



## GRANT INFORMATION GUIDE

### Title I, Part D – Subpart 2

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

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

February 20, 2023  
No later than 5:00 p.m. EST

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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## Program Description

The Title I, Part D, program (also called *The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk*) was most recently reauthorized under the Elementary and Secondary Education Act (ESEA), as amended in 2015. The Title I, Part D, Subpart 2 local educational agency program came into being in its present form with the Improving America Schools Act of 1994.

Maryland State Department of Education will award subgrants to Local Education Agencies (LEAs) with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

### NAME OF GRANT PROGRAM

Title I, Part D – Subpart 2 Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk program

### PURPOSE

The purpose of the Title I, Part D – Subpart 2 Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk program is:

- 1) To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- 2) To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
- 3) To operate programs in local schools for children and youth returning from correctional facilities, and programs this may serve at-risk children and youth.

### AUTHORIZATION

The Improving America Schools Act of 1994

### DISSEMINATION

This Grant Information Guide (GIG) was released on January 20, 2023

### DEADLINE

Proposals are due no later than 5pm on February 20, 2023

### GRANT PERIOD

July 1, 2022, to September 30, 2023

### FUNDING AMOUNT AVAILABLE

\$437,852

## ESTIMATED NUMBER OF GRANTS

4

## GRANT AMOUNT

\$11,996 - \$311,887

## SUBMISSION INSTRUCTIONS

Grant applications must be submitted by 5:00pm February 20, 2023, via email to [neglectedanddelinquent.msde@maryland.gov](mailto:neglectedanddelinquent.msde@maryland.gov)

## STATE RESPONSIBILITIES

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

## PROGRAM CONTACT

Shanna Edmond  
Education Program Supervisor  
Title I Program Improvement and Family Support  
Maryland State Department of Education  
410-767-0047  
[Shanna.edmond@maryland.gov](mailto:Shanna.edmond@maryland.gov)

## Eligibility

A Local Education Agency (LEA) is eligible to continue to receive Subpart 2 funds if within its geographical boundaries there are locally operated correctional facilities not operated by the State, including public or private facilities and community day programs, responsible for providing a free, public education for children and youth who are neglected or delinquent.

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

## Use of Funds

Funds may be USDE for:

- A. Continuation funds provided to LEAs through this grant may be used, as appropriate, for—
- 1) Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment, and to help them remain in school to complete their education;
  - 2) Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children, and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;

- 3) Coordination of health and social services for such individuals if there is likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- 4) Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;
- 5) Programs providing mentoring and peer mediation; and
- 6) Pay for Success initiatives.

B. Contracts and Grants – An LEA may use a subgrant received under this subpart to carry out the activities described under the above items 1-6, directly or through subgrants, contracts, or cooperative agreements.

Continuation funds used for each Correctional facility entering into an agreement with an LEA to provide services to children and youth shall: [Section 1401]

- 1) Ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act (IDEA);
- 2) If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
- 3) Provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- 4) Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;
- 5) Ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
- 6) Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;
- 7) Use technology to assist in coordinating educational programs between the correctional facility and the community school;
- 8) Involve parents/guardians in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
- 9) Coordinate funds received with other local, state, and federal funds available to provide services;

- 10) Coordinate programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs;
- 11) Work with local businesses to develop training, curriculum-based youth entrepreneurship education and mentoring programs for children and youth.

Funds may not be used for:

- Capital purchases e.g., Buildings
- Expenditures that occurred prior to the start of the grant

## Program Requirements

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

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

## Application

### COVER PAGE

Proposals must have the Proposal Cover Sheet provided in the application for participation. The cover page should not contain any graphics or additional information and must be signed by the Head of Agency.

### EXTENT OF NEED

The Extent of Need must include the following:

- a. Cite research supporting the need for this program.
- b. Present quantitative trend data and qualitative trend data in support of specific population and schools/programs served and related educational services during the last grant cycle (3 years).
- 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

### EVIDENCE OF IMPACT

Applicants must describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the LEA's experience in terms of effective



practices leading to the desired outcomes. Discuss your history of impact on the target population, what has worked, what hasn't worked, and your track record in effectuating change. Discuss how past performance has informed the proposed activities, and the future impact your proposed key activities are likely to have on the target population.

## GOALS AND OUTCOMES

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, graduation rates, chronic absenteeism and behavior.
- b. **Goal Statements:** Must be realistic goals based on a review of the research literature that is relevant to evidence-based interventions and performance measures i.e., SMART goals. Goals must set a specific date for attainment (e.g., month and year)
- c. **Objective Statements:** Establish measurable objectives and specify measurement instrument(s) or source and reference indicators (e.g., test scores, absentee rates, report card grades, promotion rates). Must set a specific date for attainment (e.g., month and year).
- d. **Milestone statements:** Must be set in measurable terms with specific dates for attainment and aligned with project goals, 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 LEA will continue to address each of the following requirements separately and include a detailed description of how the program will coordinate with federal, state, and local programs: [Section 1423(3-13)]

(For example, a LEA's coordination efforts may include quarterly meetings with Title I, Part A, and/or Special Education to discuss how the program requirements are being met effectively without duplication of effort, challenges, barriers, budget spend-down, etc.).

1. Provide a detailed description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend. (Sec.1423 (3))
2. Provide a detailed description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth; (Sec. 1423 (4))
3. Provide a detailed description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and as appropriate, other at-risk children and youth expected to be served by the program. Provide a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. If appropriate, provide an estimated number of children and youth to be served according to each characteristic. Also

included are the number of individuals expected to return to the local school system. (Sec. 1423 (5))

4. Provide a detailed description of how schools of the will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk, children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the children or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources and scheduling flexibility. (Sec. 1423 (6))
5. Provide a detailed description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students; (Sec. 1423 (7))
6. Provide a detailed description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities; (Sec. 1423 (8))
7. Provide a detailed description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth; (Sec.1423 (9))
8. Provide a detailed description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. (Sec.1423 (10))
9. Provide a detailed description, as appropriate, of how schools/LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. (Sec. 1423 (11))
10. Provide a detailed description of the efforts participating schools/LEA will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. (Sec. 1423 (12))
11. Provide a detailed description of the steps the schools/LEA will take to find alternative placements for children and youth interested in continuing their education, but unable to participate in the regular public-school program. (Sec. 1423 (13))
12. Provide a chart, summarizing the last three years, which details the progress the LEA is making in dropout prevention. (Sec. 1426)
13. Provide, annually, the number of students to be served during the period of the grant. The "period" is described as the school year or period of funding from July 1 to September 30 the following year. (Sec. 1412 – Eligibility)

## EVALUATION AND DISSEMINATION

The LEA 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) USDE 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 LEA will carry out the evaluation requirements and address separately each of the following eight performance measures to 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  $\frac{1}{2}$  to one full grade level on mathematics assessments.
4. The percentage of long-term students served who improved from  $\frac{1}{2}$  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 exiting 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 requirements for graduate promotion and high school graduation;
3. Make the transition to a regular program or other education program operated by a local school system;
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 AND 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

On the Management Plan Worksheet, chronologically list all major management 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)	TBD	Name or Position
Final Progress Report (C-1-25D)	TBD	Name or Position
Annual Count Report	TBD	Name or Position
Consolidated State Report Data	TBD	Name or Position

## PROJECT TIMELINE

A Project Timeline tells the reader when key activities will take place during the grant period. Applicants should consider all the key tasks or activities that need to be carried out to implement the program successfully, whether each task can realistically begin and end in the proposed time frame, and how long each task will take to complete. It should contain three sections: management, implementation, and evaluation. See sample below:

Key Activities	Individual Responsible	Time Frame
Management Activity		
Implementation Activity		
Evaluation Activity		

## BUDGET AND BUDGET NARRATIVE

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

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

The per person “rule of thumb” for purchasing food for parent meetings is: Light snacks - \$2- \$3 or less; Breakfast - \$3 - \$5 or less; Lunch - \$5 - \$8 or less; 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 the requested funds must be reasonable with current market prices.

**Detailed Budget Description Guidelines**

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

**Detailed Budget Description Example**

Detailed Budget Description	Calculation	Title I, Part D requested amount	Other funds source and amount	Total
Transition Set-Aside (required %)	(15 to 30 percent of the subgrant award amount). Indicate the Percentage and amount.			\$26,834
Workshop stipends: \$125/day stipend for Facilitators at Four Regional Meetings with Four Breakout sessions at each meeting (16 facilitators total).  Duration of services: 6 hours per day	\$125/day stipend X 4 regional meetings X 4 facilitators at each meeting			\$2,000.00

<p>throughout the 2020-2021 school year</p> <p>Facilitators will engage parents and families to assist educators to effectively engage families and build capacity at Workshops</p>				
<p>Substitute stipends: \$100/workshop stipends for Five (5) substitute teachers at each of eight (8) quarterly workshops</p> <p>Duration of services: 6-hour workshops throughout the 2020-2021 school year.</p>	<p>\$100/workshop X Five (5) substitute teachers x eight (8) quarterly workshops</p>			<p>\$4,000.00</p>
<p>Instructional supplies for math initiative (academic manipulatives, scissors, paper, markers, folders, etc.) in classrooms</p>	<p>Estimated costs include:</p> <p>50 scissors x \$1.00= \$50.00</p> <p>20 pack of manipulatives x \$5.00=\$100.00</p> <p>50 pack markers x \$3.00= \$150.00</p> <p>50 folders x \$1.00=\$50.00</p>			<p>\$21,000</p>

	Approx. \$350 for 60 schools			
Project Director based on SACPS salary for Admin. Specialist	1.0 FTE Mid-level Salary			\$85,000
Fixed Charges - FICA, Worker's Comp, Retirement, and Health	1.0 FTE Fixed Charges			\$33,000
Technology - Materials and Supplies to replace old, obsolete chrome books in the Central Office	Replacement of computer or laptop for Office staff. 1 laptop * 1,000= 1,000			\$1,000
Office Supplies	<p>Various office supplies to Office staff employees</p> <p>and activities. FedEx cost for MSDE mailings. \$25 per mailing * 8 reports/amendments= \$200.</p> <p>Materials include:</p> <p>2 cases of copier paper \$100,</p> <p>25 pack of pens @ 3.00 each = \$75.00</p>			\$475



	<p>10 pack poster board @ \$20.00 = \$200.00</p> <p>\$475</p>			
<p>Conferences/Professional Learning</p> <p>8 Classroom teachers and 2 tutors to participate in one professional development conference that increases the capacity of teachers in the area of academic need for approximately 10 teachers at \$400 each to cover registration, meals and mileage.</p>	<p>Number of staff attending; registration, hotel, transportation; mileage, and meals</p> <p>8 classroom teachers + 2   tutors x \$400 each</p>			\$4,000
<p>Contracted Services/Consultant/Vendors</p> <p>SEL Programming</p> <p>Identified in the Comprehensive Needs Assessment additional support and techniques needed in social-emotional learning.</p>	<p>Planning: 2 hours x 11 programs = 22 hours x \$70/hr. = \$1,540</p> <p>Sessions: 24 hours a week x \$70/hr. = \$1,680 x 16 weeks = \$26,880 Total = \$28,420</p>			\$28,420

<p>Programming will include focused instruction directed toward mindfulness, self-regulation, and breathing techniques through the SEL Program. Evidence based research finds that social emotional learning practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and many other benefits.</p>				
<p>Total</p>				<p>\$178,895</p>

**BUDGET FORM - C-1-25**

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

MSDE budget forms are available in Excel format through the local finance officer or the MSDE Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org)

**APPENDIX**

**DOCUMENTATION: Complete and attach the LEA’s copy of the following:**

1. MOUs/MOAs: Signed and dated MOUs/MOAs are required from all project partners for the school year 2022-2023. 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 LEA must complete the attached Facility Profile for each facility students receive education services for the 2022-2023 school year.
3. **PROFESSIONAL DEVELOPMENT PLAN:** The LEA must include a professional development plan for staff, parents, and community partners for the 2022-2023 school year. Include a description of the PD activity, objectives & expected outcomes, date, and audience.
4. **MONITORING PLAN:** The LEA must submit a plan for monitoring the educational program of students at each of the LEA's facilities for the 2022-2023 school year. Include a projected schedule, dates, facility or program site and monitoring templates used.
5. **TRANSITION PLAN:** The LEA must include the LEA's Transition Plan Template that will be USDE by the transition specialist for each student and will include the following elements:
  - Information about the student's 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

## The Review Process

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed.
2. A review committee established by the MSDE will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.
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.

Note:

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

## REVIEW COMMITTEE

The committee will be composed of representatives from the MSDE, and the Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric below. Applications must receive a cut score of 65 in order to be considered for funding.

## AWARD NOTIFICATION

Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

## Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
10/15/22	Interim Program and Fiscal Report C-1-25-C
1/15/23	Interim Program and Fiscal Report C-1-25-C
4/15/23	Interim Program and Fiscal Report C-1-25-C
7/15/23	Interim Program and Fiscal Report C-1-25-C
10/31/23	Final Program and Fiscal Report C-1-25-D

Notes:

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#).

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

## Non-Discrimination Statement

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

Equity Assurance and Compliance Office  
Office of the Deputy State Superintendent for Operations  
Maryland State Department of Education  
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595 410-767-0123 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD

## The General Education Provisions Act (GEPA), Section 427

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

## Customer Service Support Sessions

The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will review what applicants need to get started, the program requirements, as well as a walk-through of the application. See the dates and times below:

- Tuesday, February 7, 2023, from 10:00 a.m. – 11:00 a.m.  
Meeting ID: [meet.google.com/ryq-ioxu-jef](https://meet.google.com/ryq-ioxu-jef)  
Phone Numbers: 1-662-747-1103  
PIN: 691 099 087#

## Questions

If you have questions about the application or the process, please contact the Program Monitor:

Shanna Edmond  
Education Program Supervisor  
Title I, Program Improvement and Family Support  
Maryland State Department of Education  
410-767-0047  
[Shanna.edmond@maryland.gov](mailto:Shanna.edmond@maryland.gov)

A list of frequently asked questions (FAQ) and answers will be posted to the [Title I, Part D website](#) following customer service support sessions.

## Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the [MSDE Grant Programs](#)

Date	Program Milestone
January 20, 2023	The Grant Information Guide and the application are released
January 24 & February 7, 2023	The MSDE will hold a virtual customer service support session for interested applicants
February 20, 2023	The grant application period closes
February 21, 2023	The MSDE begins reviewing applications for completeness and minimum requirements
February 21 – March 15, 2023	The MSDE Review Committee will convene and evaluate complete proposal
March 20, 2023	The MSDE will notify applicants of the award status
July 1, 2022	The grant period begins
September 30, 2023	The grant period ends

## Appendix

### APPLICATION FOR PARTICIPATION

# APPENDIX 1

MOUs/MOAs

School Year 2022-2023

## APPENDIX 2

### FACILITY PROFILE 2022-2023

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

School Year 2022-2023

# APPENDIX 4

## MONITORING PLAN

School Year 2022-2023

## APPENDIX 5

### TRANSITION PLAN TEMPLATE 2022-2023