



GRANT INFORMATION GUIDE

Title I, Part D, Subpart 1 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
January 2, 2024
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Interim State Superintendent of Schools

Najib Jammal

Chief of School Improvement and Supports

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Governor

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Samir Paul, Esq.

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Abisola Ayoola (Student Member)

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Program Description

The Title I, Part D, Subpart 1, State Agency Neglected and Delinquent program provides formula grants to state education entities for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. This grant program provides funds to develop and implement activities and initiatives designed to further these goals in core subject areas.

Authorization

[Title I, Part D, Subpart 1 of the Elementary and Secondary Education Act of 1965 \(ESEA\) as amended by Every Student Succeeds Act of 2015 \(ESSA\)](#)

GRANT OVERVIEW

Name of Grant Program

Title I, Part D, Subpart 1, State Agency Neglected and Delinquent Grant

Purpose

The purpose of the program is to support supplemental instruction in core subject areas, such as reading and mathematics, as well as tutoring, counseling, and transition services in state agencies providing free public education for children and youth:

- in institutions for neglected or delinquent children and youth;
- attending community day programs for neglected or delinquent children and youth; or
- in adult correctional institutions.

Dissemination

This Grant Information Guide (GIG) will be released on Wednesday, November 15, 2023.

Deadline

Proposals are due no later than 5:00 p.m. January 2, 2024.

Grant Period

July 1, 2023 – September 30, 2024

Funding Amount Available

\$1,531,769

Estimated Number of Grants

Two (2)

Submission Instructions

The Title I, Part D, Subpart 1 grant application can be downloaded from the MSDE [Office of Grants Administration and Compliance website](#). A signed electronic copy in PDF format must be submitted via email to neglectedanddelinquent.msde@maryland.gov and tina.joseph1@maryland.gov by 5:00 pm on January 2, 2024.

State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested.

Program Contacts

Tina Joseph

Education Program Specialist
Office of School Improvement and Supports
410-767-3553
tina.joseph1@maryland.gov

Charles W. Kramer, Ed.D.

Director, School Improvement and Supports
Office of School Improvement and Transformation
410-767-0321
charles.kramer@maryland.gov

Eligibility

This formula grant is open to State Agencies for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles, attending community day programs for neglected or delinquent children and youth, or in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released.

Use of Funds

Funds provided through this grant must be used only for programs and projects that:

- Are consistent with the State plan under [Title I, Part D, Subpart 1, Section 1414\(a\)](#); and
- Concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment.

Funds may be used for:

- Acquisition of appropriate equipment;
- Pay-for-success initiatives or providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system;
- Support of education services that are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the challenging State's academic standards;
- Respond to the educational needs of such children and youth, including by supplementing and improving the quality of the educational services provided to such children and youth by the State agency; and
- Affording such children and youth an opportunity to meet challenging State academic standards.

Please note that activities funded by this grant must be carried out in a manner consistent with [Section 1118](#) and Part F. Programs funded under this subpart that supplement the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of [Section 1118](#) without regard to the subject areas in which instruction is given during those hours.

Not less than 15 percent and not more than 30 percent of funds may be used to support transition services.

Allowable transition services include:

- Projects that facilitate the transition of children and youth between state-operated institutions and schools served by local educational agencies; or
- Successful reentry of youth offenders, who are age 20 or younger and have received a high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or career and technical training programs. Examples of such programs could include:
 - Pre-placement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings;
 - Worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment; and
 - Essential support services to ensure the success of the youth, such as —

- personal, career and technical, and academic, counseling;
- placement services designed to place the youth in a university, college, or junior college program;
- information concerning, and assistance in obtaining, available student financial aid;
- counseling services; and
- job placement services.

The State Agency is required to designate an individual in each facility participating in the Title I, Part D program to be responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs, which is in keeping with [Section 1414\(c\) \(11\)](#).

Program Requirements

Title I, Part D, funds must adhere to certain requirements and responsibilities on behalf of the State agencies that receive the funds. State agencies that conduct a program under Title I for children and youth who are neglected or delinquent are required to:

- Meet the educational needs of neglected, delinquent, and at-risk children and youth, and assist in the transition of these students from correctional facilities to locally operated programs;
- Ensure that these students have the same opportunities to achieve as if they were in local schools in the State; and
- Evaluate the program and disaggregate data on participation by gender, race/ethnicity, age, disability, and Limited English Proficiency (LEP) status not less than once every 3 years.

Grant recipients will undergo a risk assessment established by MSDE prior to the awarding of federal funds. The criteria used will consist of the following five federal guiding principles for providing high-quality education in juvenile justice secure care settings and the federal and state monitoring compliance areas for the Title I, Part D program. The Guiding Principles for High-Quality Education are:

- A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners;
- Necessary funding to support educational opportunities for all youths in long-term, secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved;
- Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments;
- Rigorous and relevant curriculum aligned with State academic, career, and technical education standards that utilize instructional methods, tools, materials, and practices that promote college- and career-readiness; and
- Formal processes and procedures through statute, Memoranda of Understanding (MOU) and practice that ensure successful navigation across child-serving systems and smooth reentry into communities.

Application Requirements

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

- Cover Page
- Project Narrative: Project Abstract, Extent of Need, Evidence of Impact, Goals, Measurable Outcomes, and Milestones, Plan of Operation, Evaluation and Dissemination Plan, and Management Plan and Key Personnel
- Budget and Budget Narrative including, as an appendix, a signed C-1-25 MSDE budget form
- Appendices
 - MOUs/MOAs for the 2023-2024 school year
 - Facility profiles for the 2023-2024 school year
 - Works cited: use a standard format such as MLA or Chicago Manual of Style
 - Professional development plan for staff, parents, and community partners for the 2023-2024 school year
 - Transition plan
 - Resumes of key personnel
 - A signed C-1-25 MSDE budget form
 - A signed recipient assurances page
 - Job description for any positions funded by this position
 - Attestation I
- GEPA Statement

COVER PAGE

Applications must include the cover page provided in the application for participation that includes a project statement. The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do, and how it will be accomplished). Do not exceed the 100-word limit. Project statements may be utilized in press releases, State Board presentations, or other MSDE publications. The cover page should be printed and signed by the Head of Agency.

PROJECT NARRATIVE

The project narrative consists of the following sections. These sections will be scored by reviewers.

- Project Abstract (1 page)
- Extent of Need
- Evidence of Impact
- Goals, Measurable Outcomes, and Milestones
- Plan of Operation

- Evaluation and Dissemination
- Management Plan and Key Personnel
- Budget and Budget Narrative

PROJECT ABSTRACT (1 PAGE)

In the Project Abstract, introduce the project to the reader. The abstract should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The project abstract should cover the core aspects of the proposed project, such as the populations served, a brief description of the goals, the strategies to meet them, and the roles of the partners.

EXTENT OF NEED

Identify a clearly defined problem, and how the use of these funds will address the problem. Applicants should include the target audience and expected outcomes. In addition, this section of the application must cite research supporting your continued need for this program. Present quantitative trend data and qualitative trend data in support of specific population and schools/programs served and related educational services during the previous three years. Be sure to state what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them. Please include relevant demographics and other statistics about the population you intend to serve. Describe the wider impact on the local community if the problem is not addressed. Finally, applications should include descriptions of current or past efforts to address the problem.

EVIDENCE OF IMPACT

Applicants must describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the State Agency's experience in terms of effective practices leading to the desired outcomes. Discuss your history of impact on the target population, what has worked, what has not worked, and your track record in effectuating change. Discuss how past performance has informed the proposed activities, and the future impact your proposed key activities are likely to have on the target population.

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

In this section applicants must provide the program's goals and measurable outcomes to be achieved during this fiscal year. The program goals set by the State Agency should be aligned to the State's goal areas and program outcomes:

- Goal Area 1: Improvement in reading achievement. Outcome: Improved performance in reading to meet the same challenging State academic content standards and challenging State student academic achievement standards.
- Goal Area 2: Improvement in math achievement. Outcome: Improved performance in math to meet the same challenging State academic content standards and challenging State student academic achievement standards.

- Goal Area 3: Increased student outcomes through transition planning to successfully support students after exit. Outcome: Successful transitions of youth in secondary school completion, appropriate training, employment, or further education.

Applicants are required to set overall goals for the project. The goal should address the main problem. Outcomes measure progress towards meeting the overall goal of the program. Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. Goals and measurable outcomes must contain the following information:

- Target population: Specify the population the project will address. Program services must aim to increase student achievement, graduation rates, chronic absenteeism, and behavior.
- Goal statements: Must be realistic goals based on a review of the research literature that is relevant to evidence-based interventions and performance measures i.e., SMART goals. Goals must set a specific date for attainment (e.g., month and year)
- Outcome statements: Establish measurable objectives and specify measurement instrument(s) or source and reference indicators (e.g., test scores, absentee rates, report card grades, promotion rates). Must set a specific date for attainment (e.g., month and year). Must be set in measurable terms with specific dates for attainment and aligned with project goals and measurable outcomes.

PLAN OF OPERATION

This section is tailored to your program and applicants must address each of the following requirements:

- The procedures to be used, consistent with the State plan under Section 1118, to assess the educational needs of the children to be served and to the extent practicable, provide for such assessment upon entry into a correctional facility;
- The ways which ensure services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period;
- How the program will meet the goals and objectives of the state plan;
- If applicable, how will you consult with experts and provide the necessary training for staff to ensure that the planning and operation of institution-wide programs are of high quality, if applicable;
- Results of the most recent evaluation, under Section 8601, will be used to plan and improve the program;
- How the program will be coordinated with other appropriate state and federal programs under Title I of the Workforce Innovation and Opportunity Act (e.g., career and technical education programs, state and local dropout prevention programs, and special education programs);
- How programming will encourage correctional facilities to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to and after their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative program in order to facilitate the transition of such children and youth between the correctional facility and the local educational agency or alternative education program;

- How appropriate high-quality professional development will be provided to teachers and other staff in order to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being with a strategic focus on marginalized student groups;
- Identify the individual in each correctional facility or institution to be responsible for issues relating to the transition of children and youth between such facility or institution and locally operated programs;
- How will you coordinate with businesses for training and mentoring for participating children and youth;
- The ways in which proposed activities will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth;
- How proposed activities will work with parents/guardians to secure their assistance in improving the educational achievement of their children and youth and preventing their children's and youth's further involvement in delinquent activities. The applicant must address in detail that proposed activities will: 1) create an environment that welcomes all families; 2) ensure families, schools, and communities are partners in education; 3) ensure programs are intentional and culturally responsive in their efforts to engage families; 4) provide strategies (PD) to assist educators to effectively engage families and build capacity; and 5) ensure on-going and two-way communication in multiple formats that is parent-friendly;
- How will the proposed activities work with children and youth with disabilities to meet an existing individualized education plan/program, and an assurance that the agency will notify the child's or youth's local school, if the child or youth is identified as in need of special education services while in a correctional facility or institution and intends to return to the local school;
- How proposed activities will work with children and youth who dropped out of school before entering the correctional facility or institution and encourage the children and youth to reenter school and attain a high school diploma once the term of incarceration is completed. Describe how the State Agency will provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or attain a high school diploma or its recognized equivalent if the child or youth does not intend to return to school;
- The ways in which certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students;
- Whether any additional services, such as career counseling, distance learning, and assistance in securing student loans and grants, will be provided;
- If applicable, how coordination with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs will occur; and
- Describe in detail how you will both note when a youth has come into contact with both the child welfare and juvenile justice systems and deliver services and interventions designed to keep youth in school that are evidence-based.

EVALUATION AND DISSEMINATION PLAN

The evaluation plan outlines the process by which the program will be evaluated. The evaluation process is critical and essential to program implementation. Program evaluation involves the systematic collection and analysis of information related to the design, implementation, and outcomes of a program for the purpose of assessing and subsequently modifying program activities to ensure program efficacy and effectiveness.

The evaluation plan must:

- Specify the questions the evaluation will seek to answer. These questions must enable project leaders to assess progress toward outcomes and enable project managers to determine which strategies and activities have been successful, and those that need to be revised.
- Include a description of the proposed data and measurement instruments that will be used.
- Include a description of how and when evaluation findings will be used to make improvements in the project.

In the evaluation, explain what data will be evaluated and how it will be collected, including who is responsible, and provide a timeline for the process in which data will be collected, analyzed, and used to inform future planning.

In the dissemination plan, applicants must describe how they will communicate the expanded services, as well as how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Descriptions of the types of reports and other by-products developed during the project may be made available.

Grantees are also required to submit an annual evaluation report that is consistent with the project's goals and measurable outcome(s). Grantees must evaluate the outcomes of the major projects for which they allocated grant funds. For each project being evaluated, evaluation reports must include the following components:

- Relevant needs assessment data
- Explanation of the project's alignment to the needs assessment
- Description of the project
- Intended outcomes
- Method of evaluation
- Level of evaluation
- Project outcome evidence and data
- Evaluation summary

Evaluation plans must address the following areas:

- The percentage of long-term students served who have both pretest and posttest scores in reading;
- The percentage of long-term students served who have both pretest and posttest scores in math;

- The percentage of long-term students served who improved from $\frac{1}{2}$ to one full grade level on mathematics assessments;
- The percentage of long-term students served who improved from $\frac{1}{2}$ to one full grade level on reading assessments;
- The percentage of students served earning high school course credits up to 90-days after exit from the Title I, Part D program;
- The percentage of students who enrolled in a school after exit from the Title I, Part D program.;
- The percentage of students with transition plans that successfully transition from institutions to schools, post-secondary education, vocational training, or employment; and
- The percentage of students obtaining a secondary high school diploma, or its recognized equivalent, or obtaining employment.

When conducting evaluations of the program, data must be disaggregated to address participation based upon by gender, race, ethnicity, and age, while protecting individual student privacy to determine the program's impact on the ability of participants to:

- Maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended year adjusted cohort graduation rate, if applicable;
- Accrue school credits that meet State requirements for graduation promotion and high school graduation;
- Make the transition to a regular program or other education program operated by a local educational agency;
- Complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- Participate in postsecondary education and job training programs, as appropriate. At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs (disaggregated data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants). However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

MANAGEMENT PLAN AND KEY PERSONNEL

Applicants must provide a clear discussion of partners, respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented. A signed MOU/MOA must be included that outlines the roles, responsibilities, and contributions of each partner.

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

advisors to the committee. The duties, members, and meeting dates of the committee should be identified in this section of the project proposal.

All management plans must include the following:

- Participation in technical assistance opportunities offered by the SEA
- Submission of required reports
- Regularly monitoring the performance of the program during implementation
- Startup activities
- Assuring continuity and quality of the program during implementation
- Regularly monitoring fiscal requirements on the uses and spend-down of funds
- Submission of program evaluation data
- Purchasing and distribution of program supplies, equipment, and materials
- Professional development activities
- Stakeholder and staff meetings

Grantees are required to include a list of the staff or personnel responsible for the successful implementation and monitoring of the grant requirements. Any personnel who are compensated by Title I, Part D, Subpart 1 funding must be reported here with an estimate of the time spent on grant activities. The 'Time Devoted' should reflect the estimated percentage of the full-time equivalent working specifically on that program (i.e., a full-time employee who devotes half of their time appears as 0.5). Applicants are required to complete the following management plan chart as part of the proposal.

Action Description	Beginning and End Dates	Person Responsible
Brief Description # 1	Date	Name or Position
Brief Description # 2	Date	Name or Position
Brief Description # 3	Date	Name or Position

Budget and Budget Narrative

The program's budget should detail the current year of the project. It should demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable, and cost-effective. All costs described in the program financial description will appear in the budget narrative and must have a corresponding entry in the itemized budget for year one. Section 1418 of the ESEA requires that each State Agency reserve not less than 15 percent or more than 30 percent of the amount it receives in any year under Subpart 1 to support transition services.

Light refreshments provided to parents that attend a family involvement meeting or training are acceptable. USDE agrees that providing food for parents as an incentive for them to attend training and meetings is appropriate. However, food costs must be reasonable and necessary.

The per-person "rule of thumb" for purchasing food for parent meetings is light snacks - \$2- \$3 or less; breakfast - \$3 - \$5 or less; lunch - \$5 - \$8 or less; and dinner - \$8 - \$11 or less. Neglected, delinquent, and at-risk children and youth are eligible for child nutrition programs, and therefore, costs associated with meals/snacks for programs would be covered under such programs. Food costs for staff and rental of a facility are not allowable. Cost estimates for using the requested funds must be reasonable with current market prices.

DETAILED BUDGET DESCRIPTION GUIDELINES

- Detailed budget description, must include:
 - Identification of the specific line item (i.e., what is being purchased?)
 - Description
 - Description of the proposed expenditure, which must include details such as number of hours, hourly rate, number of people, and/or frequency and duration of services
 - Provide a brief budget description that explains how the funds will be used to support each activity
 - Amounts including how, where, and for what purpose funds were reserved
- Calculation – calculation for the proposed expenditures, include a cost breakdown
- Total – total for the proposed expenditure-based details shared in the calculation column, must align directly with the calculation (i.e., the calculation must yield this total)

Detailed Budget Description Example

Detailed Budget Description	Calculation	Title I, Part D requested amount	Other funds source and amount	Total
Transition set-aside (required %)	(15 to 30 percent of the subgrant award amount). Indicate the percentage and amount.			\$26,834
Workshop stipends: \$125/day stipend for facilitators at four regional meetings with four (4) breakout sessions at each meeting (16 facilitators total). Duration of services: 6 hours per day throughout the 2020-2021 school year Facilitators will engage parents and families to assist educators to effectively engage families and build capacity at workshops	\$125/day stipend x 4 regional meetings x 4 facilitators at each meeting			\$2,000.00
Substitute stipends: \$100/workshop stipends for five (5) substitute teachers at each of eight (8) quarterly workshops Duration of services: 6-hour workshops throughout the 2022-2023 school year.	\$100/workshop x five (5) substitute teachers x eight (8) quarterly workshops			\$4,000.00
Instructional supplies for math initiative (academic manipulatives, scissors, paper, markers, folders, etc.) in classrooms	Estimated costs include: 50 scissors x \$1.00= \$50.00 20 pack of manipulatives x \$5.00=\$100.00 50 pack markers x \$3.00= \$150.00 50 folders x \$1.00=\$50.00 Approx. \$350 for 60 schools			\$21,000
Project Director based on SACPS salary for Admin. Specialist	1.0 FTE mid-level salary			\$85,000
Fixed Charges - FICA, Worker's Comp, Retirement, and Health	1.0 FTE fixed charges			\$33,000
Technology - materials and supplies to replace old, obsolete Chromebook in the Central Office	Replacement of computer or laptop for office staff. 1 laptop * 1,000 = 1,000			\$1,000

<p>Office supplies</p>	<p>Various office supplies to Office staff employees and activities. FedEx cost for MSDE mailings. \$25 per mailing * 8 reports/amendments = \$200.</p> <p>Materials include: 2 cases of copier paper \$100, 25 pack of pens @ 3.00 each = \$75.00 10 pack poster board @ \$20.00 = \$200.00 \$475</p>			<p>\$475</p>
<p>Conferences/Professional Learning</p> <p>Eight classroom teachers and 2 tutors to participate in one professional development conference that increases the capacity of teachers in the area of academic need for approximately 10 teachers at \$400 each to cover registration, meals, and mileage.</p>	<p>Number of staff attending; registration, hotel, transportation; mileage, and meals</p> <p>8 classroom teachers + 2 I tutor x \$400 each</p>			<p>\$4,000</p>
<p>Contracted Services/Consultant/Vendors</p> <p>Social-Emotional Learning Programming: Identified in the Comprehensive Needs Assessment additional support and techniques needed in the area of social-emotional learning. Programming will include focused instruction directed toward mindfulness, self-regulation, and breathing techniques through the SEL Program. Evidence-based research finds that social emotional learning practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and many other benefits.</p>	<p>Planning: 2 hours x 11 programs = 22 hours x \$70/hr. = \$1,540</p> <p>Sessions: 24 hours a week x \$70/hr. = \$1,680 x 16 weeks = \$26,880, Total = \$28,420</p>			<p>\$28,420</p>
<p>Total</p>				<p>\$178,895</p>

Reporting Requirements

Grantees must comply with the following reporting requirements. The below reporting requirements do not replace previously published reporting requirements for awards and programs prior to Fiscal Year 2024.

Date	Reporting Requirements
October 31, 2023	Prior Fiscal Year Final Reporting (without an approved amendment for extension)
December 15, 2023	Prior Fiscal Year Carryover Reports
Ongoing	Technical assistance, program support, and fiscal and program monitoring. This may include MSDE-led collaborative meetings, site monitoring visits, technical assistance, professional learning, etc.
Ongoing	Monthly invoices submitted no later than the 15 th of each month.
January 31, 2024	First Fiscal Year 2024 Interim Report due for the period of October 1, 2023 through December 31, 2023, and prior period, if not previously reported.
April 30, 2024	Second Fiscal Year 2024 Interim Report due for the period of January 1, 2024 through March 31, 2024
July 31, 2024	Third Fiscal Year 2024 Interim Report due for the period of April 1, 2024 through June 30, 2024
August 15, 2024	Last date to submit amendment request for Fiscal Year 2024. Complete one revised C-1-25, C-1-25 A, C-1-25 B
September 30, 2024	Fiscal Year 2024 Grant Period Ends
October 31, 2024	Fourth Fiscal Year 2024 Interim Report due for the period of July 1, 2024 through September 30, 2024
November 30, 2024	Final invoices/expenditures must be posted to AFR (without an approved amendment for extension)
December 16, 2024	Final Fiscal Year 2024 Report due for the period of July 1, 2023 through September 30, 2024. Final reports must include the Final Annual Financial Report

MSDE is under obligation to proactively monitor subawards to ensure compliance with federal and state laws and regulations governing the programs to be administered in accordance with the Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e). MSDE will conduct a risk analysis prior to awarding federal funds and may place certain conditions on the grant, based on the determined level of risk. All grantees are required to participate in at least one on-site and/or desk monitoring per funding cycle.

The appropriate sections of the grant budget forms must be submitted with all reports and requests for amendments. This can also be found on the MSDE grants webpage. State agencies are required to submit interim reports and a final report for each program over the entire grant cycle. Any requests for amendments must be submitted at least 45 days before the grant period ends and must be submitted using the (C-1-25, C-1-25 A, C-1-25 B). Grantees are also required to submit an annual evaluation report that is consistent with the project's goals and measurable outcome(s).

Notes: All grantees are required to participate in at least one on-site and/or desk monitoring per funding cycle.

Final invoices must be submitted no later than 60 days after the grant period ends.

Appendices

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

Appendix A: MOUs/MOAs: signed and dated MOUs/MOAs are required from all project partners for the school year 2023-2024. Each MOU/MOA must contain the following:

- A statement acknowledging and supporting the goal(s) and objectives of the project;
- The participant's expected gains from the project;
- The expertise, resources, and financial contributions the participant is making toward the project -- financial contributions (in-kind and cash) should be quantified;
- A clear statement detailing the roles, responsibilities, and capabilities of the partners; and
- A clear statement that the partners intend to maintain the partnership for the duration of the grant period.

Appendix B: Facility profiles for each facility students receive education services for the 2023-2024 school year.

Appendix C: Works cited: use a standard format, such as MLA or Chicago Manual of Style

Appendix D: A professional development plan for staff, parents, and community partners for the 2023-2024 school year. Include a description of the professional development activity, objectives and expected outcomes, date, and audience.

Appendix E: Transition plan template that will be used by the transition specialist for each student, which includes:

- Information about the students' family and friends;
- Physical and emotional health, religion, and values;
- Assessments, classes/courses, and placement information;
- Skill plans;
- Living options/budgeting assistance;
- Necessary documents;
- Transition plan review (frequency);
- Psychological/counseling;
- Education/goals and objectives; and
- Team participants

Appendix F: Resumes of key personnel

Appendix G: A [signed C-1-25 MSDE budget form](#)

Appendix H: A [signed recipient assurances page](#)

Appendix I: Job description for any positions funded by this position

Appendix J: [Attestation I](#)

Carryover and No Cost Extensions (Tydings Amendment)

The statutory authority for the period for obligating and expending carryover funds is the so called “Tydings Amendment,” section 412(b) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b). Also see section 76.709 of the Education Department General Administrative Regulations (EDGAR), 34 C.F.R. § 76.709. In general, under this provision, any funds not obligated and expended during the period for which they were awarded become carryover funds and may be obligated and expended during the succeeding fiscal year. As specified in section 412(b)(2) of GEPA and §76.710 of EDGAR, any such carryover funds must be obligated and expended in accordance with the Federal statutes and regulations that apply to the program and are in effect for the carryover period, as well as the program plan or application submitted and in effect for the carryover period. The State must document and maintain records that reflect separate expenditures of carryover funds for each fiscal year that are in accordance with the approved program applications (originally or as amended) for the fiscal year in which they were awarded.

Where the State Agency is seeking to carry over funds for use in a subsequent fiscal year, the State Agency must notify MSDE in writing of the request to extend their approved application. This request must include a clear rationale for why funds were not expended within the defined grant period and how the extensions will allow the State Agency to achieve the intended impact and attain the prior approved measurable goals.

The State Agency will provide a brief rationale requesting the use of carryover funds during fiscal year 2025. If the extension to carry over funds into a new fiscal year includes using those funds to implement programs or provide services not included or significantly changed from the prior approved application, then the request must include as additional appendices completed C-1-25 A and C-1-25 B documents clearly outlining the nature and rationale of these proposed changes.

Note: This section is for information purposes only. State Agencies are not required to complete this section for Fiscal Year 2023 awards or any year prior. This will, however, be required for Fiscal Year 2025 and forward.

ANNUAL TIMELINE

MSDE will release the Title I, Part D, Subpart 1, application each year and the performance period for each grant will be a 15-month performance period for funded programs. Grant performance periods will be July 1 of the current year through September 30 of the following year.

GRANT EXTENSION REQUESTS

Moving forward, MSDE will consider requests for prior year extensions. However, State Agencies should make every effort to adhere to a plan which fully expends their federal award within the 15-month period. All extension requests must be submitted at least 45 days before the end of the grant period. See the section on Carryover and No Cost Extensions for additional information.

Grant Amendment Requests: Any budget and/or programmatic amendment must be requested 45 days before (generally, on or before August 15) the end of the grant period and will require the submission of a C-1-25, C-1-25 A and C-1-25 B.

The Review Process

MSDE will review applications based on the understanding that the allocated funds should be utilized within the 15-month period. Therefore, it is crucial for State Agencies to plan their proposed program activities accordingly to ensure effective and timely expenditure of the federal funds. Draft submissions will be accepted and reviewed and should be arranged with the corresponding MSDE program contact. MSDE will review applications in whole on a rolling basis and provide comprehensive feedback and subsequent monitoring accordingly.

REVIEW COMMITTEE

The committee will be composed of representatives from the MSDE.

AWARD NOTIFICATION

MSDE will notify the State Agencies in writing of approved applications and Notice of Grant Awards.

Non-Discrimination Statement

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

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPA)

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation.

[Section 427 of the GEPA Form](#)

[Section 427 of the GEPA Notice to All Applicants](#)

Grant Timeline

Date	Activity
November 15, 2023	The Grant Information Guide and application are released
November 27, 2023 December 5, 2023 December 13, 2023	MSDE will hold three virtual customer service support sessions for interested applicants
January 2, 2024	The grant application period closes
November 27, 2023	MSDE begins reviewing applications for completeness and minimum requirements
July 1, 2023	The grant period begins
September 30, 2024	The grant period ends

Customer Service Support Sessions

MSDE will hold three virtual customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the application process. The sessions will be held on:

Monday, November 27, 2023

2:00 pm – 3:00 pm

Video Call Link: <https://meet.google.com/voo-chpa-qxd>

Or Dial: (US) +1 706-804-4301, PIN: 779 881 323#

Tuesday, December 5, 2023

10:00 am – 11:00 am

Video Call Link: <https://meet.google.com/apz-zmet-qkn>

Or Dial: (US) +1 219-386-4206, PIN: 899 902 784#

Wednesday, December 13, 2023

1:00 pm – 2:00 pm

Video Call Link: <https://meet.google.com/ugv-jomq-xch>

Or Dial: (US) +1 785-251-0058, PIN: 400 568 943#

OFFICE HOURS**Thursdays, November 30, 2023 through December 28, 2023**

2:00 pm – 3:00 pm

Video Call Link: <https://meet.google.com/fpg-rhat-ggq>

Or Dial: (US) +1 720-443-5715, PIN: 272 750 341#

MSDE staff will also be available to provide technical assistance throughout the grant application process. Additional needed assistance or questions related to the Title I, Part D grant should be directed to the program contact below:

Tina Joseph

Education Program Specialist

(410) 767-3553

tina.joseph1@maryland.gov

This funding opportunity can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

Attachment

Title I, Part D, Subpart 1, State Agency Neglected and Delinquent Fiscal Year 2024 Application