

NOTICE OF
FUNDING
AVAILABILITY
(NOFA)



**Prekindergarten
Expansion Grant**

**MARYLAND STATE
DEPARTMENT OF EDUCATION**

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline: April 30, 2021

No later than 4:00 p.m.

PROPOSAL DESCRIPTION

Name of Grant Program:

Prekindergarten Expansion Grant

Authorization:

House Bill 1415 (2018), Chapter 316 - “Education Commission on Innovation and Excellence in Education”

Dissemination:

Monday, March 15, 2021

Deadline:

Friday, April 30, 2021

No later than 4:00 p.m. EST

Submission: Applications must be submitted by email to prekexpansiongrant.msde@maryland.gov

Purpose:

Expand access to public prekindergarten for three-year-olds and four-year-olds for (a) students from families with household incomes up to 300 percent of Federal Poverty Guidelines (FPG) and (b) students with special education needs, regardless of income and (c) homeless students.

Note: programs must collect the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) for students eligible under this priority.

Special Considerations:

For Local School System (LSS) applicants, local general education and special education leadership are strongly encouraged to collaborate on the development of the grant proposal.

Combining multiple funding streams offers increased opportunities for the inclusion of children with Extended IFSPs or IEPs for whom a regular early childhood program with typically developing peers has been determined by the child’s IFSP/IEP team to be the appropriate natural and least restrictive environment (LRE). The participation of children served through an Extended IFSP or an IEP in public prekindergarten programs provides access to the general early childhood education curriculum and instructional program, further supporting a narrowing of the school readiness performance gap with typically developing peers. Fully inclusive options have been shown to work for children across disability groups and levels of severity (children with developmental delays, mild to severe; children with Autism spectrum disorder; children with multiple disabilities; children with significant social and emotional needs; children with hearing impairment; children with limited mobility).

Required Components:

Proposals must contain the following to be considered for funding:

- A description and documentation to show how the applicant will meet the Definition of a High-Quality Prekindergarten Program as defined in Appendix A.
- Documentation of how families meet the income eligibility criteria according to the Federal Poverty Guidelines (FPG), which must be collected and maintained on-site.

- Description of the program’s family engagement strategies in accordance with the *Maryland Early Childhood Family Engagement Framework*.
(earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf)The virtual Family Engagement Toolkit can be found here [Maryland Families Engagement](#)
- Verification of published Maryland EXCELS Level with a plan in place to achieve Level 5 by the identified deadline.
- Description of professional development activities for pre-k instructional staff including early literacy aligned to the science of reading and Maryland College and Career Standards (MCCRS) and early mathematics aligned to MCCRS.
- List of partners and specific roles as they relate to the grant.
- Upon receipt of grant award, all grantees must have a completed and signed Memorandum of Understanding (MOU) between LSS and community-based PreK Expansion grantees in the school catchment area. MOUs must be submitted to program monitor by Monday, November 1, 2021 (See Appendix G for sample MOU). The MOU must demonstrate a commitment to ongoing collaboration. Collaboration may include the following areas:
 - Services for children with disabilities,
 - Services for three- or four-year-olds who are English learners to align with LSS policies (if applicable),
 - Coordination of prekindergarten enrollment,
 - Professional development opportunities, and
 - Transition planning.
- Community-based programs only: a license check will be performed prior to the final awarding of the grant to ensure a valid child care license is held and there are no major health and safety violations.
- Head Start applicants must submit a letter of support from the principal Head Start-funded grantee.

Final awarding of the grant will be contingent on the applicant meeting all grant requirements.

All grant requirements must be met prior to the start of the school year, including the certified teacher requirement to avoid a disruption in grant funds.

Invoices will not be paid unless all grant requirements have been met

Eligible Applicants:

Applicants eligible to receive the grant must be Local School Systems or qualified vendors (as defined in COMAR 13A.06.02)

Preference will be given to programs published at Level 5 in Maryland EXCELS or published at Level 4 with a plan in place to publish at Level 5 within one year.

Other applicants may be considered as noted: community-based providers must be published at Maryland EXCELS Level 3 with a plan approved by the Maryland State Department of Education (MSDE) to achieve Level 5 within five years. LSS must be published at Level 4 with a plan approved by MSDE to achieve Level 5 within five years. A report must be provided mid-year and at the end of the year on the progress of achieving Level 5 and the next steps to be taken.

All Prekindergarten Expansion Grantees must adhere to the “Preventing Suspension and Expulsion in Early Care and Education Programs” policy and should not expel or suspend a child from the program (See Appendix B)

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 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 may be scheduled for an oral program presentation as determined by the review committee.
- 4) Final approval for awards will be determined by the review committee.

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

Award Notifications:

Notification of awards will be sent by e-mail on or before May 31, 2021. Processing of the official Notice of Grant Awards (NOGA) will begin on July 1st; this process can take 6-8 weeks. Once the official NOGA is received, an invoice template will be sent for billing. Once an invoice has been **approved** by MSDE, payment can be expected within 15 business days. For budget planning purposes, please note that funds may not be available until September 15th.

Community-based programs, **meeting all grant requirements**, are eligible to receive a 15% advance upon request; however the advance may not be received by grantee until September 15th. Community-based programs requesting an advance must complete Appendix F (Request for Payment Advance) **and submit it with the application**. Advance requests received after the application has been submitted will not be considered.

Total Funds Available:

Approximately \$46,644,000 (contingent upon funding)

Length of Grant:

July 1, 2021 – June 30, 2022

Period of Operation:

August 2021- June 2022 (School Year 2021-2022)

Estimated Number of Grants:

60

Estimated Average Grant Amount:

\$400,000

Funding Per Prekindergarten Student: \$12,000 (full-day, new slot) and \$6,000 to improve an existing slot to meet the Definition of High Quality Prekindergarten (See Appendix A)

Definitions:

Full-day, New Slot:

Local School Systems (LSS)

- Full-day slots for four-year-old children between 186% and 300% of the Federal Poverty Guidelines (FPG); and
- All three-year-olds up to 300% of FPG

Community-based programs

- Full-day slots for three- and four-year-olds up to 300% of the FPG

See Appendix D – FY 2021 Federal Poverty Guidelines Chart

Improved Slots: slots improved to meet the Definition of High Quality Prekindergarten (See Appendix A)

Head Start and LSS's only

LSS's – increase half-day slots to full-day slots and meet the definition of high quality prekindergarten for children below 186% of the FPG

Head Start programs - improve Head Start-funded slots to meet the definition of high quality prekindergarten by doing any of the following:

- Extending programs from half-day to full-day.
- Employing and compensating a teacher with a Maryland P-3 teacher certification

Community-based programs funded through Head Start can also add new full-day slots as long as Prekindergarten Expansion Grants funding does not supplant Head Start funding.

NOTE - ALL PREKINDERGARTEN EXPANSION SLOTS MUST BE FULL-DAY

Coordination with Supplemental Prekindergarten Grants to Local School Systems (LSS):

Local School Systems that receive Supplemental Prekindergarten Grants and Prekindergarten Expansion Grants in FY22 will be expected to increase the number of four-year-old children served in full-day prekindergarten as reported in the official September 30, 2021 enrollment count. For example, if the LSS receives Supplemental Prekindergarten Grant funds in FY21 for serving 100 four-year-old children in full-day prekindergarten the prior year (2020-2021 school year as reported

in the September 30, 2021 enrollment count) and is also awarded the Prekindergarten Expansion Grant to serve 40 four-year-olds, the LSS must serve a minimum of 140 four-year-olds in full-day prekindergarten in FY22. The September 30, 2022 (School Year 2021-2022) enrollment data submitted to MSDE must reflect this increase. (Please see Appendix I – FY21 /September 30, 2021 Enrollment Count).

LSS will be required to sign an Assurance Form and submit upon receipt of the grant award (Please see Appendix J – Pre-K Expansion Grant Assurance Form)

Fund Use

Cost(s) incurred prior to the approval of the grant may not be funded through the award.

- Salaries, wages, and fringe benefits for teaching staff. (Note: State certified teachers must be compensated commensurate with the entry salaries of the LSS in which the program is located. See Appendix E – Teacher Salary Schedule.).
- Equipment, materials and supplies (e.g., classroom furniture, instructional materials including MSDE approved curriculum resources to support the Maryland Early Learning Standards, book supplies for family literacy or math or math activities.).
- Reasonable rental costs are allowable and should be reviewed periodically. Contact the fiscal grant manager for specific conditions and requirements if property rental costs are included in the budget narrative.
- Technology costs may not exceed 10% of the total fund request.
- Costs associated with maintaining MSDE or national accreditation status.
- Costs for contracts to administer screening and intervention services for prekindergarten students.
- Costs associated with the provision of staff and professional development activities to support recertification of qualified teaching staff.
- Costs associated with evaluation and monitoring of the project (may not exceed 5% of the total fund request).
- Indirect costs (may not exceed 10% of the total fund request).
- Costs for one meal per day for students.
- Costs for academic field trips.

Funds may not be used for:

- Supplanting existing services, or
- Capital Improvements.

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:

- Quarterly Progress Reports using MSDE supplied forms;

- Annual financial report at the end of the grant period;
- Quarterly Enrollment and Attendance Reports using MSDE supplied forms;
- Collaboration Check-in Form; and
- Monitoring Tool (spring).

Proposals must contain the following information:

- Signed Cover Sheet
- Project Summary
- Classroom Staffing Pattern
- Project Management, Key Personnel
- Collaborating Partners
- Quality Benchmarks and Programmatic Plan
- Evaluation & Monitoring
- Verification of participation in Maryland EXCELS (certificate indicating published level)
- Signed MSDE Budget Forms (Separate Attachment)
- Signed Assurances Page
- Implementation Plan
- All supporting documentation
- All tables and charts must follow prescribed formats.
- The prescribed coversheet must be the first page of the proposal. Do not include the Grant Application cover sheet and instructions.
- The original coversheet must be signed in blue ink.

An electronic copy should be submitted to prekexpansiongrant.msde@maryland.gov

Program Contact:

Nykia Washington, Prekindergarten Program Manager
 Maryland State Department of Education
 Division of Early Childhood Development, 6th floor
 200 W. Baltimore Street
 Baltimore, MD 21201
 Phone: 410-767-0088
 Email: Nykia.washington@maryland.gov

Technical Assistance:

Technical assistance meetings will be held on Wednesday, March 24, 2021
 1:00 -2:30 p.m.
 Via WebEx

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

Grant Process Timeline:

Date	Activity
Monday, March 15, 2021	Application disseminated
Tuesday, March 23, 2021	Technical Assistance Webinar 9-10:30 AM. (the webinar recording will be posted)
Friday, April 30, 2021	Application due to MSDE
April – May, 2021	Applications reviewed
Friday, May 28, 2021	Initial notification of grant approval/Notice to proceed
Friday, June 4, 2021	Last day to submit revised budget narrative and C-125 or the State may rescind the grant
Thursday, July 1, 2021	The NOGA system opens. Processing of NOGAs will begin; this process can take 6-8 weeks for processing.
Tuesday, August 31, 2021	NOGA issued and Advance Request submitted for processing by August 31 st (please allow up to two weeks to receive payment)
Wednesday, September 15, 2021	Anticipated date for grantee to receive advance

The application begins on the following page

PROPOSAL COVER SHEET

COVER SHEET Prekindergarten Enhancement Grant RFP		
Name of Applicant:	Fed ID No: _____ Qualified Vendors Only: DUNS No: To Register for DUNS Number visit the website below. This is the only way to receive funding. https://sam.gov/SAM/	
Address:		
City:		State:
Telephone:	FAX:	Email:
Contact Person:		
Address of Contact Person (if different from person above):		
City:		State:
Telephone:	FAX:	Email:
Please check one: <input type="checkbox"/> Public School <input type="checkbox"/> Public Charter School <input type="checkbox"/> Community-based Provider (Center) <input type="checkbox"/> Community-based Provider (Family Child Care Home) <input type="checkbox"/> Head Start Program <input type="checkbox"/> College, University or Vocational/Technical School Also, please indicate if your agency/organization is non-profit <input type="checkbox"/> Yes <input type="checkbox"/> No		
Amount Requested: \$		
Application Signature: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> _____ Head of Grantee Agency </div> <div style="text-align: center;"> _____ Date </div> </div>		

Number and Type of Slots Requested (Refer to page 5 for guidance)

School/Program	Slots School Year 2020- 2021 (current grantees only)		Slots Requested School Year 2021-2022 (by type)		Total Requested for School Year 2021-2022	How Will Slots be Improved? (See Codes Below) Select all that apply
	Actual # of slots filled (\$12,000) 186-300% FPG	Actual # of slots filled (\$6,000) 185% FPG and below	# Full- day, New (\$12,000) 186-300% FPG	#Improved (\$6,000) 185% FPG and below		

*Add rows as necessary

The last column refers only to the number of improved slots for the 2021-2022 school year

Improved Slot Codes:

- 1 – Half-day to Full-day
- 2 - Employing and compensating a teacher with a Maryland P-3 teacher certification

Of the total number of slots requested for the FY22 school year please identify: (estimate)

_____ 3-year old slots

_____ 4-year-old slots

Prekindergarten Expansion Grant Site Selection

***Please list all participating schools/sites**

Name of School/Site	Street Address	City	Zip Code

*Add rows as necessary

Local School Systems (only)

Local School Systems that receive Supplemental Prekindergarten Grants and Prekindergarten Expansion Grants in FY22 will be expected to increase the number of four-year-old children served in full-day prekindergarten as reported by the official September 30, 2021 enrollment count (School Year 2020-2021).

	A	B	C
	Number of four-year-olds served in full-day prekindergarten on the September 30, 2021 Enrollment Count (See Appendix I)	Number of four-year-olds requested for funding in the FY22 Prekindergarten Expansion Grant Program	A plus B = the minimum number of four-year-olds to be served in FY22 (as will be reported in the September 30, 2022 Enrollment Count – School Year 2021-2022).
EXAMPLE	100	40	140
LSS Applicant (total for all programs)			

Local School Systems can apply for the grant for the same schools as in the previous year as long as they have other programs that are going full day using the supplemental money and the total in Column C increases.

Classroom Staffing Pattern/Lead Teacher

This document can be updated upon final awarding of the grant. If a lead teacher has not yet been hired, please indicate TBD. **Note:** A copy of the teacher certification for all teachers in TDB category will be required prior to the first day of school to avoid a disruption in grant funds. Invoices will not be processed if this requirement is not met.

If teacher is not yet hired, please attach the job description/announcement showing the requirements for a state certified teacher and rate of pay.

Qualified Lead Teachers in community-based programs must be paid a salary commensurate with the minimum salaries of local PreK-12 instructional staff in your jurisdiction (See Appendix E)

*****If you selected “N” for MD State Teacher Certification, please see Appendix C - Teachers Pursuing State Certification**

School/Program/ Classroom	Age of children: 3, 4, or mixed- age	Lead Teacher	MD State Teacher Certification Y or N	Expiration date, if applicable	Annual Salary (Community -based programs ONLY)	Work Hours

*Add rows as necessary

Notes:

- The lead teacher must be employed full-time (assigned to the grant classroom for the 6.5 hour instructional day).
- A Director cannot be regarded as the teacher unless he or she is working in the classroom full-time for the 6.5 hour instructional day.
- There must be a Maryland State certified teacher in each classroom. (**Attach State Teacher Certification for each lead teacher**)
- For lead teachers pursuing state certification see **Appendix C - Teachers Pursuing State Certification**

Classroom Staffing Pattern/Assistant Teacher

This document can be updated upon final awarding of the grant. If an assistant teacher has not yet been hired, please indicate TBD. **Note:** Assistant teachers must hold a CDA, AA in Early Childhood, or equivalent training (i.e. Level 4 in MSDE Credentialing Program), or enrolled in a program to obtain these credentials. If an assistant teacher is not yet hired, please attach the job description/announcement showing the required education/credentials for this position.

Training Voucher and Reimbursement Program

Training Vouchers and Reimbursement are designed to assist childcare professionals participating in the Maryland Child Care Credential Program at Level Two or higher with the costs of training for professional development.

Child Care Career and Professional Development Fund (CCCCPDF)

The Child Care Career and Professional Development Fund (CCCCPDF) is a tuition assistance program for childcare providers to obtain a college education at participating colleges/universities in Maryland.

CDA Credential

The Maryland State Department of Education, Division of Early Childhood will provide funding to support childcare providers with obtaining their Child Development Associate® (CDA) Credential™ from the Council for Professional Recognition.

Please indicate Assistant Teacher Credentials below and submit a copy with the application

Program/School/ Classroom	Assistant Teacher	Work Hours	CDA	AA Degree	College Credits	Para Pro Cert	MSDE Credential Level 4 or above	Other (beyond High School)

*Add rows as necessary

Notes:

- Classrooms must be staffed with an assistant teacher for the 6.5 hour instructional day
- For Assistant Teachers who are enrolled in a program to receive these credentials please attach proof of enrollment

Project Update FY 2021 (1000 words or less) - *For Returning Grantees Only

Based on last year's program evaluation data to support continuous quality improvement, please respond to the following questions:

- What did you learn from the process?
- What data and tools were used to support this process (ex. Instructional Quality Review, CLASS, Maryland EXCELS/Accreditation, School Improvement Plan, etc.)?
- Reflecting on last year's monitoring tool/guidance and support and your continuous quality improvement data, what changes will you make and how will you continue to improve for next year?

Project Summary – FY 2022 (1500 words or less) * For ALL Applicants

Describe in summary format your goals and objectives to ensure that all of your children will demonstrate school readiness by the end of the prekindergarten school year. Also describe the curriculum and resources that will be used. Specifically address the early learning standards (linked below):

https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-appendix_2016.pdf

Quality Benchmarks and Programmatic Plan

1. Describe how you will ensure that all eligible children are provided access to your program and enrollment will be maintained providing supports for all students:
 - How economically disadvantaged children, children with an IEP/IFSP, and children who are English Learners will be recruited for the program; and
 - How recruitment efforts will be coordinated between local school systems and qualified vendors.
2. Indicate how the prekindergarten instructional staff will participate in yearly professional development activities that support your grant goals and school readiness, including early literacy aligned to the science of reading and Maryland College and Career Ready Standards (MCCRS) and early mathematics aligned to MCCRS (Must be 15 hours of early childhood PD).
3. Describe how the program will provide a full-day (6.5 hour) session/180 days per school year?

Please note: Tuition may not be charged for the 6.5 hour day; tuition may be charged only for additional wrap around services when applicable.

4. Please identify the comprehensive curriculum that will be used (for all age groups):

Please describe the curriculum training that was held to ensure fidelity of implementation:

LSS - Local school system curriculum that aligns with the Maryland College and Career-Ready Standards is accepted.

5. Describe how both screening and referral services covering at least vision, hearing, speech and language, health, and physical development will be provided.
6. Programs must offer, either directly or through coordination with local school systems or local departments of health and social services, additional support services for participants. (These services may include parenting support or training including those with languages other than English, physical and mental health and wellness services (e.g., SEFEL), and early intervention for children with disabilities and/or special health care needs). Please indicate the how these services will be provided specifically (e.g. provide the name of the individuals, organizations, and community partners providing these services).

Project Management/Key Personnel:

List **all administrative** key personnel responsible for the successful implementation and monitoring of the grant requirements **and** provide resume(s).

***Note: Resumes apply to key administrative personnel only. Please do not include resumes for lead teachers. Teaching Certifications must be submitted for all lead teachers.**

Collaborating Partners:

If applicable, describe the nature of collaboration between the local school system and community-based Public PreK or early care and education providers in the school catchment area (e.g. Access to professional development, coaching/mentoring, ELL/ESOL services, special education services, transitions, etc.)

List other collaborating partners and describe their respective roles in the successful outcome of this project (i.e. libraries, business partnerships, DSS, Health Care - including mental health, Judy Center, Early Childhood Advisory Council, etc.)

Evaluation and Monitoring of Learning:

1. What type of data and instruments will be used to monitor the quality of the prekindergarten program? (e.g., CLASS and/or use of other quality indicators or rating systems)?
2. How will this information be utilized to support continuous quality improvement in your program?
3. Describe how the progress of all prekindergarten students will be monitored throughout the year to ensure school readiness?
4. How are parents informed about student progress and/or areas of concern?

Maryland EXCELS and Accreditation Status:

Grant Site	PUBLISHED Maryland EXCELS Level	Expiration Date	Accreditation Status Y or N	Accrediting Agency	Expiration Date

For any program listed above that is not Maryland EXCELS Level 5 and/or is currently pursuing accreditation, please describe your progress and provide documentation:

What structures and strategies are in place to maintain a high-quality program and ensure that your program meets/maintains Maryland EXCELS Level 5 and accredited status?

Priority Points - 1 point awarded if program is implementing something new and innovative, over and above what is required by COMAR.

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 detailed description (partial points will not be given)

Local School Systems (LSS) ONLY	
Check Here	
	1. LSS will partner with community-based early childhood programs to establish Pre-K slots
Please describe how you will approach this partnership with community-based programs to establish PreK slots and how it will be implemented:	
All Programs	
	2. The program will enroll and support English Learners (EL)
Please describe how you will support English Learners in full, meaningful participation throughout the program:	
	3. The program will enroll children with disabilities, regardless of income
Please describe how you will support children with disabilities in full, meaningful participation throughout the program, to include collaborating with early intervention or preschool special education providers as appropriate:	

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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 based 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/Head of Grantee Agency

Date

IMPLEMENTATION PLAN

Instructions: Please complete the implementation plan (activities listed on the implementation plan must be aligned to the budget narrative)

Goals, strategies, and activities should support your project summary. If you were funded previously, goals, strategies, and activities should reflect changes based on previous data.

(Reproduce this form as needed. Do not exceed 10 pages)

***See Appendix H for Sample Implementation Plan**

GOAL(s):					
STRATEGIES:					
Activities	Dates		Responsibility	Funding	
	Date Initiated	Expected Completion Date		Person Responsible for Outcome	Funding Required

APPENDICES

**Appendices A-J are listed below and included in a separate attachment
(Attachment 1 - FY 22 Prekindergarten Expansion Grant Application
Appendices)**

Appendices:

- A – Definition of High Quality Prekindergarten
- B - Preventing Suspension and Expulsion in Early Care and Education Programs Policy Statement
- C – Teachers Pursuing State Certification
- D – FY 21 Federal Poverty Guidelines Chart
- E – Teacher Salary Schedule
- F – Request for Payment Advance
- G – Sample MOU
- H – Sample Implementation Plan
- I – FY21 September 30th Enrollment Count
- J – PreK Expansion Grant Assurances Form (Local School Systems Only)