

NOTICE OF
FUNDING
AVAILABILITY
(NOFA)



JUDITH P. HOYER
EARLY
CHILDHOOD
EDUCATION
ENHANCEMENT
GRANT

**MARYLAND STATE
DEPARTMENT OF EDUCATION**

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline: June 15, 2020

No later than 2:00 p.m. EST

PROPOSAL DESCRIPTION

Name of Grant Program:

Judith P. Hoyer Early Childhood Education Enhancement Grant (Judy Center Early Learning Hubs)

Authorization:

Annotated Code of Maryland, Education Article, Section § 5-217
Blueprint for Maryland's Future

Dissemination:

May 13, 2020

Deadline:

June 15, 2020

No later than 2:00 p.m. EST

***To request accessible documents, please contact Amy Beal at amy.beal@maryland.gov**

Purpose:

The purpose is to promote school readiness through the development and expansion of collaborative approaches to the delivery of high quality, comprehensive, full-day early childhood education programs and family support services in the designated Title 1 schools.

Required Components:

Proposals must contain the following to be considered for funding:

Each applicant must include a description of their Judy Center Partnerships, which must include:

- 1) All publicly funded Prekindergarten programs in the school catchment area, which would include both LSS Prekindergarten locally funded and grant funded and grant funded community-based Prekindergarten
- 2) All kindergarten programs at the school,
- 3) Early Intervention and preschool special education programs in the school catchment area,
- 4) All Head Start/Early Head Start programs in the school catchment area, and
- 5) A minimum of five licensed/registered and accredited child care providers, including faith-based child care, family child care, and center-based child care programs (if there are at least five providers in the school catchment area or providers that are serving catchment area children), including any other community-based programs that are not part of the PreK Expansion grants

The Judy Center must include a minimum of 5 of the following participating partners and services:

- 1) Local businesses
- 2) Regional child care resource centers,
- 3) Community health programs,
- 4) Local public libraries,
- 5) An Institute of Higher Education/adult education program
- 6) Family literacy programs,
- 7) Family Support Network,
- 8) Early childhood programs associated with institutions of higher education,
- 9) Local colleges and universities for higher education and job training programs, and
- 10) Healthy Families and/or other home visiting programs (Healthy Start, PAT, HIPPY, Nurse Family Partnership).

Judy Center sites that are designated community schools must provide an assurance that they will collaborate with their community schools' staff to ensure children are being served and supplanting of funds is not occurring.

Judy Center applications must include Memoranda of Understanding (MOUs) with signatures in the appendices of the grant application for all partnerships addressing specifics of the partnership. Upon receipt of grant award, MOUs must be submitted to MSDE program monitor by Monday, November 2, 2020.

Include a detailed MSDE Budget Narrative Form, signed budget forms, signed Assurances page.

Judy Center grant applicants must respond to all questions.

The Request for Proposal will not be reviewed unless all Required Components in this section and in the Submission Requirements section below are submitted with the grant application.

Eligible Applicants:

Local Boards of Education

Proposal Review:

The review of proposals will be a four-part process.

- 1) Written applications will be prescreened 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 representatives from outside agencies and MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores.
- 3) Applicants may be scheduled for an oral program presentation as determined by the review committee.
- 4) Final approval for awards will be determined by the Division of Early Childhood.

Award Notifications:

Initial notification of grant approval will be sent by July 1, 2020. Processing of the official Notice of Grant Awards (NOGA) will begin on July 1st; this process can take 6-8 weeks. If funding is unavailable, the NOFA's will be held for future use.

Total Funds Available:

Approximately \$2,475,000 (depending on funding)

Length of Grants:

July 1, 2020 through June 30, 2021

Estimated Number of Grants:

9

Estimated Average Grant Amount:

Up to \$275,000

Technical Assistance:

Webinar on May 15, 2020 1:00 p.m.

Fund Use

Cost(s) incurred prior to the approval of the grant may not be funded through the award. The following are approved uses for grant funds:

- Services must be for children and families living in the designated Title I school zone.
- Staffing to coordinate and manage programming and family support services with all participating agencies and programs (i.e., Project Coordinator/Manager and Family Services Coordinator). MSDE requires the Coordinator and Family Service Coordinator positions be full-time, twelve month employees with a degree in Early Childhood, Education, Special Education, Human Services or Social Work;
- Professional development for partnering agencies. Additional professional development sessions may depend on the training needs of staff and program requirements; and
- Materials and supplies required for meeting the Judy Center Early Learning Hub 12 Components (i.e., instructional materials, books and related supplies for family literacy or home visiting activities, costs associated with maintaining/obtaining MSDE accreditation status).

Funds may not be used for:

- Supplanting existing services;
- Capital improvements;
- Teacher and assistant salaries & benefits; with the exception of summer programming
- Early Childhood Coordinator salaries and benefits;
- Special employee compensation; nor
- Office furniture and equipment for Judy Center staff.

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:

- A mid-year report that is received by MSDE no later than January 30, 2021.
- An end of year report that is received by MSDE no later than July 30, 2021.
- Data and requested information to MSDE's External Evaluator as requested at a time determined by MSDE.
- Annual Financial Report no later than 90 days after the end of the grant period each year (September 30, 2021).
- MSDE will conduct at least one formal onsite monitoring visit each fiscal year at the discretion of MSDE.
- Grantees are required to participate in regularly scheduled program support and technical assistance meetings conducted for Judy Center Coordinators and Family Service Coordinators, and must attend one annual leadership conference.

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

1. Proposal Cover Sheet.
2. Implementation Plan
3. Budget Narratives (2)
 - 3.1 C-1-25C State
4. Recipient Assurances
5. Appendices. Do not append any required sections indicated above.
 - 5.1. Memorandum of Understanding
 - 5.2. Match funds waiver (optional)

Submission Requirements:

1. Complete the attached Judy Center Grant Application. Submit the original marked “Original” and 1 copy that is clearly marked “COPY.”
2. All pages must be numbered (except appendices).
3. Include in the appendices, current and signed Memoranda of Understanding (MOU) that describe the responsibilities of all collaborating partners. Make sure all partners have signed and dated the MOUs and that MOUs and dates are current. Do not submit the grant without the MOU.
4. Narrative portion should use single line spacing and a type size of 12-point font.
5. All pages in the original proposal and the copy (including appendices and separator sheets) must be on standard size (8 ½” x 11”) paper of 20# weight.
6. Print out the application one-sided (not on both sides of the paper).
7. The prescribed cover sheet must be the first page of the proposal. Do not include the Grant Application cover sheet and instructions.
8. The original cover sheet and all signature pages must be signed in blue ink. Copies of the cover sheet, Assurances pages, MOU, and budget forms in the copy provided must not be color copied.
9. All tables and charts must follow the prescribed formats.
10. All acronyms used in the application must be listed and defined.
11. An unbound original application, together with one (1) copy, clipped in the left hand corner, must be submitted to the program contact:

Program Contact:

Amy Beal, Judy Center Partnerships Specialist
Maryland State Department of Education
Division of Early Childhood Development, 10th floor
200 W. Baltimore Street
Baltimore, MD 21201
Phone: 410-767-0567
Email: amy.beal@maryland.gov

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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

PROPOSAL COVER SHEET

Local School System:		
Name and Location of Judy Center:		
City:		ZIP:
Contact Person:		
Telephone of contact person:	Fax of contact person:	E-mail of contact person:
Address of contact person (if it is different from the address above):		
City:		ZIP:
Funds requested (FY 2021):		

Project Summary

Describe briefly how grant funds will be used, including staffing, the number of children and families served, and services and activities provided to promote continuous improvement toward school readiness. The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do and how it will be accomplished). Outcomes and strategies should address equitable access and participation. Do not exceed the below text box.

Signature of Superintendent	Date

Project Narrative

[PAGE LIMIT]-1 page limit

The Project Narrative provides an opportunity to convince readers that the project is sound and deserves to be funded. 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.

Extent of Need

[PAGE LIMIT]-2-3 page limit

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.

Below are some suggestions for the needs assessment.

- Clearly state the main problem 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 methods used to collect them.
- Present easily measured quantitative data. (e.g., test scores, absentee rates).
- 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 school 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 and every population to be served. Include all relevant data from the Maryland Report Card.
- 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.

Goals, Objectives, and Milestones Information and Instruction

Goals, objectives, and milestones are all 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 the project up for failure and are "red-flags" for reviewers.
- **Are measurable.** Outcomes must demonstrate clear achievement. A good outcome statement references easily quantified indicators (e.g., test scores, absenteeism, grades, and promotion rates).
- **Have deadlines.** All outcome statements specify by when they are to be achieved.
- **Reference state, local, or school-defined baseline data or standards.** To determine if the goal is both reasonable and ambitious, include local baseline data for comparison.

A proposal should identify three kinds of outcomes: goals, objectives and milestones.

Goal

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

Objectives

Objectives are the anticipated outcomes to be accomplished for each year of the project. Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal.

It is imperative that objectives be established for every target population the project is designed to affect. For instance, if the project seeks to increase student achievement by training teachers, there must be objectives for both students and teachers.

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 there is a significant impact on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Don't set overly-ambitious milestones.

Plan of Operation Instructions

In the Plan of Operation discuss the strategies and activities to be used to accomplish the outcomes.

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish outcomes. Begin this section with a justification as to why the strategies were chosen and how they will help to achieve 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.

Upon identifying the strategies, discuss how they will be adapted to fit the particular project. Who are the target clients, and how will they be affected by the project services? How many clients from each client group will ultimately be serviced by the project, both directly and indirectly? Explain how these numbers were derived.

Activities

Activities are specific steps taken to accomplish the project objectives, and involve direct service to clients (students, teachers, parents). Examples include: specific teacher in-services, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip) or over a period of time (e.g., the use of an innovative curriculum).

Actions outlined in the management plan are **not** activities. While these actions are needed to facilitate direct service, they do not render direct service themselves. Examples include the purchasing of equipment, the hiring of staff, evaluation procedures, and steering committee meetings. Do **not** address the elements of the management plan in this section.

List the activities that the project will implement and relate each activity to a strategy. Activities should be grouped with respective strategies. Discuss how the activities relate to the respective strategies. Finally, identify which clients and how many will be serviced by each activity.

Plan of Operation

Please use a separate worksheet for each goal (3-5 goals) to be addressed with supporting objectives, strategies, activities and milestones. Extend the worksheet as necessary to accommodate the number of strategies or activities planned.

Need to be addressed:
Goal #1 (related to need):
Objective (marking progress toward Goal #1):
Strategy #1 (supporting Goal #1):
Activity #1 (supporting Strategy #1):
Activity #2 (supporting Strategy #1):
Activity #3 (supporting Strategy #1):
Activity #4 (supporting Strategy #1):
Milestones to document progress toward Goal #1):

Priority Points

Please check the box(es) below if you are claiming priority points (extra points) for any of the priority areas listed below and provide a description:

Check Here	
	1. School FARMS rate is 75% or higher.
	Please describe how you will approach the high level of need in the school community and the partnerships you will work with to address the need including work with community schools coordinator, health professionals, and local providers.
	2. The program will enroll English Learners (EL)
	Please describe how you will ensure that English Learners are provided access to the program, what criteria will you use to determine if a child is an EL, how eligible families will be recruited, and how you will support these children in full, meaningful participation throughout the program:
	3. The program will enroll children with disabilities, regardless of income
	Please describe how you will ensure that children with developmental delays/disabilities are provided access to the program, how eligible families will be recruited, and how you will support these children in full, meaningful participation throughout the program, to include collaborating with early intervention or preschool special education providers as appropriate:

Future Plans

[PAGE LIMIT]-1 page limit

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

Instructions for Budget Narratives and C-1-25 Budget Form

There will be **one** C-1-25 form submitted that will align with the Budget Narrative. The C-1-25 is for State funds requested only. **There are two budget narrative forms, one will align to the C-1-25 and one will list match funds and will not be accompanied with a C-1-25.**

The Revenue Source block at the top of the C-1-25s should say “State”. Group line items according to the following categories: Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers. Total each category.

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, cost-effective, and integrates other sources of funding. All costs will appear in the budget narrative.

Explain how line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective. 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, and photocopying. There is no page limit for the budget, so be as detailed as possible.

There will be a 30% required match with can be met through in-kind funds, local and private funds, philanthropic funds, etc. Indicate the source of the match contribution. Match funds must be reasonable with current market prices. On the separate budget narrative page list the match funds. LEA’s may request a waiver if they are unable to meet the match funding requirement. To request a waiver please submit a letter on letterhead as appendix stating the reasoning of the waiver.

At least 25% of the state funds must be used for quality programming that aligns to the Judy Center 12 Component Standards. Such as family engagement events, curriculum enhancement opportunities, playgroups, activities focused on the Kindergarten Readiness Domains.

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

State Funds (budget narrative should align to C-1-25)

Item	Requested
Personnel-Salaries and Wages (List all staff & if FT, PT, perm or contractual, # months/yr)	
Total Personnel	
Fringe Benefits (List staff individually)	
Total Fringe Benefits	
Travel	
Total Travel	
Equipment (i.e. classroom furniture)	
Total Equipment	
Supplies/ Materials (List for each individual activity)	
Total Supplies/ Materials	
Contractual Services (List individual contracts)	
Total Contractual Services	
Other	
Total Other	
Total Direct Costs	
Indirect Costs	
Total Costs	

Match Funds (no C-1-25 Required)

Item	Requested	Source of Match Funds
Personnel-Salaries and Wages (List all staff & if FT, PT, perm or contractual, # months/yr)		
Total Personnel		
Fringe Benefits (List staff individually)		
Total Fringe Benefits		
Travel		
Total Travel		
Equipment (i.e. classroom furniture)		
Total Equipment		
Supplies/ Materials (List for each individual activity)		
Total Supplies/ Materials		
Contractual Services (List individual contracts)		
Total Contractual Services		
Other		
Total Other		
Total Direct Costs		
Indirect Costs		
Total Costs		

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET – C-1-25**

ORIGINAL GRANT BUDGET	AMENDED BUDGET #
GRANT NAME	GRANT RECIPIENT NAME
MSDE GRANT #	RECIPIENT GRANT #
REVENUE SOURCE	RECIPIENT AGENCY NAME
FUND SOURCE CODE	GRANT PERIOD

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 – EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog 21 General Support							
Prog 22 Business Support							
Prog 23 Centralized Support							
202 Mid-Level Administration							
Prog 15 Office of the Principal							
Prog 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog 01 Regular Prog.							
Prog 02 Special Prog.							
Prog 03 Career & Tech Prog.							
Prog 04 Gifted & Talented Prog.							
Prog 07 Non Public Transfers							
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

<small>Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>

Supt./Agency Head Approval

<small>Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>

MSDE Grant Manager Approval

<small>Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>

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. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly

for the purpose contemplated in the paragraph, 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 relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.

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 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

Date