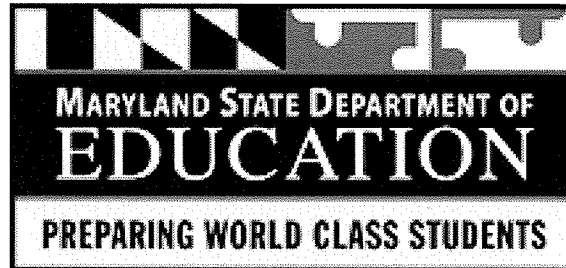


**PREVENTION  
AND  
INTERVENTION  
PROGRAMS FOR  
CHILDREN  
AND YOUTH  
WHO ARE  
NEGLECTED,  
DELINQUENT  
OR AT-RISK**

**Subpart 1  
State Agency Program  
Application**



**Request for Renewal**  
Year 3 of 3

**School Year 2017-2018**

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

**Deadline for Submission**  
**August 11, 2017**  
**3:00 p.m.**

This document is available in alternate  
formats upon request.

**NAME OF GRANT PROGRAM:** The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**AUTHORIZATION:** Title I, Part D of the Elementary and Secondary Education Act of 1965 (ESEA), As amended by the Every Student Succeeds Act of 2015.

**DISSEMINATION:** July 7, 2017

**DEADLINE:** August 11, 2017

Last delivery will be accepted at the security desk at the Baltimore Street entrance of the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, Baltimore, Maryland 21201 **no later than 3:00 p.m.** Call extension 7-0279 for pick-up and receipt.

**TECHNICAL ASSISTANCE:** A technical assistance grant application review will occur on Tuesday, July 18, 2017 during the scheduled N&D Administrative & Technical Assistance Meeting.

**TOTAL FUNDS AVAILABLE:** \$1,236,210

**LENGTH OF GRANTS:** July 1, 2017 September 30, 2018

**ESTIMATED NUMBER OF GRANTS:** 2

**ESTIMATED GRANT RANGE:** \$500,000 – \$720,000 (estimated)

**ELIGIBLE APPLICANTS:** [Section 1411]

State Agencies providing free public education for children and youth: (1) in institutions for neglected or delinquent children and youth; (2) attending community day programs for neglected or delinquent children and youth; or (3) in adult correctional institutions.

**AWARD NOTIFICATION:** State Agencies will be notified by mail of approved grant applications.

**PRIORITY/PURPOSE:** Title I, Part D, Subpart 1 is: [Section 1401]

- (1) to improve educational services in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State academic standards that all children in the State are expected to meet;
- (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

**ALLOWABLE COSTS/FUND USE:** [Section 1415]

Funds provided to State Agencies (SAs) through this grant must be used only for programs and projects that:

- 1) are consistent with the State plan under section 1414(a); and
- 2) 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:

- 3) acquisition of appropriate equipment;
- 4) Pay-for-success initiatives; or
- 5) Providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system;
- 6) support 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;
- 7) 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
- 8) Afford such children and youth an opportunity to meet challenging State academic standards; and
- 9) Shall be carried out in a manner consistent with Section 1118 and part F.

**Supplement, Not Supplant:** A program under this subpart that supplements 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 118 without regard to the subject areas in which instruction is given during those hours.

**TRANSITION SERVICES: [Section 1418]**

Each State Agency shall reserve **not less than 15 percent and not more than 30 percent of the amount** to support transition services. Projects may be conducted directly by the State agency, or through a contract or other arrangement with one or more local educational agencies, other public agencies, or private nonprofit organizations.

*(Note: Indicate as a line item in the budget narrative the percentage and amount.)*

Allowable transition services include:

- 1) projects that facilitate the transition of children and youth between state-operated institutions and schools served by local educational agencies; or
- 2) successful reentry of youth offenders, who are age 20 or younger and have received a regular 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, such as –
  - a. 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;
  - b. 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
  - c. Essential support services to ensure the success of the youth which may include: personal, vocational 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. **(Section 1414(c)(11))**

**REQUIRED COMPONENTS:**

**Continuation applications must contain the following information, assembled in the order indicated:**

Every proposal must have a Proposal Cover Sheet including agency **DUNS** number. The program statement should briefly describe your program's outcome(s) and strategies (i.e. what your program will do and how it will do it). Do not exceed the **100 word-limit**. This statement will be used in press releases, board exhibits, etc.

1. Application Cover Sheet
2. General Assurance
3. Table of Contents
4. Program Narrative (25-page limit)
  - 4.1. Extent of Need.
  - 4.2. Goals, Objectives, and Milestones.
  - 4.3. Plan of Operation.
  - 4.4. Evaluation Plan.
  - 4.5. Management Plan/Key Personnel/Worksheet
5. Budget (C-1-25) and Budget Narrative
6. GEPA Statement

#### **REPORTING REQUIREMENTS:**

Sub-Grantees must submit:

- Interim Progress Report (C-1-25 C) – March 30, 2018
- Final Progress Report ( C-1-25-D) – November 30, 2018
- Annual Count Report – December 2017/January 2018
- Consolidated State Report data – January 2018
- A Three year, End-of-Cycle Evaluation Report – December 31, 2018
- Annual Financial Report (AFR) – November 30, 2018
- In addition, grantees will participate in at least one on-site and/or desk monitoring per funding cycle.

#### **APPENDICES:**

- 7.1 Memoranda of Agreement/Understanding (MOA/MOU) for the 2017-2018 school year
- 7.2 Facility Profiles
- 7.3 Professional Development Plan
- 7.4 Monitoring Plan
- 7.5 Transition Plan Template

#### **THE GENERAL EDUCATION PROVISIONS ACT (GEPA) [Section 427]**

Each applicant must include a succinct description of the steps the applicant will take to ensure equitable access to, and participation in, this federally-assisted program for neglected, delinquent, and at-risk children and youth, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability or age. Based on the circumstances of the local school system, the applicant should determine whether these or other barriers may prevent neglected, delinquent, and at-risk children and youth, teachers or other program beneficiaries from access to, or participation in this federally funded project or activity.

#### **SUBMISSION REQUIREMENTS:**

- a. An application package including the cover sheet, signed assurance, table of contents, program narrative, budget (C-1-25) and budget narrative, GEPA statement and appendices.
- b. Application package excluding proposal cover sheet, assurances, table of contents, budget (C-1-25) and budget narrative, GEPA statement and appendices must not exceed ten (**25**) pages.

- c. The original RFR application for The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk must be signed in **blue ink** (*Copies of the Application Form may not be color photocopied.*)
- d. All pages of the Project Narrative must use one-inch margins, be numbered, and a font size of 12-point.
- e. Charts, worksheets, and tables, if applicable, may use single spacing and a type size of 10-point font.
- f. All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.

**An unbound original proposal, together with (1) additional copy, in Microsoft Word 2003 or later version format, must be submitted on or before August 11, 2017, 3:00 p.m. (Eastern Time) to:**

Maryland State Department of Education  
 Nancy S. Grasmick State Education Building  
 200 West Baltimore Street - 4<sup>th</sup> Floor  
 Baltimore, Maryland 21201-2595  
 Attention: Valerie Ashton-Thomas  
 Email: [valerie.ashton-thomas@maryland.gov](mailto:valerie.ashton-thomas@maryland.gov)

**APPLICATION REVIEW:**

- The 2017-2018 Request for Renewal (RFR) grant application is year 3 of a three-year cycle. Continuation grant awards will be determined in relation to extent of need, quality of the application, ability to meet the program requirements and to demonstrate annually and at the end of a three-year cycle, student progress and achievement in meeting the program indicators. The Program Narrative should describe the 3 years generally and year 3 specifically.
- Each subgrantee will undergo a risk assessment established by the Maryland State Department of Education (MSDE) prior to the awarding of federal funds. The criteria used will consists 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:
  1. 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.
  2. 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.
  3. 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.
  4. Rigorous and relevant curricula aligned with State academic, career, and technical education standards that utilize instructional methods, tools, materials, and practices that promote college-and career-readiness.
  5. 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.
- The RFR grant application will be pre-screened for submission requirements and required sections.
- Grant reviewers will evaluate and provide written feedback to applicants on the status of the application.
- Immediate response will be required for any application pending clarification and/or additional information.
- Final approval for continuation awards will be determined by the Assistant State Superintendent, Division of Student, Family, and School Support.

**Program Contact**

Ms. Valerie Ashton-Thomas, Coordinator  
Homeless Education and Neglected, Delinquent and At-risk Programs  
Program Improvement and Family Support Branch  
Phone: (410) 767-0314 Fax: (410) 333-8010  
Email: [valerie.ashton-thomas@maryland.gov](mailto:valerie.ashton-thomas@maryland.gov)

**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  
200 W. Baltimore Street - 6th Floor  
Baltimore, Maryland 21201-2595  
410-767-0426 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD

For inquiries regarding this publication, please contact Valerie Ashton-Thomas at (410) 767-0314 or email [Valerie.Ashton-Thomas@maryland.gov](mailto:Valerie.Ashton-Thomas@maryland.gov).

**STATE AGENCY APPLICATION COVER SHEET**

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

**Name of State Agency:**

**Agency DUNS number:**

**Address:**

**Telephone Number:**

**Fax Number:**

**Program Manager:**

**Address:**

**Telephone Number:**

**Fax Number:**

**E-mail Address:**

**Amount Requested: \$**

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

---

**Name of Agency's CEO**

---

**Signature**

---

**Date**

**ASSURANCES**  
**Prevention and Intervention**  
**Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk**

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

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, Title X of the Education Amendments of 1972, 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), the Maryland Education That is Multicultural Regulation, Section 504 of Rehabilitation Act of 1973, and the Americans with Disabilities Act (IDEA).
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. 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.
5. Entities receiving federal funds of \$750,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133 or A-128, whichever is applicable.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including maintaining proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I accept the assurances and 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.

Head of State Agency	Name of State Agency	Date



## PROGRAM NARRATIVE

---

---

(25-page limit)

The Program Narrative must include the following components:

- Extent of Need
- Goals, Objectives, and Milestones
- Plan of Operation
- Evaluation
- Management Plan/Key Personnel

### **The Extent of Need must:**

- a. Cite research supporting your continued need for this program.
- b. Present quantitative data and qualitative data in support of specific population and schools/programs served and related educational services during year three.
- c. State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
- d. 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.
- e. Document current or past efforts to address the problem.

### **Goals, Objectives, and Milestones must contain the following information:**

- a. **Target Population:** Specify the population the project will address. Program services must aim to increase student achievement.
- b. **Goal Statements:** Must be realistic goals based on a review of the research literature relevant to interventions and performance measures. Goals must specify a measurement instrument or source and reference indicators (e.g., test scores, absentee rates, report card grades, promotion rates, parental educational levels).
- c. **Objective Statements:** Must set a specific date for attainment (e.g., month and year).
- d. **Milestone statements:** Must be set in measurable terms with specific dates for attainment and aligned with project objectives and strategies.

### **Plan of Operation:**

The Plan of Operation section describes how the program requirements will be implemented. Based on the original approved application, describe in detail how the State agency will continue to address the following requirements: **[Section 1414 (c)]**

- 1) Describe in detail the procedures to be used, consistent with the State plan under Section 1111, 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;
- 2) Describe in detail how the State Agency will provide an assurance that in making 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;
- 3) Describe in detail year 3 of the program;
- 4) Describe in detail how the program will meet the goals and objectives of the state plan;
- 5) If applicable, describe in detail how the State Agency will 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;

- 6) Describe in detail how the State Agency will use the results of the most recent evaluation, under Section 8601 to plan and improve the program.
- 7) Provide data showing that the State Agency has maintained the fiscal effort required of a local educational agency;
- 8) Describe in detail 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);
- 9) Describe in detail how the State Agency 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;
- 10) Describe in detail how appropriate high quality professional development will be provided to teachers and other staff;
- 11) 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;
- 12) Describe in detail how the State Agency will coordinate with businesses for training and mentoring for participating children and youth;
- 13) Provides an assurance that the State Agency 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.
- 14) Describe in detail how the State Agency will provide assurance to work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities. Include in detail, how the State Agency 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;
- 15) Describe in detail how the State Agency will provide assurance to work with children and youth with disabilities in order 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;
- 16) Describe in detail how the State Agency will provide assurance to 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 regular 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 regular high school diploma or its recognized equivalent if the child or youth does not intend to return to school;
- 17) Describe in detail how the State Agency will provide an assurance that 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;
- 18) Describe in detail how the State Agency will provide any additional services such as career counseling, distance learning, and assistance in securing student loans and grants;
- 19) Describe in detail how the State Agency will provide assurance and coordinate with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs, if applicable;

20) Describe in detail how the State Agency will:

- A. note when a youth has come into contact with both the child welfare and juvenile justice systems; and
- B. deliver services and interventions designed to keep youth in school that are evidence-based (to the extent a State determines that such evidence is reasonably available).

**Evaluation Plan:**

The State Agency must undergo an annual evaluation and complete a mid and final progress report to assess its progress toward achieving its goal(s) and objective(s) described in the program narrative. The Three-Year End of Cycle Evaluation will consider the entire project, beginning to end. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request, with public notice of such availability provided. Describe how the State Agency will carry out the evaluation requirements and address the following **eight** performance measures that will be used to examine the effectiveness of the Part D program:

1. The percentage of long-term students served who have both pretest and posttest scores in reading.
2. The percentage of long-term students served who have both pretest and posttest scores in math.
3. The percentage of long-term students served who improved from ½ to one full grade level on mathematics assessments.
4. The percentage of long-term students served who improved from ½ to one full grade level on reading assessments.
5. The percentage of students served earning high school course credits up to 90-days after exit from the Title I, Part D program.
6. The percentage of students who enrolled in a school after exit from the Title I, Part D program.
7. The percentage of students with transition plans that successfully transition from institutions to schools, post-secondary education, vocational training or employment.
8. The percentage of students obtaining a secondary high school diploma, or its recognized equivalent, or obtaining employment.

**Scope of Evaluation**

The LEA shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, while protecting individual student privacy to determine the program’s impact on the ability of participants to:

1. 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;
2. Accrue school credits that meet State and LEA requirements for high school graduation;
3. Make the transition to a regular program or other education program operated by a local educational agency;
4. Completed 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
5. Participated 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/Key Personnel:**

Provide information on how the project will be supervised and staffed. Submit a detailed and time-specific management plan with pre-assigned responsibilities to include:

- 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

### Management Plan Worksheet

Complete the Management Plan Worksheet, chronologically, with all major actions necessary to implement the program during the first year of funding.

#### Management Plan/Key Personnel

Action Description	Beginning & 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
<b>MSDE Requirements</b>		
Interim Progress Report (C-1-25C)	<b>March 30, 2018</b>	Name or Position
Final Progress Report (C-1-25D)	<b>November 30, 2018</b>	Name or Position
Annual Count Report	<b>December 2017 January 2018</b>	Name or Position
Consolidated State Report Data	<b>January 2018</b>	Name or Position
Three-Year End-of-Cycle Report	<b>December 31, 2018</b>	Name or Position
Annual Financial Report (AFR)	<b>November 30, 2018</b>	Name or Position
Annual on-site and/or desk monitoring	<b>Spring/Summer 2018</b>	Name or Position

### BUDGET NARRATIVE

The program's budget should detail year three 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 three. **Section 1418 of the ESEA requires that each State Agency reserve not less than 15 percent (15%) or more than 30 percent (30%) of the amount it receive in any year under Subpart 1 to support transition services.** Begin your budget with a discussion justifying any line item expenses that are not obvious from the program narrative. Explain how you estimated the cost of your line items. Show how your 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 and Wages; Contracted Services; Supplies and Materials; Other Charges; Equipment; Transfers*. Total each category.

Each line must be detailed and specific. Light refreshments provided to parents that attend a family involvement meeting or training is acceptable. USDE agrees that providing food for parents as an incentive for them to attend trainings 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; 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, rental of a facility is not allowable.** Cost estimates for using requested funds must be reasonable with current market prices. Use the format indicated by the following excerpt from a sample Budget Narrative. Use the format indicated by the following excerpt from a sample Budget Narrative.

**(SAMPLE FORMAT)**

Line Item	Calculation	N D Requested Amount	Other Funds Source & Amount	Total for Category
Transition Set-Aside <b>(required %)</b>	(15 to 30 percent of the subgrant award amount). Indicate the Percentage and amount.			
Project Director based on SACPS salary for Admin. Specialist, level 3	Full-time@\$40,000/year X .5 = \$20,000	\$20,000		\$20,000
Total Salaries and Wages		\$20,000		\$20,000
Computer Trainer from ABC Computer Services	\$200/day x 4 days	\$800		\$800
Total Contracted Services		\$800		\$800
Total Direct Costs		\$20,800		\$20,800
Indirect Costs		\$624		\$624
TOTAL Requested		\$21,424		\$21,421

**BUDGET FORM – C-1-25**

The C-1-25 budget form to use may be downloaded from the MSDE website. Search the Excel document, Grant Budget Forms at [www.marylandpublicschools.org](http://www.marylandpublicschools.org)  
<http://www.marylandpublicschools.org/about/Pages/Grants/BudgetInfo.aspx>

The C-1-25 budget form must be signed by the LEA’s Financial/Budget Officer and the LEA Superintendent/Chief Executive Officer.

**APPENDICES: Complete and attach the State Agency's copy of the following:**

1. **MOUs/MOAs**: Signed and dated MOUs/MOAs are required from all project partners for the school year 2017-2018. Each MOUs/MOAs must contain the following:
  - a. A statement acknowledging and supporting the goal(s) and objectives of the project;
  - b. The participant's expected gains from the project;
  - c. The expertise, resources, and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified;
  - d. A clear statement detailing the roles, responsibilities, and capabilities of the partners; and
  - e. A clear statement that the partners intend to maintain the partnership for the duration of the grant period.
2. **FACILITY PROFILES**: The State Agency must complete the attached Facility Profile for each facility students receive education services for the 2017-2018 school year.
3. **PROFESSIONAL DEVELOPMENT PLAN**: The State Agency must include a professional development plan for staff, parents, and community partners for the 2017-2018 school year.
4. **MONITORING PLAN**: The State Agency must submit a plan for monitoring the educational program of students at each of the State Agency's facilities for the 2017-2018 school year.
5. **TRANSITION PLAN**: The State Agency must include a Transition Plan Template that will be used by the transition specialist for each student which includes the following elements:
  - 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 & objectives
  - Team participants

**Note:** As the State Education Agency and pass through for federal funds, 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.

**APPENDIX 1**  
**MOUs/MOAs**

**APPENDIX 2  
FACILITY PROFILE**

**Name of Facility:** \_\_\_\_\_

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

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Administrator/Principal:** \_\_\_\_\_ **Transition Specialist:** \_\_\_\_\_

**Facility Type (Check one):**

- Adult Corrections    Juvenile Corrections    Juvenile Detention    Neglected    At Risk

**Brief description of facility and the core mission:**

**Approximate Count of Currently Enrolled Students:** \_\_\_\_\_ **Age Range:** \_\_\_\_\_

**Grade Range of Students:** \_\_\_\_\_

**Average Length of Stay (in days):** \_\_\_\_\_

**Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week:** \_\_\_\_\_

**Number of Certified and Licensed Teachers/Instructors:** \_\_\_\_\_

**Academic Offerings Provided:**

**(Such as Award HS Course Credits, Award HS Diploma, Award GED):**

**Specific Academic Performance Measures (i.e. list pre and post assessments used):**



**APPENDIX 3**  
**PROFESSIONAL DEVELOPMENT PLAN**

**APPENDIX 4  
MONITORING PLAN**

**APPENDIX 5**  
**TRANSITION PLAN TEMPLATE**