REQUEST FOR PROPOSALS

Maryland College Access Challenge Grant (MCACG)

HIGHER EDUCATION
STUDENT PERSISTENCE PROGRAM
ROUND 5

(FY 2015)

Proposal Due Date: **WEDNESDAY, JANUARY 28, 2015**
NO LATER THAN 4:00 p.m.

DELIVER ATTENTION:
DR. BENEE' EDWARDS
OUTREACH AND GRANTS MANAGEMENT
MARYLAND HIGHER EDUCATION COMMISSION
6 N. LIBERTY STREET, 10TH FLOOR
BALTIMORE, MD 21201

SUMMARY TIMETABLE

November 25, 2014	MCACG – Higher Education Student Persistence RFP Issued
December 3, 2014 ***RSVP by December 1***	MCACG Technical Assistance Webinar 11:00 a.m. – 12:00 p.m.

RSVP via email to Beneé Edwards at benee.edwards@maryland.gov.

January 28, 2015	**Proposals Due by 4:00 p.m.**

If inclement weather has caused the applicant institution or the Maryland Higher Education Commission to close business early that day, the proposal will be due by 4:00 p.m. of the next full business day for both the Commission and the applicant institution.

March 13, 2015	Award Notifications
March 13, 2015	Grant Project Start Date
March 2015	First Payment - 50% of Awarded Funds
March 27, 2015	FFATA sub-grantee award report information due
September 14, 2015	Interim Report Due
September 2015	Final Payment - 50% of Awarded Funds
April 13, 2016	Grant Project End Date
July 13, 2016	Final Narrative, Financial, and Data Reports Due

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COLLEGE ACCESS CHALLENGE GRANT PROGRAM

The College Access Challenge Grant Program (CACG) is authorized under The Higher Education Opportunity Act (Public Law 110-315) which was enacted on August 14, 2008 to reauthorize and extend the Higher Education Act of 1965. The enabling statute is found in Title VII, Sec. 801, Part E (20 U.S.C. 1133 et seq.). The CACG is a federally-funded formula grant program designed to foster partnerships among federal, state, and local government entities and philanthropic organizations through matching challenge grants that are aimed at increasing the number of low income students who are prepared to enter and succeed in postsecondary education. State award amounts are based on a formula that considers the relative number of persons between the ages of 5 and 17 and 15 and 44 living below the poverty line within the state.

States may develop access and success programs, including sub grant programs that address one or more of the following:

- provide information to students and families regarding postsecondary education and career preparation;
- promote financial literacy and debt management;
- conduct outreach activities to encourage college access and success;
- assist students in completing the Free Application for Federal Student Aid (FAFSA);
- provide need-based grant aid;
- conduct professional development for guidance counselors at middle and secondary schools, financial aid administrators, and college admissions counselors; and
- offer student loan cancellation, or repayment, or interest rate reductions for borrowers who are employed in a high-need geographical area or profession.

Access and Persistence of Low Income, Minority, and First Generation College Students – A Brief Review of Current Literature

This federal grant program is intended to support best practices and test innovative and promising new practices that promote student success. Low income, minority and/or first generation students enroll in, persist and complete postsecondary education credentials at lower rates than other students. According to Dr. Elena Silva, a former senior policy analyst at Education Trust, high schools and their higher education partners have done a better job of focusing on college eligibility (e.g. taking the correct courses, accruing the right number of credits) than on college readiness. In this case, college readiness is defined as mastery over both cognitive and non-cognitive domains associated with college, workplace and “life” success (Sparks, 2010). In fact, the research of Savitz-Romer, Jager-Hyman, and Coles (2009) suggests that a network of academic and social supports is critical to ensure…all students – regardless of their socio-economic background or previous educational experience – have the opportunity to succeed at high levels.

Engle and Tinto (2008) cited several best practices for retaining low income, first generation students such as a structured freshman year experience, emphasis on academic support, active and intrusive advising approaches, and deliberate plans to promote participation. The authors go on to stress the importance of helping students to transition to college life including transfer students who transition from two-year to four-year institutions, and providing services that promote reentry of young adults. Carey's research (2008) suggested that the lower a student's achievement levels when beginning college, the greater the benefit of proven retention practices. However, while African-American, Hispanic and first-generation college students reap greater academic gains from various effective practices, they are less likely than their white counterparts to be exposed to them (Kuh, 2008). Titus (2006) noted that low income college students were disproportionately represented at institutions such as community colleges or historically black institutions, which often have fewer resources for student support and higher reliance on tuition as a source of total institutional revenue.

Other research suggests that when colleges focus on student success, all students benefit - particularly students of color. At some public and private institutions, African-American and white students graduate at similar rates. These institutions have proven that it is possible to attain equally strong results for students from different backgrounds when there is a continuous commitment to equity. These institutions are characterized by a high focus and commitment to student success. They do not focus on what other institutions should have or could have done for their students; instead, they have recognized and taken responsibility for their own role in advancing equity and have proved that with dedication and intentionality, any higher education institution can ensure that all students succeed at equal rates (Lynch and Engle, 2010).

Adult learners who have delayed entry into postsecondary education, or who dropped out and are reentering postsecondary education, also need additional supports to successfully gain access to and complete a college degree. Their instrumental needs are not unlike those of their traditionally aged counterparts. For example, The Working Poor Families Project suggests that adult learners need basic supports like how to negotiate institutional processes and apply for financial aid (http://www.workingpoorfamilies.org/pdfs/policybrief-fall2010.pdf).

Lumina's -*What We Know about Adult Learners* (2009) and *Returning to Learning: Adults' Success in College is Key to America's* Future (2007) suggest that effective practices for adult learners include:

- conveyance of financial aid information through conveniently accessible workshops, peer mentoring, and online presentations;
- promotion of credit attainment for long-term credentialing and degree attainment;
- knowledge of earnings associated with degree completion; and
- easy access to information about student services (e.g. convenient schedules, online information designed for adult learners).

In conclusion, the Maryland CACG (MCACG)-Higher Education Student Persistence Program challenges grant applicants to examine their institutional data and current research suggesting effective college success practices. From there, develop applications that will support the persistence and completion rates of the institution's at-risk students.

MARYLAND COLLEGE ACCESS CHALLENGE GRANT – HIGHER EDUCATION STUDENT PERSISTENCE PROGRAM

The Maryland Higher Education Commission (MHEC) is the designated administering agency for the CACG in Maryland (CFDA No. 84.378A). MHEC's Outreach and Grants Management Office has designated a portion of the grant funds to support a competitive sub grant, the **Maryland College Access Challenge Grant (MCACG) – Higher Education Student Persistence Program.**

The purpose of this competitive sub grant program is to provide services and activities designed to support the college persistence and completion rates of low income, underrepresented, and/or at-risk students enrolled in Maryland higher education institutions. The target student beneficiaries are low income students and may include traditionally aged students, adult learners, minorities, first-generation, ESOL, and other underrepresented and/or at-risk student groups. The purpose of this federally funded program is to supplement, NOT supplant, funds that support institutions' student success efforts. Funds may be used to expand existing projects (e.g. scale up a successful program) or to implement new retention and completion support programs that have shown promising results elsewhere.

The goals of the CACG are congruent with 1) MHEC's mission and role, 2) the *College and Career Readiness and College Completion Act of 2013,* and 3) *Maryland Ready,* the State's 2013-2017 plan for postsecondary education. Maryland's General Assembly enacted *The College and Career Readiness and College Completion Act of 2013,* which directs MHEC to work with the postsecondary education segments, the Maryland State Department of Education, and others to increase the number of college and career ready students and improve college completion (http://mgaleg.maryland.gov/2013RS/fnotes/bil_0000/sb0740.pdf).

Maryland Ready, the 2013-2017 state plan for postsecondary education can be found at http://www.mhec.state.md.us/higherEd/2004Plan/2004StatePlan.asp. *Maryland Ready* identifies six goals that provide direction and measurable benchmarks for improving the quality and outcomes of postsecondary education in the state. Maryland's 2015 College Access Challenge Grant Program supports two of the six goals. These are: Goal 2, to achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion; and Goal 3, to ensure equitable opportunity for academic success and cultural competency for Maryland's population.

Successful applicants will propose and implement academic and student development supports, and/or financial aid, and financial management activities that lead to increased persistence rates and good academic standing for the target populations. The mandatory project goals are (1) a measure of the persistence rate and/or completion rate of participants against a benchmark or control group and (2) participants remaining in good academic standing or making significant progress toward good standing by the end of the project. Successful projects will include an evaluation plan that measures persistence and/or completion against a benchmark or control group and tracks academic progress for the duration of the project.

The maximum grant award will be $90,000 per institution. Successful applicants will provide matching funds equal to at least one half of the requested federal funds. The applicant's matching funds will constitute one third of the total project budget. Matching funds are typically provided as in-kind support for staff time, administrative support, facility use, or other similar in-kind contributions or matching cash.

HIGHER EDUCATION STUDENT PERSISTENCE PROGRAM SUMMARY

LEGISLATIVE AUTHORITY: *Title VII, Part E of the Higher Education Act of 1965, as amended, 20 U.S.C., Section 1141*

PURPOSE: The purpose of the MCACG – Higher Education Student Persistence Program is to provide effective services and activities designed to support the college's persistence and/or completion rate of low income, underrepresented, and/or at-risk students enrolled in Maryland higher education institutions. Evidence-based projects will provide opportunities for academic support and development, assistance with college requirements, and other supports to help low income, underrepresented and/or at-risk students successfully complete their postsecondary education. Services and activities are not limited to the initial enrollment year but may serve enrolled students at any stage in their undergraduate career (e.g. freshman, sophomore, junior, or senior years).

ACTIVITIES FUNDED: **PROJECTS MUST PROVIDE ONE OR MORE OF THE FOLLOWING TYPES OF ACTIVITIES:**

(A) Academic and Student Development Supports:
Activities may include, but are not limited to: intensive and intrusive advising interventions, developmental (remedial) education (e.g., math lab support, tutoring, and mentoring), first-year experience programs, adult entry or reentry programs, and summer bridge programs. These activities may include academic tutoring, academic information sessions, specialized instruction, organizing students into academic cohorts, establishing small learning communities, developing academic plans, life skills workshops, and/or other evidence-based programs shown to positively impact persistence and/or completion.

(B) Financial Literacy and Financial Aid Education Knowledge:
Activities may include, but are not limited to: seminars that address financial skills needed for college success including debt management information, financial literacy training, provision of the full range of student financial aid programs, assistance with locating resources for public and private scholarships, assistance completing the Free Application for Federal Student Aid (FAFSA) and other financial aid applications, assistance with understanding the financial aid process when transferring from two- to four-year institutions of higher education, assistance identifying work opportunities on campus, or other evidence-based programs shown to positively impact persistence and/or completion.

PARTICIPANTS SERVED:	The targeted student participants must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. Targeted student participants include low income, Pell eligible, first generation college students, students traditionally underrepresented in higher education, low skilled and/or low income adult learners, re-entering adult learners and/or learning or other disabled students.
PROPOSALS DUE	**January 28, 2015**
AWARD NOTIFICATION	**March 13, 2015**
PROJECT PERIOD:	**March 13, 2015 through April 13, 2016**
AWARD AMOUNT:	Up to **$90,000** for a single institution of higher education. The first grant payment (50% of the total award) will be made at the start of the project period. The second payment (50% of the total award) will be made after the project's interim report has been received and approved. Funding is contingent upon the availability of federal funds.
ELIGIBLE APPLICANTS:	An accredited Maryland public or independent two- or four-year institution of higher education. Partnerships between a lead higher education institution and a non-profit organization are welcomed.

PROJECT MATCH REQUIREMENT

Grantees are required to provide matching contributions equal to at least 1/2 of the total direct funds requested from MHEC to support the project, which will equate to 1/3rd of the entire projected cost of the project. For example, a request for $100,000 should be supported by $50,000 in-kind or matching funds bringing the total investment in the project to $150,000. This non-federal match may be met with cash and/or in-kind contributions. Documentation of matching contributions must contain adequate source documentation for the claimed cost share, provide clear valuation of the in-kind match, and provide support of cost sharing. In-kind contributions must be valued in accordance with relevant Office of Management and Budget (OMB) circulars and the Education Department of General Administrative Regulations (EDGAR). In-kind valuation of contributions of facilities and equipment must be done using depreciation rather than fair market value.

If the applicant institution does not include a matching contribution equal to at least 1/2 the total direct project funds requested, the application may be considered ineligible for funding. If at the mid-point of a funded project period the grantee fails to provide the non-federal share as described in the budget summary and budget narrative at the time of submission, MHEC reserves the right to reduce the amount of the grant award proportionately.

PROJECT GOALS AND OBJECTIVES

Goals are defined as the general principles guiding the project over the long term. Objectives are the shorter-term outcomes that lead the project to accomplish its goals. In simplest terms, an objective can be thought of as a projected outcome and therefore has all the tangible, measurable qualities of an outcome. Project objectives should follow “SMART” guidelines; that is, they must be:

Specific (narrow and name the target population to be served),
Measurable (reference quantifiable data),
Achievable (possible and plausible),
Results-oriented, and
Time-bound (have deadlines).

The purpose of the MCACG – Higher Education Student Persistence Program is to increase persistence and/or completion and academic success for low income, underrepresented and/or at-risk students. Successful projects funded under this program will show satisfactory progression of program participants towards the completion of their postsecondary education at the grantee institution and continued good academic standing among participants.

The grantee institution must implement a system that will track each participant’s progress. Additional goals and objectives may be developed by the applicant to support the proposed project. **Systems to measure participant’s progress against historical trends and/or a control group of non-participants are required**. The mandatory goals are:

Goal 1.**Persistence Rate:** Participants will persist from semester to semester and year to year, graduate, and/or transfer to a 4-year institution where applicable.

Goal 2.Good Academic Standing: Participants will maintain good academic standing as defined by the grantee institution from semester to semester and year to year; participants entering the program without good academic standing must show significant progress from semester to semester and year to year.

Objectives will vary by project. Below are examples of objectives to assist the applicant in developing the objectives for their project.

Persistence Rate - Sample Objectives

- The persistence rate for students using the Adult Learner Advising Center for two semesters will be 10% higher than for a comparable group of non-participating adult learners.
- 300 students will participate in the virtual transfer student learning community; 70% of participants in the virtual transfer student learning community will persist into the following academic year.
- The persistence gap for minority students participating in the Academic Tutor and Study Skills Project will be 3% less than the persistence gap for all minority students when compared to majority students.
- 90% of all participants served by Good Scholar University will complete the FAFSA before March 1, 2015.

Good Academic Standing – Sample Objectives

- 70% of ESOL participants in the online English tutor program will earn a B or better in their first college level English composition course.
- 90% of participants in the intensive Algebra II refresher course will advance to a required credit bearing math course the following semester.
- 80% of all participants served by Good Scholar University Persistence Program will meet the minimum GPA requirement for good academic standing at the institution for all semesters during the participation period
- 65% of participants in the summer bridge program will attain and maintain a GPA that satisfies the good academic standing requirement for the Fall, Spring and Summer semesters.

Projects that provide direct support services (e.g. tutoring, life skills support, financial planning, career planning) will include two mandatory project goals with accompanying objectives appropriate to the project.

MCACG PARTNERSHIPS

The Maryland Higher Education Commission partners with College Goal Maryland (www.collegegoalsundaymd.org/index.htm), Maryland Department of Disabilities(www.mdod.maryland.gov), Maryland Public Television (www.mpt.org), and Maryland State Department of Education (www.marylandpublicschools.org/MSDE).

Partnerships are not required for the MCACG- Higher Education Student Persistence Program**.** However, institutions applying for the grant may wish to form collaborative partnerships with other entities or work with MHEC's current partners, as appropriate, for their proposed project. Funding priority will be given to projects that involve partnerships with current MCACG partners or other philanthropic organizations or local government agencies in Maryland. All nonprofit partners must meet the nonprofit eligibility criteria (see page 19). **A cooperative planning agreement is required for partnerships**. All cooperative planning agreements (see form in Appendix A) must spell out the responsibilities of each partner and be signed by an appropriate representative of each partner. Current MCACG partners are listed below.

College Goal Maryland
- Financial Aid Information – How to Apply for Aid
- Statewide Student Services and Admissions Requirements
- Opportunity to speak with Financial Aid Professionals
- Free direct assistance with filing out the FAFSA form

Maryland Department of Disabilities (MDOD)
- Conferences, to aid in transition to college
- Online materials for postsecondary education for students with disabilities
- Print materials for students with disabilities

Maryland Public Television (MPT)
- You Can Afford College Video
    - You Can Afford College Live (Call In Show) - airs November 24, 2014, 8 pm
- Financial Aid Money for College Short Videos

Maryland State Department of Education (MSDE)
- Conferences for Guidance Counselors
- Academic Preparation/College Readiness
- College Application Day

APPLICATION CHECKLIST

Every application packet should contain an original and five (5) photocopies of the application. Applicants must also submit an electronic copy of the grant proposal (.doc or .docx format), and the proposed budget in the excel table provided. PDFs of signature pages are not necessary for the electronic version. Budget forms are also found on the MHEC website at:
www.mhec.state.md.us/Grants/MdCollAccessChallGrant/MdCollAccessChallGrant.asp
Send the electronic version of the grant proposal and the budget copy to Beneé Edwards at *benee.edwards@maryland.gov*, *no later than 4:00 p.m. on Wednesday, January 28, 2015.* Use MCACG-15 and the Institution name in the subject line.

The application package should contain the following sections presented in this exact order:

1. ____Cover Sheet*
2. ____Abstract*
3. ____Table of Contents
4. ____Application Narrative (maximum of 15 pages for a-e)
    a. ____Needs Assessment
    b. ____Project Goals and Objectives
    c. ____Plan of Operation
    d. ____Management Plan
    e. ____Evaluation Plan
5. ____Budget and Cost-Effectiveness
    a. ___Budget Summary*
    b. ___Budget Narrative*
6. ____Assurances*
7. ____Project staff résumés or Curriculum Vitae

*Use the appropriate forms included in Appendix A. Forms are also available in electronic format at
http://www.mhec.state.md.us/Grants/MdCollAccessChallGrant/MdCollAccessChallGrant.asp

APPLICATION FORMAT & REQUIREMENTS

GENERAL FORMAT REQUIREMENTS

- Typed in 12-point Times New Roman, Arial, or a similar font type and size, single-spaced;
- 8-1/2 by 11-inch pages—**numbered** and with one-inch margins;
- The application narrative must *not exceed 15 pages*. The page limit includes only elements of the proposal narrative, not the cover sheet, abstract, budget summary, budget narrative, résumés or CV, or appendices. Also, the requirement that the pages be numbered applies only to the application narrative;
- All parts of the application must be submitted together, using appropriate forms;
- **One original and five (5) hard copies** of the application must be submitted; and

- An electronic copy of the grant application/proposal and the excel budget document are required.
  It must be clearly labeled with the project title and institution. Submit to Beneé Edwards at benee.edwards@maryland.gov

The grant application must include the following, although no points are awarded for these:

- **APPLICATION COVER SHEET** (use the form in Appendix A)
- **ABSTRACT** (use form in Appendix A; 250 words or fewer to describe project services)
- **TABLE OF CONTENTS**

APPLICATION NARRATIVE

The following outline should guide application writing and is also used to guide application review. Individual sections do not have point divisions other than what is indicated below. Label the narrative sections with the headings as indicated below:

NEEDS ASSESSMENT	**(15 points)**

- The needs assessment should be based on local institutional data. Citation of national data and trends is allowable but the program need must be demonstrated with institutional data.
- Descriptive overview of the institution, including demographic data and general information. Include specific descriptive data about the target population to be served. The target group should be specified in a clear, detailed and organized manner.
- This section should also present information that demonstrates the need for persistence programs and other supports to help low income, underrepresented and/or at-risk students successfully complete their postsecondary education.

PROJECT GOALS AND OBJECTIVES	**(10 points)**

- Applicants are required to include mandatory project goals to monitor the persistence and academic standing of program participants.
- Applicants are allowed, but not required, to include additional project specific goals to describe what you plan to accomplish by the end of the grant period.
- Objectives that support the project goals should be directly tied to at least one proposed activity or service. Use the "SMART" approach (See p. 9).

PLAN OF OPERATION	**(25 points)**

- This section must describe the activities that will achieve the project objectives and outcomes. The plan of operation will:
  - be a detailed plan that describes *where* and *how* each activity will be implemented and key personnel responsible for each activity;

- include specific information on how, when, where, and by whom participants will be recruited. **Recruitment is an essential element of project success and must be planned carefully and implemented rigorously.** Brochures and flyers have not proven to be an effective recruitment method when used alone;
- provide detailed information about what participants will do during each activity (e.g. when will it take place, how long will it last, etc.);
- estimate the number of participants to be served by the project; and
- offer a timeline for the implementation of all activities.

- ***Adding a table to complement (not replace) the plan of operation may be helpful. The table is part of the Plan of Operation and may look like the sample in Appendix A.***

MANAGEMENT PLAN	**(15 points)**

- The management plan supports the implementation of the project. In other words, the management plan should not contain direct service activities. Direct service activities belong in the Plan of Operation.
- The management plan will:
  - include a **work plan** that lists major management actions for the project. Project duties should be clearly **linked to the budget and plan of operation**;
  - include, in chronological order, all major management activities;
  - indicate each key staff member's responsibilities and assign responsibilities for major management actions to key personnel (attach résumés and/or Curriculum Vitae in an appendix);
  - provide a clear organizational structure, a timeline, and milestones for accomplishing the management actions;
  - demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively;
  - demonstrate the adequacy of the project team to achieve the objectives of the proposed project on time and within budget;
  - indicate each partner's role, if applicable, in the project; and
  - indicate the institution's plan to sustain the project.

PROJECT EVALUATION	**(20 points)**

- **Project specific evaluation requirement (capturing Project specific data).**
  - The project evaluation will be an integral part of the project's design and implementation; not something done after the project is completed. The evaluation should be clearly tied to project goals and objectives;
  - The evaluation should be a systematic means for monitoring and evaluating the program throughout the grant period based on the goals and objectives;
  - The evaluation should be a tool for making mid-grant programmatic changes. The application will describe a plan for collecting data throughout the project to be used for project improvement;
  - The evaluation plan should describe what information will be collected, how frequently, by whom it will be collected, and whether a quantitative and/or qualitative method of analysis will be employed;

    - Include a one-to-one relationship between project goals and evaluation measures; and
    - Provide mandatory data of participants' semester to semester and year to year persistence, year to year retention, and semester to semester and year to year academic standing (See p. 47 for the mandatory data report form).

- **Evaluation results reporting.**
    - **Phase one** of the evaluation plan must be submitted with the interim report and indicate what activities have occurred during the reporting period, the intended objective for these activities as originally identified in the application, and if the objective was met. If the objective was not met, the evaluation report should discuss why.
    - **Phase two** of the evaluation plan must be submitted with the final report and should include a comprehensive, complete evaluation of the entire project. Much like the phase one evaluation, it should include the activities conducted, the corresponding objectives, and discuss how outcomes are measured against the proposed objectives.

- See also the description of reports in "Grant Management." That section indicates what basic information is to be kept by all projects.

BUDGET AND COST-EFFECTIVENESS	(15 Points)

- The budget summary and budget narrative should clearly link all costs to the project activities detailed in the Plan of Operation section.
- Include the amount of staff time dedicated to the project and any in-kind contributions.
- **The application's budget and cost-effectiveness will be evaluated on the extent to which:**
    - the budget is adequate to support the project; it should be clear that all activities are accounted for in the budget;
    - the costs are reasonable in relation to the objectives and design;
    - the costs are reasonable in relation to the number of students and/or parents to be served;
    - the budget complies with the guidelines laid out in this RFP;
    - in-kind contributions are identified and included;
    - there is adequate support—including facilities, equipment, supplies, and other resources—from the lead organization and the other partners identified; and
    - administrative costs are kept to a minimum.
- **Indirect costs charged to the grant cannot exceed 8%.**
- **Funds must be used to supplement, not supplant.**
- **THE BUDGET SUMMARY** form should show all planned expenditures for the project (see Budget Summary form in Appendix A):
    - Column 1, "MCACG Funds Requested," is the amount of the funds requested under this grant.
    - Column 2, "Matching Funds," will include both cash and in-kind contributions from the applicant who will serve as the fiscal agent, if the grant is awarded. In-kind

contributions will also assist the State in meeting the required match of Federal funds.

- Column 3, “Other Funds,” shows funds or in-kind contributions committed by cooperating organizations, agencies, institutions, local education agencies (LEAs), or others for this project. If more than one entity is committing funds for this project, indicate the specific breakdown of such funds on a separate page.
- Column 4, “Totals,” shows the line-by-line sum of columns 1, 2, and 3.

THE BUDGET NARRATIVE should explain the rationale for each line of the budget summary, both for grant expenditures and matching funds. This narrative must show how the amounts indicated were determined**. These budget guidelines apply (arranged by line item corresponding to the budget summary):**

A. Salaries and Wages

Note on Personnel:

Estimates of personnel time should be justified in terms of the tasks to be performed and the contact hours with participants. **Salaries are to be a function of regular appointment (% time commitment) for the academic year or the summer session, if applicable. Salaries cannot be drawn at a higher pay rate than the individual normally receives.** Please note that salary is sometimes contributed as in-kind contribution.

1. Professional Personnel

   List individually all key personnel and the requested salary amounts to be funded during the summer and/or academic year by indicating what percent of the individual’s annual time will be committed to the project. For academic staff, actual instructional compensation, if requested, is restricted to one course load equivalent for academic semester courses and/or one summer course equivalent.

   If effort is committed as an in-kind institutional/organizational contribution, the value should be noted in column 2 or column 3.

2. Other Personnel

   List individually all support personnel by support category and the requested rate of pay. Support personnel must be clearly justified and may include clerical and graduate or undergraduate assistants. If effort is committed as an in-kind institution/organization contribution, that should be noted in column 2 or column 3.

B. Fringe Benefits

The benefits are calculated at the costs normally paid by the institution/organization for the salaried members of its faculty and staff who will be involved in the project (the amount is calculated for the percentage of effort in the project). Fringe is often provided as in-kind contribution.

C. Travel

Enter travel costs if necessary for key personnel to conduct off-site activities. Mileage allowances may not exceed the State's approved rate for mileage reimbursement at the time of travel. Currently this rate is *56.0 cents per mile*. All travel funding must be specifically designated by place and position, approximate date, distance, and method of travel and be approved in the project budget. No out-of-state travel is allowed, excluding travel throughout the Maryland and District of Columbia metro area.

D. Equipment

Equipment should include documentation and be strongly justified for benefitting the target population.

E. Materials and Supplies

Non-expendable supplies, including, but not limited to, books and materials necessary for the effective implementation of the funded activity, may be purchased only if they are necessary and appropriate to the project activities. Items purchased are considered property of the school or students/parents and must remain at the school or with students/parents upon completion of grant activities.

F. Consultant and Contractual Services

Use of program consultants must be justified and reasonable, and their pay should be a reflection of instructional time or time spent delivering other direct services (e.g., presenting at a financial aid workshop). Travel and per diem expenses for consultants should not exceed the institutional or State rate or that allowed by federal OMB circulars, whichever is least. Preparation time for consultants will not be paid by the grant. Properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, and routine supplies must be filed per institutional policy or State policy; and contractual payments cannot exceed institutional/organizational salary levels for similar work. Documentation for consultant services performed should be filed showing:

a. Consultant's name, dates, hours, and amount charged to grant;
b. Names of grant participants to whom services were provided; and
c. Results of subject matter of the consultation**.**

G. Other (specify)

a. Subsistence (snacks and light refreshments for activities are allowable charges; if provided, regulations apply and require that an agenda and an attendance list be supplied);
b. Rental of space, if necessary; and
c. Any other costs not included above that are necessary to implement the project; provide specifics. Note that expenses for souvenir items and entertaining are not allowed.

H. Total Direct Costs

Enter sum of Items A, B, C, D, E, F, and G.

I. Indirect Costs

Up to eight percent (8%) of funds requested (Column 1, Item H, total direct costs) from the grant program to cover the direct cost of the project may be claimed for indirect costs recovery. Any indirect cost exceeding this limitation must be provided from matching funds or in-kind services.

J. Total Cost

Enter sum of Item H and I. Observe that the Total (Item J) in Column 1 for "MCACG Funds Requested" is the amount of the grant the applicant is applying. Be sure to reconcile the total in each line and each column.

The following documents must be included as appendices of the application packet. Appendices should not include material that is required by the proposal narrative. There is no page limit for the appendices, but they should not be lengthy or copious.

ASSURANCES	(required – no points)

Each grant application must be accompanied by the Statement of Assurances, Certification Regarding Lobbying, and Assurances – Non-Construction Program forms signed by the appropriate organizational representative. Use the forms in Appendix A. In addition, the Federal Funding Accountability and Transparency Act (FFATA) form found in Appendix C is due by March 27, 2015 for grant sub-awardees.

The ***Department of Education's General Education Provisions Act (GEPA), Section 427*** requires applicants to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its program for program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The description in your application of steps to be taken to overcome these barriers need not be lengthy and should be provided as a single narrative. See Appendix A for further guidance.

The 2006 Federal Funding Accountability and Transparency Act (FFATA) legislation requires reporting from any and all entities (prime awardees- MHEC) that have received Federal grants over $25,000 after October 1, 2010. The legislation also requires that prime awardees report information about all sub-awardees (MCACG grantees) to whom they have granted Federal funds after October 1, 2010. The FFATA is included in Appendix C for sub-awardees (MCACG grantees) notified of grant awards on March 13, 2015 and must be completed and returned by March 27, 2015 in order to have MCACG grant award funds released by MHEC to the grant sub-awardees.

INCORPORATION/TAX EXEMPTION	**(required – no points)**

Nonprofit organizations must include a copy of the articles of incorporation or 501(c)(3) tax determination letter and an IRS Form 990 for the most recent tax year with the grant application.

If you partner with a nonprofit organization, you will also need to submit a Cooperative Planning Agreement form (See Appendix A). The application must include the cooperative planning agreement indicating that all members of the partnership are aware of their respective roles, agree to the conditions of the application and the details of the grant program, and have participated in the planning process.

TECHNICAL ASSISTANCE

The technical assistance webinar will cover: a program overview, RFP overview and discussion of the RFP requirements.

MCACG Technical Assistance Webinar:

December 3, 2014
11:00 a.m. – 12:00 p.m.

RSVP by December 1, 2014 .

RSVP via email to Beneé Edwards at benee.edwards@maryland.gov

If you have questions about the application format or require other assistance, contact the Maryland Higher Education Commission (MHEC), Outreach and Grants Management Office.

Beneé Edwards, DBA
Outreach and Grants Management Office
Maryland Higher Education Commission
benee.edwards@maryland.gov
(410) 767-3377

APPLICATION REVIEW PROCESS

Applications must be received by the deadline and include all requisite forms. Applicants will be notified that their application has been received and assigned an application number.

A panel of qualified reviewers will read each application and score each according to the criteria outlined below. Reviewers will have an opportunity to add comments. Reviewers may be from Maryland, or from other states, and will have suitable qualifications to review the applications. The panel makes recommendations as to funding and adjustments that the project staff might make to improve either the project to be implemented or the application, if it is declined for funding. The Secretary of Higher Education (or designee) will review all panel evaluations and select those applications that best meet the established criteria and provide the best support for MCACG goals. Geographic distribution of awards will be taken into consideration.

EVALUATION AND SELECTION CRITERIA

Each application will be evaluated and scored based on the following categories:

Category	**Maximum Points**
Needs Assessment	15
Project Objectives & Outcomes	10
Plan of Operation	25
Management Plan	15
Project Evaluation	20
Budget and Cost Effectiveness	15
Total	**100**

NOTIFICATION OF AWARDS

A grant payment will be issued after approval of award and acceptance of the grant award amount by the project director. Preliminary notification of awards will be made on or about **March 13, 2015**, by email. Written notification of grant awards, including initiation of the first payment (50% of award), will be issued shortly thereafter provided all FFATA documents have been completed and received.

APPEAL PROCESS

The following procedures have been established regarding appeals of disapproved grant applications:

A. The applicant shall be notified in writing if the application is not selected for funding support.

B. Upon request of the applicant, within 14 days of receipt of the request, the Maryland Higher Education Commission will provide additional information outlining the reasons for disapproval.
C. If the applicant wishes to appeal, a request for a hearing must be made within 30 days of the action of the Maryland Higher Education Commission.
D. The sole basis for appeal is violation of applicable State or federal statutes or regulations.
E. Within 30 days of receipt of the appeal, the Maryland Higher Education Commission shall hold a hearing.
F. Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.
G. The decision of the Commission is final and is not subject to further administrative appeal or judicial review.

GRANT MANAGEMENT

FISCAL PROCEDURES

All funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each. The first payment will be 50% of the total grant award. The second payment will be the remaining 50% of the total grant award. The second payment will be made after the project's interim report has been approved. Grant award amounts may be reduced if insufficient progress is demonstrated in the interim report. Expenditures in excess of approved budget amounts will be the responsibility of the grant recipient.

POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope or objectives of the approved project. This includes any changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation. The grant recipient shall obtain **prior written approval** from the Coordinator, Outreach and Grants Management Office or designee, specifically:

1. to continue the project during any continuous period of more than three (3) months without the active direction of an approved project director;
2. to replace the project director (or any other persons named and expressly identified as a key project person in the application) **or** to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded; and
3. to make budget changes exceeding $1,000 or 10% in any line item, whichever is greater.

If project activity dates have changed significantly since the application submission, you must submit a revised calendar of activity dates.

PROJECT CLOSEOUT, SUSPENSION, TERMINATION

Closeout**:** Each grant shall be closed out as promptly as feasible after expiration or termination. In closing out the grant, the following shall be observed:

- The grant recipient shall immediately refund, in accordance with instructions from MHEC, any unobligated balance of cash advanced to the grant recipient; and
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 60 days of the date of expiration or termination, or as otherwise indicated in the award notice.

The closeout of a grant does not affect the retention period for State and/or federal rights of access to grant records.

Suspension**:** When a grant recipient has materially failed to comply with the terms of a grant, MHEC may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reasons for the suspension, any corrective action required of the grant recipient, and the effective date. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to MHEC or given evidence satisfactory to MHEC that such corrective action will be taken or until MHEC terminates the grant.

***Termination*:** MHEC may terminate any grant in whole, or in part, at any time before the date of expiration, whenever MHEC determines that the grant recipient has materially failed to comply with the terms of the grant. MHEC shall promptly notify the grant recipient in writing of the termination and the reasons for the termination, together with the effective date.

The grant recipient may terminate the grant in whole, or in part, upon written notification to the Commission setting forth the reasons for such termination, the effective date, and, in the case of partial terminations, the portion to be terminated. However, if, in the case of a partial termination, MHEC determines that the remaining portion of the grant will not accomplish the purposes for which the grant was made; MHEC may terminate the grant in its entirety.

Closeout of a grant does not affect the right of MHEC to disallow costs and recover funds on the basis of a later audit or review, nor does closeout affect the grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions.

RECORDS

A grant recipient shall retain the following records for a period of five (5) years after the completion of the MCACG grant project:

- records of significant project experience and evaluation results;
- records that fully show amount of funds under the grant, how the funds were used, total cost of projects, *all costs and contributions provided from other sources,* and other records to facilitate an effective audit (note that timesheets should be kept for volunteer hours, as well as for all paid hours); and
- participant data (which students and/or parents participated in which activities; specify names, dates and places).

REPORTING REQUIREMENTS

To ensure accountability and sound fiscal management, the Outreach and Grants Management Office serves as the State monitor of grant activities. In addition to requiring interim and final reports, MHEC's staff conducts site visits, undertake telephone interviews, or request written materials for this purpose.

Formal interim and final reports will be required from all grantees. Mid-grant and at the end of the grant, both a financial and a narrative report will be due to MHEC. The project evaluation and data report form (p. 47) should be an integral part of the final narrative report.

Grantees may be required to periodically submit other written updates. In addition to the formal interim and final evaluation reports, MHEC may require written project updates (format to be specified) in accordance with the federal reporting requirements.

INTERIM REPORTS

- **For the report to be acceptable, it must include**:
    - phase one of the evaluation plan and a roster of participants for each activity;
    - an "activity and participant information" chart included on the Interim Report Response Questions;
    - a budget that shows how much of the grant has been spent, including matching funds, and how much remains in each line item of the original accepted budget proposal;
    - responses to the other questions posed on the interim report form; and
    - evidence that the project is progressing sufficiently to continue

See Appendix B for the Interim Report form.

FINAL REPORTS

Final reports should address items on the interim report but for the full term of the grant.

- Final reports must be submitted. Project Directors who fail to submit a final report are ineligible to apply for future grants managed by MHEC.
- Final reports have a financial report section and a narrative report section (see below for details).
- The final report includes the comprehensive evaluation of the grant. This evaluation will include the evaluation plan components from the accepted application. The evaluation should restate the goals and objectives included in the application and discuss how the project outcomes compared to those stated in the application. Include copies of the evaluation instrument.
- Final reports should include a participant chart as was requested for the interim report but **report the information for the full term of the grant** (not just the second half of the grant).
- The final report must include the data report form.

A. THE FINANCIAL REPORT

The financial report should be structured like the approved budget, with both a budget summary and a budget narrative (see Appendix A for the specific form/format to use). It must be signed by a financial officer at the organization serving as the fiscal agent. The original must be submitted to MHEC. Grantees should keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources (in-kind or otherwise), and any other relevant records to facilitate an effective audit; such records should be held for five (5) years after the grant ends. Any unspent grant funds must be returned with the financial report. Project Directors who fail to submit a final financial report or fail to return unspent funds **are ineligible to apply for future grants managed by MHEC**. The U.S. Department of Education will be notified of failure to return unspent funds.

B. NARRATIVE REPORT

The narrative report includes the results of the evaluation plan outlined in the project application and documents the project outcomes. The report will:

- address the objectives and outcomes of the project, comparing those that were named in the application to the actual results and explaining how and to what extent project activities were successful in meeting project objectives and outcomes;
- include phase 2 of the evaluation plan; this will include the results of the evaluation plan described in the application—and include the results and report of any evaluator paid by the grant;
- note where or how the project activities might be improved; and
- indicate the number of students that were served. Include the participant table in the interim report form, updated for the full extent of the project.

The narrative report should also detail participant data, reflecting the total number of participants by position (student or parent). Sign-in sheets can serve as a place to collect most of this information in preparation for reporting, but reports should summarize the data. **Project directors should collect participant data while activities are ongoing**.

ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER

An acknowledgment of the Maryland Higher Education Commission and the United States Department of Education must appear in any publication of materials based on or developed under this project.

Materials must also contain the following disclaimer:

> "Opinions, findings, and conclusions expressed herein do not necessarily reflect the position or policy of the Maryland Higher Education Commission, and no official endorsement should be inferred."

All media announcements and public information pertaining to activities funded by this grant program should acknowledge support of the Maryland Higher Education Commission.

At such time as any article resulting from work under this grant is published in a professional journal or publication, two reprints of the publication should be sent to the Maryland Higher Education Commission's MCACG Coordinator clearly labeled with appropriate identifying information.

APPENDIX A: Application Forms

Cover Sheet
Abstract
Budget Summary
Budget Narrative
Assurances
Cooperative Planning Agreement
Plan of Operation sample table

MARYLAND COLLEGE ACCESS CHALLENGE GRANT

HIGHER EDUCATION STUDENT PERSISTENCE PROGRAM

2015 APPLICATION COVER SHEET

Institution: ____

Institution DUNS #: ____

Title of Project:____

Project Director(s): ________________________ Telephone: ___________________

FAX Number: ______________________ E-mail: __________________________

Campus Mailing Address:

____

____

Grants Office Contact, Name & Title (post award): ______________________________

E-mail address: ___________________________ Telephone: ____________________

Finance or Business Office Contact, Name & Title: ______________________________

E-mail address: __________________________ Phone number: ________________

Certification by authorizing official (Executive Director, V.P. level, or above):

Name: ___________________________ Title: _______________________________

Signature: ____

Abstract

MARYLAND COLLEGE ACCESS CHALLENGE GRANT HIGHER EDUCATION STUDENT PERSISTENCE PROGRAM

Institution:

____

Project Title:

____

In 250 words or less, describe (for an educated general audience) your project activities.

Note: The abstract provided may be reproduced as is or edited by Commission staff for inclusion in press releases, web-based and other publications describing the grant program.

BUDGET SUMMARY (use this Excel format)

MCACG-Student Persistence Program FY 2015

Lead Institution: ______________________________

Project Title: ______________________________

SOURCE OF FUNDS				
	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
	***MCACGP FUNDS REQUESTED**	****INSTITUTION CONTRIBUTION**	*****OTHER CONTRIBUTION**	**TOTALS**
A. Salaries & Wages				
Professional Personnel				
[List each by name followed by title in brackets]				
1				
2				
3				
4				
Other Personnel (list categories & # of each in brackets)				
5. [ ]				
6. [ ]				
7. [ ]				
8. [ ]				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Equipment				
1				
2				
E. Materials and Supplies				
F. Consultant and Contractual Services				
G. Other (specify)				
1				
2				
H. Total Direct Costs (A through G)				
I. Total Indirect Costs (max. 8% of H)				
J. Total (H and I)				

*Include all grant-funded expenses.

**Include any contributions from applicant institution in this column. Include both cash and in-kind contributions, distinguishing in the budget narrative which type of contribution is provided for a given item.

***Include any contributions from other partners in the grant project in this column.

<u>BUDGET NARRATIVE</u> (use this format)

MCACG – Student Persistence Program

Lead Institution: ____

Project Title: ____

[Provide justification for each line of the budget summary, as outlined in the RFP.]

A. Salaries & Wages

Ex.: *Professional Personnel*:

1. Dr. Nathaniel Chase [Co-Project Director] will spend 10% of his time on project activities during the 2013-14 academic year. Maryland University requests the cost the university will pay an adjunct to replace him in one course **($4,500**). The university will contribute the difference between the $4,500 requested and 10% of his annual salary as in-kind valued at $3,500.

2. Jill Smith [Co-Project Director] – MATCH - annual salary is $45,000 and she will spend 10% of her time on project activities during the program period. Salary in the amount of **$4,500** as in kind contribution. ($45,000/annual salary x .10/percent = $4,500)

3. Jonathan Daniel [Program Manager] annual salary is $36,000 and he will spend 30% of his time on project activities during the program period. Salary in the amount of **$10,800** is requested. ($36,000/annual salary x .30/percent = $10,800)

Other Personnel:

1. Administrative Assistant: Request = $8.00/hour x 5 hours/week x 36 weeks = **$1,440**

B. Fringe Benefits

Ex.: 1. Fringe benefits for Jill Smith and Jonathan Daniel – MATCH - are calculated at 18%
MATCH - 4,500 + 10,800 x .18 = **$2,754**

C. Travel

Ex.: Travel for program manager to offsite tutoring sessions at the Adult Learning Center.
Request = $0.56 cents per mile x 12 trips x 30 miles/trip = **$201.60**

D. Equipment

No equipment requested.

E. Materials and Supplies

Ex.: Guide to Succeeding in College (book) for students' to use during workshop series.
Request = $20/per book x 50 students = **$1,000**

F. Consultant and Contractual Services

Ex.: Shore Remedial Education Inc. to be hired to assess developmental math courses.
Request = 30 hours x $40/per hour = **$1,200**

G. Other

Ex. Snacks for Workshops (50 students, 4 staff)
Request = $4/participant/day x 6 sessions x 54 participants = **$1,296**

H. Total Direct Costs = [Item H, column 1 ONLY] = $23,192

I. Indirect Costs = 8% x $23,192 = $1,855

J. Total Cost [column 1 total is the grant request] = $25,046

STATEMENT OF ASSURANCES

The applicant hereby affirms and certifies that it will comply with all applicable regulations, policies, guidelines, and requirements of the Maryland Higher Education Commission, the State of Maryland, and the U.S. Department of Education as they relate to its acceptance, and use of funds in this project. Also, the applicant affirms and certifies that:

1. It possesses legal authority to accept the award; e.g., an official act of the applicant's governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

3. It will comply with all federal and state laws prohibiting discrimination and will comply with the Americans with Disabilities Act, the Family Educational Rights and Privacy Act, the Pro-Children Act (prohibiting smoking in the presence of children), and the laws set forth in OMB Standard Form 424B.

4. It will expend funds to supplement new and/or existing programs and not use these funds to supplant non-grants funds.

5. It will participate in any statewide assessment program or other evaluation program as required by the MHEC or the U.S. Department of Education.

6. It will give MHEC, the U.S. Department of Education, and/or the Legislative Auditor, through any authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant.

7. It will comply with all requirements imposed by MHEC concerning special requirements of law and other administrative requirements.

8. It will give priority to students and families who are living below the poverty line applicable to students' family size.

9. It will make activities and services available to all qualifying students and families regardless of: (a) choice of postsecondary institution; (b) type of student loan received; (c) server of such loan; and (d) student's academic performance.

10. It will include in any information about financing options for higher education provided through an activity or service information on:

    A: the availability of federal, state, local institutional, and other grants and loans for postsecondary education; and

B: financial assistance for postsecondary education that is not provided under title IV of the Higher Education Act of 1965 in a manner that is clearly distinct from information on student financial assistance under such title.

11. It has been in existence prior to September 27, 2007 and has experience in implementing activities and services related to increasing access to higher education.

12. It will not use funds to promote any lender's loans.

13. It will not charge any student a fee or additional charge to participate in the activities or services related to this grant.

14. It certifies that no federally appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of congress in connection with making or renewal of federal grants under this program.

The applicant further certifies that all of the facts, figures and representations made with respect to the grant application and grant award, including the exhibits and attachments, are true and correct to the best of applicant's knowledge, information, and belief.

____

Institution

____

Signature of Authorized Institutional Authority

____

Name and Title, Printed **Date**

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants and contracts under grants and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013 06/04

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874)

and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction sub agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Nonprofit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

OMB Control No. 1890-0007

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement of GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

COOPERATIVE PLANNING AGREEMENT
Between

____ and the participating partners
(Name of lead organization submitting application)

in the Maryland College Access Challenge Grant (MCACG) will provide services to the following MCACG sites: ____

____

This cooperative planning agreement reflects the commitment of each partner to the grant project, including the specific responsibilities and roles each one bears if the grant is awarded.

The undersigned agree to abide by the conditions of the application.

Partnership Organization(s):

(1) Lead Organization Applicant (proposed project director/coordinator):

____

This partner will provide [summarize the services/activities etc. that the lead organization will provide]:

Name & Title (print): ____

Signature: ____ Date: ____________

(2) Organization/Business Applicant (proposed project director/coordinator):

____

This partner will provide [summarize the services/activities/resources etc. that he business or organization will provide]:

Name & Title (print): ____

Signature: ____ Date: ____________

(3) Organization/Business Applicant (proposed project director/coordinator):

____

This partner will provide [summarize the services/activities/resources etc. that he business or organization will provide]:

Name & Title (print): ____

Signature: ____ Date: __________

Table 1. Sample Plan of Operation Table (One Activity)

Persistence Program- 2015 Cohort of Underrepresented, Low Income, At-Risk Students						
Objective: To increase the number of low income, underrepresented, and/or at-risk students that persist from Fall 2014 to Spring 2015 by 10% over Fall 2013 to Spring 2014.						
Activity	**Implementation Plan**	**When/Where**	**# Participants (Contact Hours)**	**Evaluation Plan**	**Dates**	**Person (s) Responsible**
Test Anxiety Workshops	1. Develop workshop and assessment instrument. 2. Secure space on campus 3. Marketing: develop flyers, post flyers around campus, send flyers out, call students. 4. Explain program and enroll students.	August 2015	50	1. Assessment instrument results. 2. Program enrollment statistics.	Planning 7/10/15 – 7/31/15 Workshop 8/11/15 6:00pm – 7:30pm Workshop 8/17/15 5:00 – 6:30 pm	Karen Strickland (Program Director) Leslie Brown (Instructor)

APPENDIX B: Report Forms

Interim Report Form, including participant table
Interim Report Budget Summary
Final Report Budget Summary
(Use the budget narrative format used in application forms)
Persistence, Retention and Academic Standing Report Data Report Form

For more on final reports, see Grant Management in this RFP. There is no final narrative report form but see Grant Management, Final Reports and especially Narrative Reports for report requirements.

MCACG- Student Persistence Program
Interim Report Response Questions (Due September 14, 2015)

Project Title and Grant #:	
Submitted By:	**Report Period: March 13, 2015 – September 14, 2015**

Please attach additional sheets for your responses. Address all questions and feel free to add any other additional information you think pertinent. The budget form is available at
www.mhec.state.md.us/Grants/MdCollAccessChallGrant/MdCollAccessChallGrant.asp

1. **Evaluation**
   a. Include phase one of the evaluation plan (see RFP on Evaluation Plan for details).

   b. Please describe the major activity outcomes and how the outcomes were measured. The specific and measurable project objectives and outcomes submitted in the approved application should be restated in this section. Then this section should state if each project objective was met or not. If not, present the actual results and explain why the project objective/intended outcome was not met. For example, an objective in the application may have been:

      i. Project goal in application (re-state): To increase the number of at-risk and low income students who persist toward degree completion.
      ii. Projected objective in application (re-state): By the end of December 2015, **50% of at-risk and low income students** have received tutoring at least twice a month.
      iii. Was this objective met? YES
      iv. Actual Project Outcome: By the end of December 2015, **60% of at-risk and low income students** have received tutoring at least twice a month.

(Note: The actual project outcome may or may not differ from the projected project outcome.)

2. **Activity and Participant Information**
   Submit summary of participants for each activity and the number of attendees/participants for each. A list of individual participants should support this summary sheet (include sign-in sheets at the very least).

Sample summary of participant worksheet:

Type of Activity	Activity Date(s)/frequency	Major Activity Objective(s)	Number of Participants (Identify Participant Type)	Contact Hours

3. **Please provide an overview of how your project is progressing:**
   (a) Did the project start on time? If not, please discuss why.

   (b) Has the project recruited the projected number of participants? If not, please discuss the difference.

   (c) Which activity garnered the best response? Please discuss.

   (d) What are the greatest challenges and/or major issues faced by the project?

Discuss the factors that made it possible or not possible to meet the expectations of the project objectives.

4. **Do you anticipate any difficulties completing all activities on schedule and according to the proposed budget?** If so, please explain any anticipated modifications. *(Note that when such difficulties arise, project directors are encouraged to contact MHEC as soon as possible to begin discussing possible ways of addressing the problems encountered.)*

5. **Financial Report:** complete a budget summary like the table on the following page and attach a brief budget narrative (if the summary is not fully self-explanatory) describing expenditures made.

MCACG – Student Persistence Program
INTERIM REPORT BUDGET SUMMARY

(Due September 14, 2015 for the reporting period 3/13/15-9/14/15)

Institution and Project Title

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
	***MCACGP**	***MCACGP**	***MCACGP**	****INSTITUTION**	****INSTITUTION**	*****OTHER**
	FUNDS BUDGETED	**FUNDS EXPENDED**	**FUNDS REMAINING**	**MATCH BUDGETED**	**MATCH ACTUAL**	**MATCH**
A. Salaries & Wages						
Professional Personnel						
[List each by name followed by title in brackets]						
1						
2						
3						
4						
Other Personnel (list categories & # of each in brackets)						
5. [ ]						
6. [ ]						
7. [ ]						
8. [ ]						
Total Salaries and Wages						
B. Fringe Benefits						
C. Travel						
D. Equipment						
1						
2						
E. Materials and Supplies						
F. Consultant and Contractual Services						
G. Other (specify)						
1						
2						
H. Total Direct Costs (A through G)						
I. Total Indirect Costs (max. 8% of H)						
J. Total (H and I)						

*Include all grant-funded expenses.

**Include any contributions from applicant institution in this column. Include both cash and in-kind contributions, distinguishing in the budget narrative which type of contribution is provided for a given item.

***Include any contributions from other partners in the grant project in this column.

Signature of Finance Officer: ____

Name & Title of Finance Officer (printed): ________________________________

Date: ____

MCACG – Student Persistence Program
FINAL REPORT BUDGET SUMMARY

(Due July 13, 2016 for the reporting period 3/13/15-4/13/16)

Institution and Project Title

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
	***MCACGP**	***MCACGP**	***MCACGP**	****INSTITUTION**	****INSTITUTION**	*****OTHER**
	FUNDS BUDGETED	**FUNDS EXPENDED**	**FUNDS REMAINING**	**MATCH BUDGETED**	**MATCH ACTUAL**	**MATCH**
A. Salaries & Wages						
Professional Personnel						
[List each by name followed by title in brackets]						
1						
2						
3						
4						
Other Personnel (list categories & # of each in brackets)						
5. [ ]						
6. [ ]						
7. [ ]						
8. [ ]						
Total Salaries and Wages						
B. Fringe Benefits						
C. Travel						
D. Equipment						
1						
2						
E. Materials and Supplies						
F. Consultant and Contractual Services						
G. Other (specify)						
1						
2						
H. Total Direct Costs (A through G)						
I. Total Indirect Costs (max. 8% of H)						
J. Total (H and I)						

*Include all grant-funded expenses.

**Include any contributions from applicant institution in this column. Include both cash and in-kind contributions, distinguishing in the budget narrative which type of contribution is provided for a given item.

***Include any contributions from other partners in the grant project in this column.

Signature of Finance Officer: ____

Name & Title of Finance Officer (printed): ______________________________________

Date: ____

MCACG – Higher Education Student Persistence Program

Persistence, Retention and Academic Standing Data Report Form

MCACGP Higher Education Persistence Program

Persistence Rate						
	Year(s)	**Number of Participants in the Program**	**Persistence Rate Participants**	**Persistence Rate Cohort, Historical Trend or Benchmark**	**Persistence Rate Participants**	**Persistence Rate Cohort, Historical Trend or Benchmark**
			Semester-to-Semester	Semester-to-Semester	Year-to-Year	Year-to-Year
Fall						
Spring						
Fall/Spring Average					`	
Fall to Fall						

Good Academic Standing						
	Year(s)	**Number of Participants in the Program**	**Participants (%) Good Academic Standing**	**Cohort, Historical Trend or Benchmark (%) Good Academic Standing**		
			Semester-to-Semester	Semester-to-Semester		
Fall						
Spring						
Fall/Spring Average						
Participants FAFSA Completion by March 1, 2016						
Please indicate which comparable group is included (i.e. cohort, benchmark or historical trend)						

APPENDIX C: FFATA Reporting Form and Information

The FFATA Act

Authorization - S. 2590 The text of the legislation can be found at the web address below.
http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:s2590enr.txt.pdf

The Federal Funding Accountability and Transparency Act (FFATA) was signed on September 26, 2006. The intent is to empower every American with the ability to hold the government accountable for each spending decision. The end result is to reduce wasteful spending in the government. The FFATA legislation requires information on federal awards (federal financial assistance and expenditures) be made available to the public via a single, searchable website. Federal awards include grants, sub-grants, loans, awards, cooperative agreements and other forms of financial assistance as well as contracts, subcontracts, purchase orders, task orders, and delivery orders. The legislation does not require inclusion of individual transactions below $25,000 or credit card transactions before October 1, 2008.

Summary

Who?	**Reports what?**	**How?**
Agency *USDE*	Prime award information for Federal awards $25K or more	FAADS-PLUS file submission to USAspending.gov for grants
Prime awardee *MHEC*	Prime awardee (MHEC) information Executive compensation First-tier sub-awards (Improving Teacher Quality Grantee) of $25K or more	CCR CCR FSRS
Sub-awardee *MCACG Grantees*	Register for DUNS Number Provide required entity information, including executive compensation responses, to prime awardee (MHEC)	Dun & Bradstreet Self, or register in CCR

College Access Challenge Grant Program - CFDA 84.378A
Federal Funding Accountability and Transparency Act Sub-award Reporting Form

In accordance with the Federal Funding Accountability and Transparency Act, sub-grantees are required to report the following information to the Maryland Higher Education Commission (MHEC) to receive funding. Recipients are highly encouraged to register their Data Universal Numbering System (DUNS) in the Central Contractor Registration System (CCR). **All forms must be completed and returned to MHEC for reporting no later than March 27, 2015.** Forms can be emailed to benee.edwards@maryland.gov or mailed to Maryland Higher Education Commission, 6 N Liberty Street, Baltimore, Maryland 21201. Attention: Beneé Edwards, Outreach and Grants Management, 10th Floor.

1. Name of entity receiving award Click here to enter text.
2. Amount of award Click here to enter text.
3. Funding agency Click here to enter text.
4. CFDA program number for grants Click here to enter text.
5. Program source Click here to enter text.
6. Award title and descriptive of the purpose of the funding action Click here to enter text.
7. Location of the entity (including city, state, and congressional district) Click here to enter text.
8. Place of performance (including city, state, and congressional district) Click here to enter text.
9. Unique identifier of the entity and its parent (i.e. DUNS#); and Click here to enter text.
10. Total compensation and names of top five executives ***if***:
    a. More than 80% of annual gross revenues from the Federal government, and those revenues are greater than $25M annually ***and***
    b. Compensation information is not already available through reporting to the SEC.

Name	Compensation Total
1.	$
2.	$
3.	$
4.	$
5.	$

Classified information is exempt from the prime and sub-award reporting requirement as are contracts with individuals.

Signature ______________________________ Date ____________________

Fiscal Officer

Central Contractor Registration (CCR) at www.sam.gov or CCR Federal Service Desk at 866-606-8220
FFATA Sub-Award Reporting System (FSRS) at www.fsrs.gov

Frequently Asked Questions

What Does FFATA Require?

- ► The Federal Funding Accountability and Transparency Act (FFATA, or the Transparency Act) of 2006 and subsequent 2008 amendments requires:
  - Information disclosure of entities (MHEC) receiving Federal funding through Federal awards such as Federal contracts and their sub-contracts, as well as Federal grants and their sub-grants (Sub-Grantees)
  - Disclosure of executive compensation for certain entities and sub awardees (MHEC and Sub-Grantees)
  - The establishment of a publicly available, searchable website that contains information about each Federal award
  - Agencies to comply with OMB guidance and instructions and assist OMB in implementation of website

What New Reporting Is Required?

- ► **Prime grant awardees (MHEC) of Federal grants of $25K or more must report associated grant first-tier sub-grants (Sub-Grantees) of $25K or more (effective October 1, 2010)**

What Is the Specific New Information required for reporting?

- ► Sub-award (Sub-Grantees) Information Required for FFATA Reporting:
  - Name of entity receiving award
  - Amount of award (obligated amount)
  - Funding agency
  - NAICS code (http://www.census.gov/eos/www/naics/)
  - Program source
  - Award title descriptive of the purpose of the funding action
  - Location of the entity (including congressional district)
  - Place of performance (including congressional district)
  - Unique identifier of the entity and its parent; and
  - Total compensation and names of top five executives (prime or sub-awardee)

What about Executive Compensation?

- ► Prime awardees (MHEC) must report executive compensation information for prime and/or sub-awardees if in the preceding fiscal year:

(1) The organization received 80% or more of its annual gross revenues in Federal awards and those revenues are greater than $25 million annually, and (2) The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986.
NOTE: Classified information remains exempt from the prime and sub-award reporting requirements

- ► Agencies must report prime award information
- ► Prime awardees (MHEC) must report first-tier sub-award information and executive compensation information

How Does Grants Reporting Occur?

- ► Prime grant awardees (MHEC) must register with the Central Contractor Registry (CCR)
    - Sub-awardees (Sub-Grantees) must register with Dun & Bradstreet to get a DUNS number
    - Prime grant awardees must respond to the executive compensation questions through CCR
- ► Agencies must report prime grant award information through their FAADS-PLUS file submissions to USAspending.gov
- ► Prime grant awardees (MHEC) must report first-tier sub-award information through the FFATA Sub-award Reporting Systems (FSRS)
- ► Prime grant awardees (MHEC) must respond to the executive compensation questions about their first-tier (Sub-Grantee) sub-awardee through FSRS (if the sub-awardee is NOT already in CCR)

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