# Promoting Positive Outcomes for Infants and Toddlers Grants FY2021

Request for Proposals

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

Deadline to Submit Application
Monday, May 18, 2020
No later than 4:00 p.m.
Eastern Standard Time

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# Proposal Description

**Name of Grant Program:**
Promoting Positive Outcomes for Infants and Toddlers Grants FY2021

**Authorization:**
This grant is authorized by Section 9212(c)(1) of Every Student Succeeds Act, Pub. L. 114-95 (Dec. 10, 2015), Note to 42 U.S.C. 9831.

**Dissemination:**
Thursday, March 19, 2020

**Deadline:**
Monday, May 18, 2020

**Purpose(s):**
This grant will provide funds to:
- Increase State capacity to serve infants and toddlers (age 0-3), and their families, in programs that promote positive behavioral, mental health and parent relational outcomes by:
  - Demonstrating fidelity to an evidence-based model, including, but not limited to:
    - Attachment, Biobehavioral Catch-Up (ABC);
    - Circle of Security Parenting (COS-P);
    - Child-Parent Psychotherapy;
    - Healthy Steps;
    - Facilitating Attuned Interactions (FAN); and
    - Family Connects MD;
  - Delivering high-quality services with a two-generational approach;
  - Addressing trauma-informed care and early childhood risk factors;
  - Increasing access to resources for infants and toddlers and their families, particularly those who are facing adverse experiences, including poverty, substance abuse or misuse, homelessness, housing instability, or other forms of trauma; residence in a rural area; special needs or disabilities; foster care; incarcerated caregivers; immigration; and multilingualism; and
  - Promoting access to medical home or pediatric primary care.
- Support grantees in leveraging resources, coordination, and collaboration to support local early childhood system development that aligns with Statewide System Development Goals, listed below.

### Statewide System Development Goals:

1. **Strengthen availability and access** by increasing availability and choice for all families and especially vulnerable families, decreasing barriers, serving more children with special needs in inclusive settings, and improving coordination between Early Care and Education (ECE) and health services.

2. **Improve and support program quality** by increasing quality across sectors, focusing on equity, increasing kindergarten readiness for all children, and improving capacity to meet infants' and children's mental health needs.

3. **Deepen family engagement** by increasing families' awareness of high-quality programs, expanding two-generational programming, and enhancing families' opportunities to engage.

4. **Ensure successful transition experiences** by strengthening institutional support for transitions, supporting families through transitions, and improving transition-focused professional development opportunities.

5. **Expand and enhance workforce development** by improving professional development opportunities, strengthening equity, coordination and alignment efforts, and improving compensation for ECE professionals.

6. **Improve systems for infrastructure, data and resource management** by improving coordination across agencies, modernizing the data system, using resources in ways that promote equity, and streamlining funding mechanisms.

**Required Components:**
Proposals must use the prescribed format on page 5 of this RFP; all submissions must contain the following elements to be considered for funding:
- Project Cover Sheet: Must use Appendix A form, page 17;
- Project Abstract;
- Table of Contents;
- Project Narrative;
- Statement of Need: May include data from the 2019/2020 Kindergarten Readiness Assessment;
- Project Goals, Milestones and Strategies
- Alignment with Statewide System Development Goals;
- Evaluation & Dissemination Plan: (The evaluation will be an internal self-evaluation/reflection and can be completed by Chair/Co-Chair of the Council or a designee at no cost);
- Management Plan/Key Personnel;
- Integration with Early Childhood System Development and Strategic Planning;
- Sustainability Plan;
- Equity Assurances; and
- Appendices: (See page 15)
  o Budget Narrative Form (Appendix B, page 19)
  o Itemized Budget Form / C-1-25 (Appendix C, page 21)
  o Action Plan (Appendix D, page 32)
  o Management Plan Worksheet (Appendix E, page 33)
  o Project Timeline (Appendix F, page 34)
  o Recipient Signed Assurances (Appendix G, page 37-27)
  o Résumé of Key Personnel
  o Signed Letters of Commitment from the local Judy Center and other project partners (as appropriate).

**Priority:**
Competitive Priority: Grantees that meet a 10% match (including in-kind) will receive up to ten (10) extra points.

**Eligible Applicants:**
Non-profit organizations; Hospital and State, local, and community health service entities; Local Early Childhood Advisory Councils; Early Head Start Grantees; Early Head Start-Child Care Partnership Grantees; Universities; other organizations as applicable.

**Proposal Review:**
The review of proposals will be a four-part process.
1) Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all prescreen requirements will not be read.
2) A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. The committee will be composed of MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores.
3) Applicants should be available for individual follow-up questions as determined by the review committee.
4) Final approval for awards will be determined by the review committee.

MSDE reserves the right to take into consideration geographic distribution when making awards.

**Award Notification:**
Notification of awards will be sent by e-mail by Monday, June 1, 2020.

**Total Funds Available:**
$2,000,000 per year
The amount of total funds available is contingent upon the continuing availability of federal funding for the Preschool Development Grant Birth-5 Renewal Grant and Child Care Development Fund.

**Length of Grants:**
**Six months** (July 1, 2020 to December 31, 2020)

**Project Period:**
July 1, 2020 to December 31, 2022
This application covers the full Project Period. Grantees will be required to submit an annual budget for the period January 1, 2021 to December 31, 2021 and January 1, 2022 to December 31, 2022.

**Estimated Number of Grants:**
4-8

**Estimated Average Grant Amount:**
$250,000 per year ($750,000 over three years)

**Fund Use:**
Cost(s) incurred prior to the approval of the grant may not be funded through the award. The following are examples of approved uses for grant funds in accordance with purposes of the grant. Other costs not listed here may be presented to the grant manager for determination.
  o Professional development for partnering agencies. Additional professional development sessions may depend on the training needs of staff and needs assessment/strategic plan.
  o Materials and supplies (i.e., instructional materials, books, related supplies for family involvement or home visiting activities, purchase of state recommended curriculum for child care partners).
  o Costs for a meeting trained facilitator, costs for purchasing supplies to facilitate meetings, costs for materials including promotion and social public awareness, and costs to secure a temporary project manager to oversee the meeting prep, logistics and minutes.
  o Costs of MSDE approved local initiatives, costs for travel reimbursement, costs associated with stipends for members and parents to attend meetings, costs for covering substitutes if teachers are attending professional development, and costs for hotel accommodations to attend PD to support the goals of this grant.

o Costs for increasing the capacity of the grantee to serve increased numbers of infants and toddlers and their parents, particularly those facing adverse experiences.
o Indirect costs (may not exceed 10% or the total fund request).

**Funds may not be used for:**
- Supplanting existing program funds;
- Capital improvements;
- Teacher and assistant salaries & benefits;
- Special employee compensation; or
- Purchase of office furniture and equipment.

**The General Education Provisions Act (GEPA), Section 427:**
Each application must develop and describe the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

**Reporting Requirements:**
Grantees must submit by mail or electronically:
Grant budget forms signed and dated in **blue** ink:
- An interim progress report (MSDE C-1-25-C) that is received by MSDE no later than Friday, October 16, 2020 for Year 1 of this grant award, Friday, October 15, 2021 for Year 2, and Friday, October 14, 2022 for Year 3.
- A final progress report (MSDE C-1-25-D) must be received by MSDE on or before 30 days after the grant end date, December 31, 2021.
- A final project evaluation (See Evaluation section) must be received by MSDE on or before 30 days after the grant end date, December 31, 2021.
- Final Invoice/Financial Report (MSDE Standard Invoice Form) must be received on or before 30 days after the grant end date.

Quarterly Performance Reports that must be received by MSDE no later than:
- September 30th of each grant year;
- November 30th of each grant year;
- February 29th of each grant year; and
- May 30th of each grant year.

**Submission Requirements:**
- All pages of the project narrative must use one-inch margins and be numbered according to the prescribed numbering convention. (See "Table of Contents" section).
- The project statement that appears on the cover sheet must not exceed 100 words.
- The abstract must not exceed one page.
- Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-point font.
- All copies of the proposal should be on standard size (8½" x 11") paper of regular weight.
- Bound copies must be stapled in the upper left corner. They should not be bound by glue, spirals, wire, clasps, or any other means.
- The prescribed coversheet must be the first page of the proposal.
- The original coversheet must be signed in **blue** ink. Copies of the coversheet must not be color photocopied.
- Application package **excluding** proposal cover sheet, table of contents, budget narrative, itemized budget

form, signed assurances and appendices must not exceed 20 pages. **ALL FORMS MUST BE SIGNED IN BLUE INK.**

- All tables and charts must follow prescribed formats.
- All acronyms used in the application must be listed and defined.
- **An unbound original proposal, together with (2) bound copies and an electronic copy in Microsoft Word format, MUST be submitted to the program contact:**

Rachel Demma
Director, Early Childhood System Development
Maryland State Department of Education
Division of Early Childhood, 6th floor
200 West Baltimore Street
Baltimore, MD 21201
Phone: 410-767-7802
**Email: rachel.demma@maryland.gov**

**Technical Assistance:**
Technical assistance webinar will be held on April 3, 2020
10:00 a.m.-11:00 a.m.

## 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 Finance and Administration Maryland State Department of Education
Maryland State Department of Education
200 West Baltimore Street -6th Floor
Baltimore, MD 21201-2595
Voice:  (410) 767-0426
Fax: (410) 767-0431
TTY/TDD: (410) 333-6442

# 1. Proposal Cover Sheet

Every proposal must have a Proposal Cover Sheet. No other page may cover the proposal cover sheet. The subsequent information must be clearly stated in the following order:

- Name of applicant/Jurisdiction
- The grant title, "Promoting Positive Outcomes for Infants and Toddlers Grants FY2021."
- The proposed project title.
- Name of contact person.
- Address of contact person.
- Telephone, fax, and email address of contact person.
- Project partners.
- Projected number of infants and toddlers served by project.
- Amount requested.
- Project statement (100-word limit).
- Dated signature of Superintendent of Schools/Head of Grantee Agency.

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

The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do and how it will do it). Do not exceed the 100-word limit. This statement is used in press releases, board exhibits, etc.

# 2. Project Abstract (Limit: 1 page)

In the Project Abstract, introduce the project to the reader. It should be factual, brief, and focused on program efforts. Do not assume the reader is familiar with the proposed project.

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

- What is the problem?
- What populations, parents, communities, or geographic areas will be served by the project?
- What is the projected number of infants and toddlers to be served by the project?
- What are the goals and objectives of the project? (For brevity, these should be paraphrased.)
- What strategies are to be employed to address the problem?
- Who are the partners, and what are their roles?

## 3. Table of Contents

The Table of Contents is an important aid for the reader. When writing the proposal and constructing the table of contents, please use the following conventions:

- The Proposal Cover Sheet is not numbered but is considered to be page "i" (lower case, Roman numeral one).
- The Project Abstract is page "ii" (lower case, Roman numeral two).
- Do not list the Table of Contents as one of the pages in the table of contents.
- Table of Contents page(s) is (are) numbered iii, iv, etc.
- The extent of need is the first page of the project narrative and is numbered "1." Subsequent pages are numbered consecutively.
- The Budget is numbered as follows: "B-1, B-2, B-3."
- Appendices are labeled "Appendix A, Appendix B, Appendix C."

## 4. Project Narrative (Limit: 3 pages)

The Project Narrative is the opportunity to convince readers that the project is sound and deserves to receive funding. The Project Narrative should encompass the entire life of the project. When writing the Project Narrative, keep the following suggestions in mind:

- Be succinct and clear. Readers need to understand quickly and easily the components of the project and how they work together to address the stated needs.
- Do not assume the reader is familiar with the project; readers represent diverse backgrounds. Avoid jargon, and define all acronyms.
- Proofread the Narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone not familiar with the project read and critique the proposal before submitting it to MSDE.
- Be as detailed as possible. Use the entire page limit to explain the project. Use the Appendices to include information that may be important for the reader but will not fit within the Project Narrative. For clarity, it is important to reference in the body of the proposal any supplemental information included in the appendices.

## 5. Statement of Need (Limit: 3 pages)

A compelling proposal will have a clearly defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal. This statement of need should reflect the findings of a local needs assessment conducted within the last 12 months, including needs assessments conducted by Local Early Childhood Advisory Councils; Head Start/Early Head Start; and state agencies, including MSDE and the Department of Health. The Division of Early Childhood's publication, "Developing an Infant and Early Childhood Mental Health Professional Development System in Maryland" may be consulted.

Here are some suggestions for your needs assessment.
- Clearly state the main problem your proposed project will focus on in the first paragraph.
- Cite research supporting the need for the project.
- State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
- Present easily measured quantitative data. (e.g., health outcomes such as low birth weight).
- Present qualitative data in support of quantitative data (e.g., interviews, focus groups).
- Use multiple methods to document the problem (e.g., surveys, analysis of health records, previous studies, focus groups).
- Use multiple data sources (teachers, students, parents, etc.).
- Use national or state data to establish the problem's existence outside of the local area.
- Use local data to document the problem in the local area. Include relevant demographics and other statistics about each population you intend to serve.
- State who is affected by the problem. State when and where the problem exists.
- Document the factors contributing to the problem.
- Document current or past efforts to address the problem.
- Show why those efforts failed or are inadequate to address the total need.
- Discuss the applicant's history or expertise in dealing with the problem.
- Discuss the consequences of not dealing with the problem.

## 6. Project Goals, Milestones, and Strategies (Limit: 5 Pages)

The Plan of Operation should discuss the strategies and activities that will be used to accomplish project goals, based on milestones and strategies.

### Project Goals

State the overall goal of the project. The goal should address the main problem identified at the beginning of the needs assessment. While at least one goal should be included, it is possible to have multiple goals; however, the more goals listed the more complex the project becomes.

Goals must have long-term deadlines. If the project period covers multiple years, the goal should be set for the end of the project. If the project period is one year or less, the goal may have a deadline that extends beyond the project period.
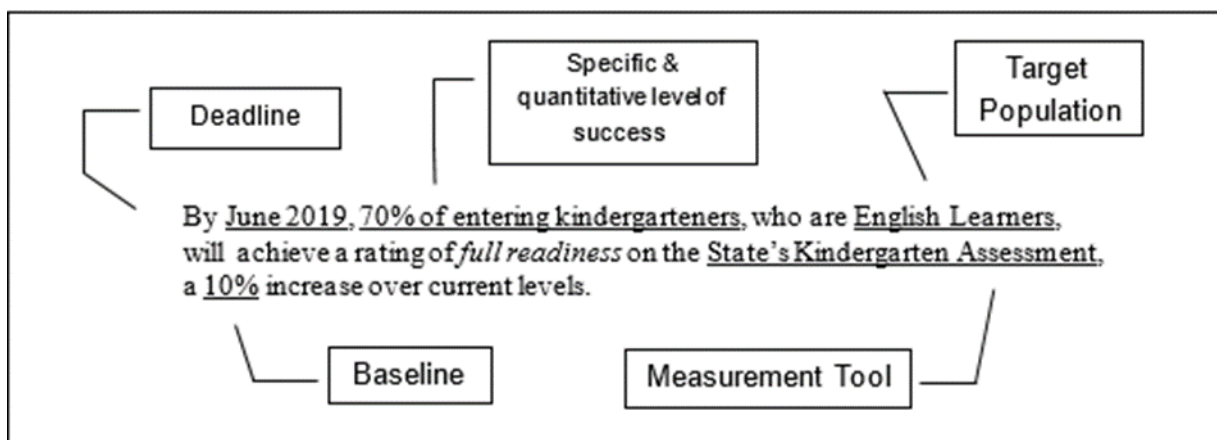
Goals are essentially outcomes. Outcomes themselves are statements that tell how the project's target population would improve. Every outcome should describe a change in a target population. In addition, they set

standards of progress towards alleviating the problems identified in the needs assessment. Statements that describe strategies or management issues are not proper outcome statements.

Outcome statements:
- Identify the target population. Who is the specific population the outcome addresses?
- Are realistic. Outcomes must be attainable. It is unrealistic to expect that all students will achieve 4.0 grade point averages. Unrealistic outcomes set your project up for failure and are "red-flags" for reviewers.
- Are measurable. Outcomes must demonstrate clear achievement. Good outcome statement references easily quantified indicators (e.g., test scores, absenteeism, grades, and promotion rates).
- Have deadlines. All outcome statements specify when they are to be achieved.
- Reference state, local, or school-defined baseline data or standards. To determine if your goal is both reasonable and ambitious, you should include local baseline data for comparison.

This is an example of an outcome statement containing all of the above elements:



By June 2019, 70% of entering kindergarteners, who are English Learners, will achieve a rating of *full readiness* on the State's Kindergarten Assessment, a 10% increase over current levels.

**Milestones**

Ongoing evaluation is essential to the management of a project. Since goals and objectives are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

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

**Strategies**

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. Begin this section with a justification as to why specific strategies were chosen and how they will help in achieving the outcomes. The justification should cite research to support the strategies. It is essential that the project include strategies for each outcome, and outcomes for each strategy.

Once the question of why strategies were chosen, discuss how the strategies will be adapted to fit the particular project. What clients are targeted, and how will they use or be affected by the services the project provides?

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How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how the number of indirect clients served were determined.

## 7. Alignment with Statewide Goals

Applicants should use the template below to describe the project goals in alignment with prioritized Statewide System Development Goals.

## Statewide System Development Goals

1. **Strengthen availability and access** by increasing availability and choice for all families and especially vulnerable families, decreasing barriers, serving more children with special needs in inclusive settings, and improving coordination between ECE and health services.

2. **Improve and support program quality** by increasing quality across sectors, focusing on equity, increasing kindergarten readiness for all children, and improving capacity to meet infants' and children's mental health needs.

3. **Deepen family engagement** by increasing families' awareness of high-quality programs, expanding two-generational programming, and enhancing families' opportunities to engage.

4. **Ensure successful transition experiences** by strengthening institutional support for transitions, supporting families through transitions, and improving transition-focused professional development opportunities.

5. **Expand and enhance workforce development** by improving professional development opportunities, strengthening equity, coordination and alignment efforts, and improving compensation for ECE professionals.

6. **Improve systems for infrastructure, data and resource management** by improving coordination across agencies, modernizing the data system, using resources in ways that promote equity, and streamlining funding mechanisms.

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## Project Goals Aligned with Statewide System Development Goal

**Project Goal(s):**

**Statewide System Development Goal(s):** (Please select one to three goals from the list on pg. 12. Select only those that apply.)

## 8. Evaluation & Dissemination Plan (Limit: 2 pages)

Grantees are required to submit an evaluation report and quarterly progress reports that are consistent with the project's goal and objective(s). Keep in mind that the final evaluation will consider the entire project. An effective ongoing plan that evaluates milestones quarterly helps project staff to make informed decisions about needed changes.

### Evaluation & Dissemination Narrative

The topics listed below provide the basis for review of the evaluation plan; these should be addressed with some specificity.

- **Evaluation Questions**: What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated consequences? Examine the relationship between the expected outcomes, specific efforts, and what is important to evaluate.
- **Evaluation Strategy**: What approach will be taken to find answers to the evaluation questions? What criteria will be used to assess lessons learned from the project? What populations will be included in your evaluation?
- **Data**: The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will the baseline be established? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, ensure that the resources are sufficient to use the proposed data collection techniques.
- **Evaluator(s)**: Specify the individuals or groups who will conduct the evaluation. What are specific qualifications? What are the responsibilities of key personnel?
- **Budgeting of resources and staffing for evaluation:** The application's budget should reflect sufficient funds to carry out a thorough and useful evaluation. **Note**: The evaluation will be an internal self-evaluation/reflection and can be completed by Chair/Co-Chair of the Council or a designee at no cost.
- **Dissemination:** Details on how the project's findings will be disseminated to the major stakeholders, individuals with an interest in the project. Information, requirements and dissemination methods differ from stakeholder to stakeholder. Will there be a presence on the Internet and/or attend important national conferences to present lessons from the project? How and when will demonstrations of your project be made available? Also consider including descriptions of the types of reports and other by-products that will be produced during the course of the project.

# 9. Management Plan/Key Personnel

Where many projects fail is in their management. Submit a detailed and time-specific management plan with pre-assigned responsibilities so as to avoid the following common errors:

- Failure to submit required reports.
- Failure to regularly monitor performance of the project during implementation.
- Failure to start the project on time.
- Failure to keep adequate project documentation.
- Failure to assure continuity and quality of the project in light of personnel turnover.
- Changing without approval from MSDE the overall project from that described in the grant proposal.
- Submission of biased or incomplete project evaluation data.
- Having no approved project fiscal procedure in place.
- Disposal of project supplies, equipment, or other assets in unauthorized ways.
- Budget deviations due to unauthorized transfers from one budget category to another.
- Failure to manage inherent conflicts of policies, perspectives, and philosophies between project's host agency and the funder.
- Failure to form partnerships in which all members recognize and fulfill their clearly-defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

Present a clear discussion of who the partners are, respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. It is essential to document each partners' commitments to the project. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically know who a proposed partner is, what that partner is capable of or willing to commit to the project, or why the partner is participating.

List the staff or personnel involved in the project's management and implementation. What are specific qualifications? Append résumés of key personnel. How much of the Project Director's time is devoted to this project?  Are there sufficient staff hours devoted to the project to ensure its proper implementation?  What plans will be in place to ensure the project will continue if there are problems with staff turnover?

## 10. Integration with Early Childhood System Development and Strategic Planning (Limit: 2 pages)

If a project is to be successful, it must be aligned with Maryland's statewide and local systems development strategies. This section illustrates how the project is part of overall Prenatal though Grade 12 strategic planning.

Some questions this section should answer are:
- How does this project align with **other state and local education and health plans, including the Local Early Childhood Advisory Council Strategic Plan, State Medicaid Plan, and the Statewide Home Visiting plan?**
- How does this project align with other state and local initiatives to support infants and toddlers, including Maryland's Pritzker B-3 initiative under the stewardship of Maryland Family Network?
- Does this project coordinate efforts with any other projects currently underway?
- Are there plans for any future projects that will coordinate with this one?
- Will resources be shared to increase efficiency and cost effectiveness?

## 11. Sustainability Plan (Limit: 1 page)

Describe plans for continuing the project beyond the funding cycle. How will the project be sustained after funding ends? What are plans for maintaining the project's partnerships?

## 12. Equity Assurances (Limit: 1 page)

The Maryland State Department of Education (MSDE) and the Division of Early Childhood (DEC) The Division of Early Childhood are committed to implementing a system development approach based on an equity framework, in compliance with COMAR 13A.01.06, Educational Equity. There are critical issues of access to and availability of high-quality early childhood education programs based on the diverse backgrounds and experiences of children and their families, including race, ethnic origin, family income, immigration status, disabilities and special needs, multilingual status, and geographic area. In addition, MSDE and DEC are committed to building and supporting a qualified and prepared early childhood workforce representative of the diverse children and families we serve.

DEC's commitment to equity in early childhood state systems aligns with the National Association of Young Children's (NAEYC) statement on equity, which may be found here: https://www.naeyc.org/resources/position-statements/equity.

More information about MSDE's equity framework may be found here:
http://marylandpublicschools.org/stateboard/Documents/08272019/TabH-EquityGuide.pdf.

Describe how the proposed project will support MSDE's and DEC's commitment to implementing system development based on an equity framework.

## 13. Appendices

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

- Cover Sheet (Appendix A, page 17)
- Budget Narrative Form (Appendix B, page 28)
- Itemized Budget Form / C-1-25 (Appendix C, page 21)
- Action Plan (Appendix D, page 32)
- Management Plan Worksheet (Appendix E, page 33)
- Project Timeline (Appendix F, page 34)
- Recipient Signed Assurances (Appendix H, page 37-27)
- Résumé of Key Personnel (Include a one-page resume for each person playing a key role in your project. Only information relevant to the project should be included in the résumé).
- Letters of commitment from your local Judy Center and other project partners (as appropriate).

## Appendix A: Cover Sheet

| | |
|---|---|
| **Cover Sheet**<br>**July 1, 2020 – December 31, 2022**<br>Promoting Positive Outcomes for Infants and Toddlers Grants FY2021<br>Request for Proposals Grant Application | |

| | |
|---|---|
| Name of Grantee: | Fed ID No: |
| Address: | |
| City: | ZIP: |
| Telephone: | FAX: | e-mail: |
| Contact Person: | |
| Address of contact person (if it is different from the address above): | |
| City: | ZIP: |
| Telephone: | FAX: | e-mail: |
| Project Summary (100 Word Limit): | |
| Project Partners: | |
| Projected Number of Infants and Toddlers Served by the Project: | |
| Grant Amount Requested: | |

_____          _____

Signature Superintendent of Schools/Head of Grantee Agency                     Date

## Appendix B: Budget Narrative

The project's budget should detail every year of the project in a separate itemized budget for each year. It should demonstrate the extent to which the budget is reasonable, is cost-effective, and integrates other sources of funding. All costs described in the project narrative will appear in the budget narrative and must have a corresponding entry in the itemized budget for that year.

Begin the budget with a narrative, justifying any line item expenses that are not obvious from the project narrative. Explain how the estimated cost of each line item was derived, if the rationale is not obvious. Show how the budget is cost effective.

Immediately following your justification, include a line-item description using the format in the example below. Group line items according to the following categories: *Salaries & Wages*, *Contracted Services, Supplies & Materials, Other Charges*, *Equipment*, and *Transfers*. Total each category.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices.

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

Use the format indicated by the following excerpt from a sample Budget Narrative.

## Appendix B: Budget Narrative Form

Directions: Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Transfer the subtotals of these categories onto line 214 (Community Services) of the enclosed MSDE Budget Form. Then list the total requested budget amount on the line TOTAL EXPENDITURES BY OBJECT. **Sign and date the MSDE C-125 Budget Form using blue ink.**

**Budget Narrative**
**Complete for July 1, 2020 – December 31, 2022**
**Promoting Positive Outcomes for Infants and Toddlers Grants**

| Line Item | Requested Amount | In-Kind Contribution | Total |
|---|---|---|---|
| **1. - Salaries and Wages (N/A – Is not included in the Fund Use)** | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| **2. Contracted Services** | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| **3. Supplies and Materials** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| **4. Other Charges (e.g., fringe costs)** | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| **5. Equipment (e.g., classroom furniture)** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| | | | |
| Grand Total | | | |

# Appendix C: Itemized Budget Form

This page contains the itemized budget form that must be submitted with the application. Should difficulty arise when categorizing the budget, consult the financial agent in the local school system. This form must be signed by both your district's Budget's Officer and the Superintendent or designee.

**APPENDIX C: PROPOSED BUDGET (STATE/FEDERAL)**

| ORIGINAL GRANT BUDGET | | AMENDED BUDGET # | | REQUEST DATE | |
|---|---|---|---|---|---|
| GRANT NAME | | GRANT RECIPIENT NAME | | | |
| MSDE GRANT # | | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | | SCHOOL NAME | | | |
| FUND SOURCE CODE | | GRANT PERIOD | | | |

| CATEGORY/PROGRAM | | | BUDGET OBJECT | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| **201 Administration** | | | | | | | | | |
| Prog. | 21 | General Support | | | | | | | |
| Prog. | 22 | Business Support | | | | | | | |
| Prog. | 23 | Centralized Support | | | | | | | |
| **202 Mid-Level Administration** | | | | | | | | | |
| Prog. | 15 | Office of the Principal | | | | | | | |
| Prog. | 16 | Inst. Admin. & Supv. | | | | | | | |
| **203-205 Instruction Categories** | | | | | | | | | |
| Prog. | 01 | Regular Prog. | | | | | | | |
| Prog. | 02 | Special Prog. | | | | | | | |
| Prog. | 03 | Career & Tech Prog. | | | | | | | |
| Prog. | 04 | Gifted & Talented Prog. | | | | | | | |
| Prog. | 08 | School Library Media | | | | | | | |
| Prog. | 09 | Instruction Staff Dev. | | | | | | | |
| Prog. | 10 | Guidance Services | | | | | | | |
| Prog. | 11 | Psychological Services | | | | | | | |
| Prog. | 12 | Adult Education | | | | | | | |
| **206 Special Education** | | | | | | | | | |
| Prog. | 04 | Public Sch Instr. Prog. | | | | | | | |
| Prog. | 09 | Instruction Staff Dev. | | | | | | | |
| Prog. | 15 | Office of the Principal | | | | | | | |
| Prog. | 16 | Inst. Admin & Superv. | | | | | | | |
| **207 Student Personnel Serv.** | | | | | | | | | |
| **208 Student Health Services** | | | | | | | | | |
| **209 Student Transportation** | | | | | | | | | |
| **210 Plant Operation** | | | | | | | | | |
| Prog. | 30 | Warehousing & Distr. | | | | | | | |
| Prog. | 31 | Operating Services | | | | | | | |
| **211 Plant Maintenance** | | | | | | | | | |
| **212 Fixed Charges** | | | | | | | | | |
| **214 Community Services** | | | | | | | | | |
| **215 Capital Outlay** | | | | | | | | | |
| Prog. | 34 | Land & Improvements | | | | | | | |
| Prog. | 35 | Buildings & Additions | | | | | | | |
| Prog. | 36 | Remodeling | | | | | | | |
| **Total Expenditures By Object** | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Finance Official Approval

| Name | Signature | Date | Telephone # |
|---|---|---|---|

Supt./Agency Head Approval

| Name | Signature | Date | Telephone # |
|---|---|---|---|

MSDE Grant Manager Approval

21

## Appendix D: Action Plan

**Instructions:** Use the information entered in the Alignment with Statewide Goals section to complete the first two sections of this Action Plan. Generate Milestones, Strategies, and Activities to complete the full plan.

| PROJECT GOAL(s): | | | | | |
|---|---|---|---|---|---|
| STATEWIDE GOAL(s): | | | | | |
| MILESTONE(s): | | | | | |
| STRATEGIES: | | | | | |
| **Activities** | **Dates** | | **Responsibility** | **Funding** | |
| | **Date Initiated** | **Expected Completion Date** | **Person Responsible for Outcome** | **Funding Required** | **In-Kind** |
| | | | | | |
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_____     _____

Signature Superintendent of Schools/Head of Grantee Agency          Date

## Appendix E: Management Plan Worksheet

| Action Description | Date | Person Responsible |
|---|---|---|
| Brief Description #1 | Date | Name or Position |
| Brief Description #2 | Date | Name or Position |
| Brief Description #3 | Date | Name or Position |
| . . . | … | … |
| **Funder's Requirements** | | |
| Quarterly Report #1 Due | Date | Name or Position |
| Quarterly Report #2 Due | Date | Name or Position |
| Quarterly Report #3 Due | Date | Name or Position |
| Final Evaluation Process | Date | Name or Position |
| Financial Report Due | Date | Name or Position |
| Annual Evaluation Due | Date | Name or Position |

# Appendix F: Project Timeline

**Instructions**: The Project Timeline is a Gantt chart with columns representing the months of the funding cycle. It should contain three sections: management, implementation, and evaluation.  Reproduce this form as needed.

## Year 1

| Activity | Month | | | | | |
|---|---|---|---|---|---|---|
| | July | August | Sept | Oct | Nov | Dec |
| Management | | | | | | |
| | | | | | | |
| Implementation | | | | | | |
| | | | | | | |
| Evaluation | | | | | | |
| | | | | | | |

## Year 2

| Activity | Month | | | | | | |
|---|---|---|---|---|---|---|---|
| | Jan | Feb | Mar | Apr | May | June | Jul |
| Management | | | | | | | |
| | | | | | | | |
| Implementation | | | | | | | |
| | | | | | | | |
| Evaluation | | | | | | | |
| | | | | | | | |

| Activity | Month | | | | | |
|---|---|---|---|---|---|---|
| | Aug | Sept | Oct | Nov | Dec | Jan |
| Management | | | | | | |
| | | | | | | |
| Implementation | | | | | | |
| | | | | | | |
| Evaluation | | | | | | |
| | | | | | | |

**Year 3**

| Activity | Month | | | | | | |
|---|---|---|---|---|---|---|---|
| | Jan | Feb | Mar | Apr | May | June | Jul |
| Management | | | | | | | |
| | | | | | | | |
| Implementation | | | | | | | |
| | | | | | | | |
| Evaluation | | | | | | | |
| | | | | | | | |

| Activity | Month | | | | | |
|---|---|---|---|---|---|---|
| | Aug | Sept | Oct | Nov | Dec | Jan |
| Management | | | | | | |
| | | | | | | |
| Implementation | | | | | | |
| | | | | | | |
| Evaluation | | | | | | |
| | | | | | | |

**Appendix G: Recipient Assurances**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the 7/1/2015 13:56:14 Notice of Grant Award 4 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

_____          _____

Superintendent of Schools/Head of Grantee Agency          Date

**Appendix B: Budget Narrative Form**

Directions: Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Transfer the subtotals of these categories onto line 214 (Community Services) of the enclosed MSDE Budget Form. Then list the total requested budget amount on the line TOTAL EXPENDITURES BY OBJECT. **Sign and date the MSDE C-125 Budget Form using blue ink.**

**Budget Narrative**
**Complete for July 1, 2020 – December 31, 2022**
Promoting Positive Outcomes for Infants and Toddlers Grants
FY2021
Promoting Positive Outcomes for Infants and Toddlers Grants
FY2021

| Line Item | Requested Amount | In-Kind Contribution | Total |
|---|---|---|---|
| **1. - Salaries and Wages (N/A – Is not included in the Fund Use)** | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| **2. Contracted Services** | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| **3. Supplies and Materials** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| **4. Other Charges (e.g., fringe costs)** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| **5. Equipment (e.g., classroom furniture)** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | | |
| | | | |
| Grand Total | | | |

## Appendix C: Itemized Budget Form

This page contains the itemized budget form that must be submitted with the application. Should difficulty arise when categorizing the budget, consult the financial agent in the local school system. This form must be signed

by both your district's Budget's Officer and the Superintendent or designee.

**APPENDIX C: PROPOSED BUDGET (STATE/FEDERAL)**

| ORIGINAL GRANT BUDGET | | AMENDED BUDGET # | | REQUEST DATE | |
|---|---|---|---|---|---|
| GRANT NAME | | GRANT RECIPIENT NAME | | | |
| MSDE GRANT # | | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | | SCHOOL NAME | | | |
| FUND SOURCE CODE | | GRANT PERIOD | | | |

| CATEGORY/PROGRAM | | | BUDGET OBJECT | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| **201 Administration** | | | | | | | | | |
| Prog. | 21 | General Support | | | | | | | |
| Prog. | 22 | Business Support | | | | | | | |
| Prog. | 23 | Centralized Support | | | | | | | |
| **202 Mid-Level Administration** | | | | | | | | | |
| Prog. | 15 | Office of the Principal | | | | | | | |
| Prog. | 16 | Inst. Admin. & Supv. | | | | | | | |
| **203-205 Instruction Categories** | | | | | | | | | |
| Prog. | 01 | Regular Prog. | | | | | | | |
| Prog. | 02 | Special Prog. | | | | | | | |
| Prog. | 03 | Career & Tech Prog. | | | | | | | |
| Prog. | 04 | Gifted & Talented Prog. | | | | | | | |
| Prog. | 08 | School Library Media | | | | | | | |
| Prog. | 09 | Instruction Staff Dev. | | | | | | | |
| Prog. | 10 | Guidance Services | | | | | | | |
| Prog. | 11 | Psychological Services | | | | | | | |
| Prog. | 12 | Adult Education | | | | | | | |
| **206 Special Education** | | | | | | | | | |
| Prog. | 04 | Public Sch Instr. Prog. | | | | | | | |
| Prog. | 09 | Instruction Staff Dev. | | | | | | | |
| Prog. | 15 | Office of the Principal | | | | | | | |
| Prog. | 16 | Inst. Admin & Superv. | | | | | | | |
| **207 Student Personnel Serv.** | | | | | | | | | |
| **208 Student Health Services** | | | | | | | | | |
| **209 Student Transportation** | | | | | | | | | |
| **210 Plant Operation** | | | | | | | | | |
| Prog. | 30 | Warehousing & Distr. | | | | | | | |
| Prog. | 31 | Operating Services | | | | | | | |
| **211 Plant Maintenance** | | | | | | | | | |
| **212 Fixed Charges** | | | | | | | | | |
| **214 Community Services** | | | | | | | | | |
| **215 Capital Outlay** | | | | | | | | | |
| Prog. | 34 | Land & Improvements | | | | | | | |
| Prog. | 35 | Buildings & Additions | | | | | | | |
| Prog. | 36 | Remodeling | | | | | | | |
| **Total Expenditures By Object** | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Finance Official Approval

| Name | Signature | Date | Telephone # |
|---|---|---|---|

Supt./Agency Head Approval

| Name | Signature | Date | Telephone # |
|---|---|---|---|

MSDE Grant Manager Approval

## Appendix D: Action Plan

**Instructions:** Found in the Project Goals, Milestones, and Strategies section. Reproduce this form as needed.

| PROJECT GOAL(s): | | | | | |
|---|---|---|---|---|---|
| MILESTONE(s): | | | | | |
| STRATEGIES: | | | | | |
| **Activities** | **Dates** | | **Responsibility** | **Funding** | |
| | **Date Initiated** | **Expected Completion Date** | **Person Responsible for Outcome** | **Funding Required** | **In-Kind** |
| | | | | | |
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| | | | | | |
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| | | | | | |

_____          _____

Signature Superintendent of Schools/Head of Grantee Agency          Date

# Appendix E: Management Plan Worksheet

| Action Description | Date | Person Responsible |
|---|---|---|
| Brief Description #1 | Date | Name or Position |
| Brief Description #2 | Date | Name or Position |
| Brief Description #3 | Date | Name or Position |
| . . . | … | … |
| **Funder's Requirements** | | |
| Quarterly Report #1 Due | Date | Name or Position |
| Quarterly Report #2 Due | Date | Name or Position |
| Quarterly Report #3 Due | Date | Name or Position |
| Final Evaluation Process | Date | Name or Position |
| Financial Report Due | Date | Name or Position |
| Annual Evaluation Due | Date | Name or Position |

# Appendix F: Project Timeline

**Instructions**: The Project Timeline is a Gantt chart with columns representing the months of the funding cycle. It should contain three sections: management, implementation, and evaluation.  Reproduce this form as needed.

**Year 1**

| Activity | Month | | | | | |
|---|---|---|---|---|---|---|
| | July | August | Sept | Oct | Nov | Dec |
| Management | | | | | | |
| | | | | | | |
| Implementation | | | | | | |
| | | | X | | X | |
| Evaluation | | | | | | |
| | | | | X | | |

**Year 2**

| Activity | Month | | | | | | |
|---|---|---|---|---|---|---|---|
| | Jan | Feb | Mar | Apr | May | June | Jul |
| Management | | | | | | | |
| | | | | | | | |
| Implementation | | | | | | | |
| | | | | | | | |
| Evaluation | | | | | | | |
| | | | | | | | |

| Activity | Month | | | | | |
|---|---|---|---|---|---|---|
| | Aug | Sept | Oct | Nov | Dec | Jan |
| Management | | | | | | |
| | | | | | | |
| Implementation | | | | | | |
| | | | | | | |
| Evaluation | | | | | | |
| | | | | | | |

**Year 3**

| Activity | Month | | | | | | |
|---|---|---|---|---|---|---|---|
| | Jan | Feb | Mar | Apr | May | June | Jul |
| Management | | | | | | | |
| | | | | | | | |
| Implementation | | | | | | | |
| | | | | | | | |
| Evaluation | | | | | | | |
| | | | | | | | |

| Activity | Month | | | | | |
|---|---|---|---|---|---|---|
| | Aug | Sept | Oct | Nov | Dec | Jan |
| Management | | | | | | |
| | | | | | | | |
| Implementation | | | | | | |
| | | | | | | | |
| Evaluation | | | | | | |
| | | | | | | | |

**Appendix G: Bylaws and Membership**

Please submit a copy of the LECAC's Bylaws and Membership. A recommended [Local ECAC Bylaws](#) template can be found at the following URL:
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/23/local_ecac_recommended_bylaws_01.01.2019_1.pdf.

**Appendix H: Recipient Assurances**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the 7/1/2015 13:56:14 Notice of Grant Award 4 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

_____          _____

Superintendent of Schools/Head of Grantee Agency          Date