turn for Help

RFPs can be tricky to navigate. If you have any questions or concerns about what a grantor is looking for, contact the Division of Partnerships, Development, and Marketing or follow up with the funder directly.

If you are submitting a Central Office grant, remember to submit the Intent to Apply as soon as you decide to pursue a grant opportunity. This will give the Division of PDM time to carefully review the proposal and enable us to provide timely feedback. Once notified about a grant proposal, we will work with your grant development team to develop a timeline and ensure all application pieces are in place and ready to submit.

Writing the Proposal

The best proposals offer a concise but detailed overview of a collaborative project, supported by research and data that aligns with school and system wide strategic goals to elevate all students and eliminate all gaps.

As you begin to draft your proposal, keep in mind the following tips:

- ✓ **Know the funder.** Research the organization to get to know their mission and use their language to support your case. (For example, if the organization cares about increasing engagement in urban communities, be sure to highlight how your project will help increase engagement in urban communities).
- ✓ **Be direct and concise.** Most grants have strict page or even character limits so make the most out of each page!
- ✓ **How will the application be scored?** Many funders use a point system to score an application and provide a breakdown of those points in the application. If not included in the RFP, reach out to the funder for information about the evaluation process. The amount of time you spend on each section should be proportional to the amount of points the section could earn when reviewed.

- ✓ **Be honest** about your school/program's needs and expectations and use relevant data and research wherever possible to support your case.
- ✓ **Be specific** about how the funds will be used and clearly explain how the money will support the project. Organizations want to know that their dollars are going to good use, so be sure to have a realistic budget. When possible, include an itemized list to show how each dollar will be spent.
- ✓ As your project develops, your development team will think of new ideas to incorporate into your project. This will likely lead to several different versions of the project narrative so **give yourself time to work**.
- ✓ **Proofread carefully** and have one or more people unfamiliar with your project also review your proposal.
- ✓ **Follow the formatting rules** outlined in the application including page numbers, font style and size, line spacing, and margins.

Sections of the Narrative

Although each application is unique, many grant proposals ask for similar basic components. Contact the Division of PDM for templates, suggestions, and samples from similar grants:

Abstract

Limited to one page, the abstract provides a brief summary of the proposal. Often required for larger grants, the abstract should act as the vision statement to tell the “heart” of the project, offering an overview of the activities to be provided and highlighting the populations served. Abstracts are easiest to complete when written after you have drafted the complete narrative. Tie in specific language from the RFP and highlight how your project aligns with funding priorities.

Statement of Needs/Needs Assessment

The statement of need sets the stage for your project, giving space to explain the need that your proposed idea will help address. Here, you will discuss the needs of the population served by this project and provide specific data to show the need (such as test scores, graduation rates, national employment statistics, etc). A strong statement of need should be both emotionally and logically compelling.

Whenever possible, remind the funder of the individuals who will be supported and promoted because of their investment. For example: if your program will help bring tablets into the classroom, it will not just help low income students, it will give the child without a home computer the opportunity to engage in the technology that will be essential to their success in the growing 21st century world.

Plan of Operation/Project Plan

The plan is the complete and detailed description of your project. After reading this section, the funder should understand what you are going to do and how you are going to do it. Strong proposals clearly explain how the proposed project is aligned with school/district initiatives (to show it has support from all administration) and how the project builds upon previous projects and existing capacity.

Often, this section includes a list of intended goals, timelines for completion of activities, and a management plan to show who will be responsible for each portion of your project.

Goals, Objectives, & Activities

Goals are the overarching and long-term result of the project. Each goal should be broad enough to encompass the entire project (ex: increasing student achievement), while remaining focused on a particular subject (ex: increasing student achievement in math). Be realistic when writing your goals. Funders want to support projects that can achieve their proposal in the given time-frame. Try to limit yourself to 1 to 3 broad goals—more than three goals may lead the funder to worry that your project is unattainable.

Objectives, also called *Milestones*, are short-term outcomes used to measure whether your project is making progress toward your goals. Each goal should have a set of associated outcomes/milestones to be met at regular intervals.

Activities, also referred to as *Strategies*, outline the specific action items that you will take to accomplish your objectives and goals. While goals and objectives may follow a structured formula, activities should be specific to your program. Activities may include, but are not limited to, professional development, co-curricular programs, field experiences, project-based lessons. All activities/strategies should align with a specific goal and objective(s):

If possible, consider using a table to clearly outline your goals, objectives, and activities along with appropriate timelines (a sample template is provided in Appendix D).

Management Plan

The Management Plan explains who will take responsibility for each piece of the project and is often formatted as a table. Your Management Plan should be realistic, demonstrate collaboration and diversity among a variety of stakeholders, and show that leadership already exists to lead the project. (See Appendix E for a Management Plan template).

Funders may request biographies or resumes/CVs for the grant management team.

Sample Goal, Objectives & Activities for a Central Office Grant

Goal: Increase student achievement in mathematics for low-income students at targeted elementary schools.

- ❖ **Objective 1.1:** By September 2015, 60% of FARMS students will score proficient or above on the Mathematics PARCC Exam. This represents a X% increase over baseline data. By September 2016, this will increase to 75% of FARMS students.
 - **Activity 1.1.a:** Create problem-based curriculum modules for each grade level that integrates STEM into the mathematics classroom.
 - **Activity 1.1.b:** Offer co-curricular STEM programs to extend student engagement in STEM learning outside of the regular school day.
- ❖ **Objective 1.2:** By 2015, 45% of all teachers at the target schools will be trained in STEM instructional support teaching strategies. By 2016, this will increase to 75% of all teachers at target schools.
 - **Activity 1.2.a:** Design and offer teacher Professional Development to increase STEM excitement, rigor, and relevance for learners.

Follow the funder's requirements for the length of any required information.

Sustainability Plan

Many funders ask applicants to outline their plan to sustain the initiative after funding ends. The Sustainability Plan should include information on how staff members and other resources will be aligned to implement and sustain the initiative after grant funding ends. If possible, include letters of support demonstrating agreement to implement and sustain the project.

Evaluation Plan

The evaluation discusses how you will measure progress toward your objectives and ultimately demonstrate that you accomplished your goal(s). A strong evaluation plan will:

- Pose questions that the evaluation will answer;
- Describe the data and the data collection process using multiple sources, including any protocols, surveys, or testing instruments to be used in that process;

- Describe how the data will be analyzed;
- Identify who will conduct the evaluation—some funders require an external evaluator (someone outside of AACPS who will come in specifically to evaluate the project. If an external evaluator is required, be sure to reserve approximately 10% of the budget to fund the evaluator); and
- Explain how the data will be used to inform project revisions and how it will be shared and disseminated to a wider audience.

A good evaluation, conducted throughout the project, enables project staff to document project outcomes, examine progress, and make improvements as the project is implemented, and ultimately to describe the impact of the project.

Budget & Budget Narrative

An outsider should be able to read your abstract and **budget** and understand your project. It's crucial to have a well-organized listing of expenses for your proposal to show funders that you have carefully outlined how you will use their funding. Organized by spending category, budgets should provide a line-by-line overview of each item or type of item required by the grant. (See Appendix F for a sample line-item budget).

While an essential component to the proposal, budgets can be daunting. Here are some tips:

- Use a good calculator.
- Create the budget in Excel and take advantage of excel formulas to ensure correct calculations.
- Unless otherwise required by the funder, organize spending by category:
 - Salaries & Wages (*not included in school-based grants*)
 - Fixed Charges (calculated at 8.77% of all stipends; *not included in school-based grants*)
 - Supplies/Materials of Instruction (MOI)
 - Transportation (*not included in school-based grants*)
 - Contracts/Consulting
 - Equipment
 - Other
- Be specific and provide the calculations for how each line-item was totaled. For example, if you are requesting \$1,000 in stipends, show how you arrived at \$1,000:
 - Stipends for arts integration professional development: 10 teachers x 4 hours of training @ \$25/hour.

This will not only show both the funder and the AACPS Office of Budget & Finance how you arrived at all requested amounts, but will make it easier for you to edit the budget as needed. (*If you are unsure how much to charge for a particular line-item, talk with your grant development team or contact the Division of PDM*).

- Don't forget to include Administrative fees on Central Office grants (usually under "Other") if allowed by the grant (3% of sub-total for State grants; 2% of sub-total for all other grants). Administrative fees are calculated based on the sub-total of all grant categories **not including Equipment**.
 - To calculate Administrative fees, add all categories together and then subtract everything in the Equipment category. Multiply the result by 2% or 3%.
- Double & triple check all calculations to make sure all amounts are calculated and totaled correctly.

Required by some grants, a **budget narrative** offers you the opportunity to explain your costs in more detail. Written as either a paragraph or bulleted list, the budget narrative should explain the purpose of each line item.

Navigating Required Supplemental Materials

In addition to the proposal narrative and budget, many funders require specific supplemental materials to be included as attachments or within the appendix. While the specific supplemental materials vary from grant to grant, there are some common documents that may be requested:

Assurances

A form, usually requiring the Superintendent's signature, which assures the funder that the applicant will comply with all legal requirements (e.g. Drug-free Workplace, Equal Opportunity, access for all, specific requirements of the grant). This form is most often required by government agencies. A sample Assurances 2015 form from the Maryland State Department of Education (MSDE) is provided in Appendix G. This item is not required in school-based grants.

C-125

The C-125 is a grant budget summary form required by MSDE to show funding by state-designated category. Once you submit your proposal narrative and budget to the Division of PDM, we will complete this form and have it approved by the AACPS Budget Office. A blank C-125 is provided in Appendix H. This item is not required in school-based grants.

GEPA Statement

All students, teachers, and other program beneficiaries must have equitable access to, and participation in the project or activity to be conducted, regardless of special needs. The General Education Provisions Act (GEPA) statement describes the steps that the applicant will take to overcome barriers to equitable participation. A sample GEPA Statement is provided in Appendix I. This item is not required in school-based grants.

Letters of Support

Provided by any organization or stakeholder group involved in your project, letters of support demonstrate to the funder that you have involved all key stakeholders in the project. Most often, letters of support are provided by institutes of higher education, other school districts, government agencies in support of the project, and/or organizations who will provide a service to support the project. Even if not explicitly required, letters of support should be included for any external partner on the project whenever possible. A sample letter of support is provided in Appendix J.

Biographies/Resumes of Project Team

Some funders may require biographies or resumes for the project team. Be sure to highlight any relevant project management work in the resume to demonstrate leadership capacity for the proposed project. Follow the funder's specifications in terms of required length.

Appendix A: Application Checklist

While requirements for proposals differ from grant to grant, there are some standard requirements. Adhere to the funder's requirements, but use the checklist below as a guide.

Project Narrative

- The proposal is clear and easy to read--a layperson could understand what will take place during the project.
- The narrative is free of typos and grammatical errors.
- All attachments are referenced in the proposal.
- The narrative addresses all funder priorities as outlined in the application/Request for Proposal (RFP).
- The goals and outcomes are measurable and reasonable.
- If required, the management & sustainability plans are clearly described.
- The timeline includes all major activities including development, implementation, and evaluation.
- Potential contractors, including an external evaluator if required, are NOT named (naming contractors in a grant is against AACPS Purchasing regulations).
- Technology, if included, is in line with AACPS standards.
- If required, evaluation plan is clear and addresses funder requirements.

Budget

- All expenses referenced in the proposal are included in the budget, following the funder's format.
- All calculations and totals are correct.
- All costs are listed in the appropriate category with a clear description as to how that line item was calculated.
- All costs, including salaries, are in line with AACPS negotiated rates and standard charges.
- In-kind costs from other funding sources, if applicable, are included.
- Administrative costs, if allowed, are included.

Application Package

- All required narrative sections, appendices, and budget are complete and in the correct order.
- The entire narrative uses the same font, font size, line spacing, and margins as specified in the RFP.
- All tables and charts follow the format prescribed by the RFP.
- All pages are numbered according to the prescribed numbering convention.
- The abstract, if required, does not exceed one page.
- The table of contents reflects the final page numbers and appendix names.
- The original proposal and all attachments are signed, if necessary, using [blue ink](#).
- The application is prepared according to the funder's requirements:
 - Printed copies, if required, are collaged and bound according to the funder's requirements.
 - Electronic copies, if required, are saved as a single PDF to be sent through email or saved onto a CD.
- The application package does not exceed the page limit.
- A final copy of the application has been submitted to the Division of PDM for AACPS records.

Appendix B: Project Development Worksheet

1: What is the purpose of this project?

- What do you hope to accomplish with this grant funding?
- Who will the proposed project involve?
- How does this project align with your school priorities?

2: What is the problem that this project will address?

- What is this project necessary?
- What evidence supports the existence of this problem?
- Who is most impacted by this problem?

3: What are the objectives of this project?

- What do you want to achieve?
- Who is the population served?
- How will change be measured?

4: How will you accomplish this project?

- What will you do in this program?
- What is the timeline for accomplishing these activities?
- Who will manage/oversee the program?

Appendix C: Glossary of Grant Terms

Abstract: a brief, one-page proposal summary.

Activities: the specific action items to be taken to achieve the project objectives and goals.

Allowable costs: project costs that are eligible, reasonable, necessary, and allocable to the project.

Assurances: a form, usually requiring the Superintendent's signature, which assure the funder that the applicant will comply with all legal requirements of the funding agency (e.g. Drug-free Workplace, Equal Opportunity, access for all, specific requirements of the grant). This form is most often required by government agencies.

Community Foundation: a tax-exempt, nonprofit, autonomous, publicly supported, philanthropic institution composed primarily of permanent funds established by many separate donors for the long-term diverse, charitable benefit of the residents of a defined geographic area.

Direct Costs: costs which are specific to the project (e.g. salary, project materials).

Dissemination: how the results of the projects will be distributed to others.

Eligibility: the criteria that determine whether an organization is able to apply for the grant funds.

Fixed Charges/Fringe Benefits: required costs above salary, such as social security, health insurance, workman's compensation, etc.

General Education Provision Act (GEPA): a federal act ensuring that all students, teachers, and other program beneficiaries must have equitable access to, and participation in the project or activity to be conducted, regardless of special needs. The *General Education Provisions Act (GEPA) statement* describes the steps that the applicant will take to overcome barriers to equitable participation.

Goal: the desired long term result of the project.

Indirect Costs: also known as Administration Fees, these are costs which are difficult to itemize, because they are part of the normal operating budget. Often this cost is negotiated between the applicant and the funding agency.

Local Education Agency (LEA): a school system.

Letter of Intent/Letter of Inquiry: also referred to as a Preliminary Proposal, this is a brief summary submitted by the grant seeker to indicate interest in a funding opportunity and showing intent to submit a complete proposal at a later date.

Matching Funds: sometimes referred to as cost sharing, this is the amount of money which the applicant must promise to put towards the proposed project. For example, grants requiring a one to one match must show that if you are requesting \$10,000, your organization can match that donation with an additional \$10,000 to support the total project budget of \$20,000. Most often, these matching funds can come from either cash donations or *in-kind contributions* (salaries, goods, or services donated to the project that would otherwise need to be paid for).

Objective: short-term outcomes used to measure whether your project is making progress towards its goals. Objectives can also be referred to as Milestones.

Project Manager: also referred to as the Principal Investigator, this is the point of contact for the project being proposed. The Program Manager oversees project implementation.

Program Officer: usually the first point of contact with a funding agency. The Program Officer oversees the application process and manages the project for the funding agency.

Request for Proposal (RFP): a solicitation in which a company or organization announces that funding is available for a particular project or program and is accepting applications or bids for the project's completion.

State Education Agency (SEA): the governing educational body for the state, such as the Maryland State Department of Education

Sustainability Plan: the steps that will be taken during the grant year to continue the proposed project after grant funding ends.

Third-Party Evaluation: an evaluation done by someone outside the organization (external).

Appendix D: Goals, Objectives & Activities Template

Some larger grants ask you to clearly outline your goals, objectives, and activities in a table. Below is a sample that you could use. Adapt as necessary to meet the funder's needs.

Goals 1:				
Objective	Activity/Strategy/Action Item	Start Date	End Date	Person Responsible
1.1.	1.1.a			
	1.1.b			
1.2.	1.2.a			
	1.2.b			
1.3.	1.3.a			
	1.3.b			
Goals 2:				
Objective	Activity/Strategy/Action Item	Start Date	End Date	Person Responsible
2.1.	2.1.a			
	2.1.b			
2.2.	2.2.a			
	2.2.b			
2.3.	2.3.a			
	2.3.b			

Appendix F: Sample Budget

A blank Excel Budget Template is available on the Division of PDM Intranet site.

Cost Proposal: Budget Narrative					
Digital Chromebook Project, FY 2015					
Line Item	Calculation	Year One Requested	Year Two Requested	In-Kind Contributions	Project Total
Personnel Salaries & Wages					
Professional Development for all teachers in the North County cluster	15 hours/teacher x 552 teachers in the North County cluster @ \$25/hour	\$ 207,000	\$ 207,000	\$ -	\$ 414,000
Total Salaries & Wages		\$ 207,000	\$ 207,000	\$ -	\$ 414,000
Personnel Benefits					
Fixed Charges for PD: 8.77% of stipends	fixed charges at 8.77%	\$ 18,154	\$ 18,154	\$ -	\$ 36,308
Total Personnel Benefits		\$ 18,154	\$ 18,154	\$ -	\$ 36,308
Contracted Services					
Technology Consultant to lead Professional Development	3 days of consulting in Year 1 & 1.5 days in Year 2/ school x 12 schools @ \$500/day for a consultant	\$ 18,000	\$ 9,000		\$ 27,000
Total Contracted Services		\$ 18,000	\$ 9,000	\$ -	\$ 27,000
Supplies & Materials					
Student Chrome books for target Schools (Year 1 only)	30 Chrome books/ school x 12 schools @\$326 each	\$ 117,360	\$ -		\$ 117,360
Chrome book charging cart for target Schools--donated by business partner.	1 Charging Cart/school x 12 schools @\$1405 each			\$ 16,860	\$ 7,025
Total Supplies & Materials		\$ 117,360	\$ -	16,860	\$ 124,385
Equipment					
N/A	N/A				
Total Equipment		\$ -	\$ -	\$ -	\$ -
Other					
N/A	N/A				
Total Other		\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 360,514	\$ 234,154	\$ 16,860	\$ 601,693
AACPS Administrative Fee	3% of Grant Total for state grants, excluding equipment	\$ 7,210	\$ 4,683		\$ 12,034
Total Budget		\$ 367,724	\$ 238,837	\$ 16,860	\$ 613,727

Appendix G: Sample 2015 MSDE Assurance Form

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 will operate in compliance with State and federal laws 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.
2. 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, failure of MSDE 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.
5. Entities receiving \$300,000 or more federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 reason for change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds which have been finally determined through federal or state audit resolution 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.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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' Signature	Date

Appendix H: Sample C-125 Form

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	
GRANT NAME		GRANT RECIPIENTNAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	State	SCHOOL NAME			
FUND SOURCE CODE		GRANT PERIOD			

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

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval				
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval				
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Appendix I: Sample GEPA Statement

Equitable Access and Participation: Fulfilling GEPA Requirements

Anne Arundel County Public Schools (AACPS) includes with its application for *[Project Title]* a description of the steps that we will take to ensure equitable access and participation for all students, teachers, parents and community members. The school system, of course, is governed by federal, state, and local laws. We have adopted policies that forbid discrimination in providing equal education opportunities on the basis of race, color, sex, national origin, religion, age, disability, sexual orientation, or familial status. These policies reflect our philosophy that all students can and will learn. The proposed project helps AACPS ensure that all students have access to a free, appropriate public education, which includes special education and related services to meet their unique needs. To that end, we consider possible barriers and solutions to overcome those barriers, including:

Barrier: The proposed project is technology-based. We recognize that some students do not have easy access to technology, either at home or in after-school hours. This lack of access can limit their ability to participate fully in some project activities.

Solution: Working with school administration and staff, we will increase access to in-school technology on an as-needed basis. In addition, we will work with partners, such as public libraries and community-based programs, to enable students to access technology outside of the school building. Finally, we will seek ways to provide technology for students to use at home, on an as-needed basis, including temporary loaning of equipment.

Barrier: Access to transportation to attend project-related activities. For the parents of some of our students, transportation is an on-going problem. Public transportation is either inaccessible or non-existent. Many parents do not have a driver's license or own a car.

Solution: Working with our partners, we have identified several solutions to this barrier: On an as-needed basis (1) We will work with the city/county to provide public transportation vouchers to selected families; (2) We will collaborate with partners to provide a van to transport families and students to and from activities; (3) We will assist with arranging informal car-pooling; and (4) To reach the broadest number of families, we will hold some of our project activities within their own community and in locations that are easily accessible.

Barrier: A growing number of our students are from families who are non-native speakers of English. A language other than English is spoken at home, and in many cases parents are not fluent in English. In addition, there is a group of parents who are not literate in English or their native language.

Solution: AACPS translates much of the information for parents into multiple languages, including the most frequently spoken by non-native speakers in AACPS, i.e. Korean and Spanish. Translation services are available by contacting the school Principal or by calling the ELL Family and Community Outreach Manager. Spanish language informational programming is also broadcast on AACPS cable television. In addition, a bilingual facilitator and/or a translator are available to assist non-English speaking families.

Barrier: Many parents, especially those in low-income families, are working at multiple jobs and at various times throughout the 24-hour period, making it nearly impossible to participate in activities that are frequently offered in the after-school hours.

Solution: Recognizing the need for flexible scheduling, we will arrange meeting and information sessions at a time and location that is convenient for both families and project staff.

Barrier: Cultural communication barriers can sometimes be a barrier to fruitful exchange of information and to collaboration to support academic success.

Solution: Working with our Office of Equity and Accelerated Achievement, we will work with both parents and school staff on strategies for successful communication. For parents this might include sessions on navigating the school system 'maze.' For staff, this might include sessions on understanding the differences in cultural backgrounds and expectations. For both groups, we might provide sessions on strategies for communicating and collaborating successfully with people from different backgrounds.

Appendix J: Sample Letter of Support

MARYLAND PUBLIC TELEVISION

11267 OWINGS MILLS BLVD
OWINGS MILLS MD 21117-1499

T 410.856.5600 F 410.581.4338
WWW.MPT.ORG



November 7, 2013

Ms. Elisabeth A. Sachs
Office of the Secretary
500 N. Calvert Street, 4th Floor
Baltimore, MD 21202

Dear Ms. Sachs,

The Education Department of Maryland Public Television (MPT) is pleased to support the Employment Advancement Right Now (EARN) Maryland Planning Application proposed by the Fort Meade Alliance. Over the past 10 years, career opportunities in the Science, Technology, Engineering, and Mathematics (STEM) fields have grown exponentially in Maryland, especially in the cyber security sector. Unfortunately, many of our workers lack the training and education necessary to enter this growing workforce. To help Maryland's workers meet the needs of the 21st century, it is imperative that government agencies, educators, and members of the private sector collaborate.

To this end, we are eager to join forces with the Fort Meade Alliance, Anne Arundel County Public Schools, and Lockheed Martin as members of the Strategic Industry Partnership (SIP) through this Planning Grant. Over the three month period of the grant, we look forward to sharing ideas, expanding our network, and working with industry, government, and education partners across the Anne Arundel County region to develop a strong SIP Workforce Training Plan to prepare incumbent workers, job seekers, and students across Maryland for the jobs already available in this region.

Maryland Public Television is a valuable and trusted provider of information. The MPT Education Department has years of experience offering online and face-to-face training and professional development in a variety of formats, and expertise in instructional design and course development. Through this EARN Planning Grant, we will be able to provide insight and guidance into the most effective means of providing training as part of the SIP Workforce Training Plan. As a result of this partnership and, ultimately, the successful implementation of our SIP Workforce Training Plan, we will help develop both our current and future workforce to prepare Marylanders to enter and succeed in careers in cyber security.

We are eager to continue our partnership with the Fort Meade Alliance as a Strategic Industry Partner in this planning grant.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gail Porter Long', is written over a light blue horizontal line.

Gail Porter Long
Senior Vice President & Chief Education Officer

Appendix K: External Grant Writing Resources

Anne Arundel County Public Library (<http://www.aacpl.net/grants>): The public library (Annapolis Location) offers free trainings and access to the Foundation Center online/print databases.

Foundation Center (<http://foundationcenter.org>): This is the premier resource for private foundation resources. This is available for free at the Annapolis Public Library (West Street location).

Governor's Grant Office (<http://www.grants.maryland.gov/Pages/FoundationGrants.aspx>): This office offers free/discounted resources for organization on the topic of grants.

Grantsmanship Center (<http://www.tgci.com/>): Since 1972, TGCI has been the world's leading source of grantsmanship training and grant information.

Grantwriters (<http://www.grantwriters.net/>): Resources for grant writing.

GuideStar (<http://www.guidestar.org>): This site offers information about more than 700,000 IRS-registered 501(c)(3) nonprofit organizations.

National Center for Education Statistics (<http://www.nces.ed.gov>): NCES is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations (the most reliable data for grants).

PBS TeacherSource (<http://www.pbs.org/teachersource/teachtech/research.shtm>): This site will guide you to some of the "latest and greatest" in educational technology research studies available online.