



GRANT INFORMATION GUIDE

McKinney-Vento Homeless Education Assistance Improvement Act as Amended by Every Student Succeeds Act (ESSA)

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

Deadline
Due on or before February 20, 2023
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Instructions

Complete the application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed application should be saved as a pdf and emailed to: Shanna Edmond Education Program Supervisor Interim Coordinator for Homeless and Migrant Education mckinneyvento.msde@maryland.gov or shanna.edmond@maryland.gov

Program Description

The McKinney-Vento Act is designed to address the challenges that homeless children and youths face in enrolling, attending, and succeeding in school. Under the McKinney-Vento Act, State Educational Agencies (SEAs) must ensure all homeless children and youth have equal access to free, appropriate public education, including a public preschool education, as other children, and youths. Homeless children and youths must have access to educational and related services needed to enable them to meet the same challenging State academic standards to which all students are held.

NAME OF GRANT PROGRAM

McKinney-Vento Education for Homeless Children and Youth Program

Authorization

[McKinney-Vento Education for Homeless Children & Youth Program](#)

Dissemination

This Grant Information Guide (GIG) released on January 18, 2023

Deadline

Proposals are due no later than 5:00 p.m. on February 20, 2023

Grant Period

[July 1, 2022-September 30, 2023]

Funding Amounts Available

\$5,315-496,892.00

Estimated Number of Grants

16

Grant Amount

\$1,897,249.00

Submission Instructions

COMPLETE THIS APPLICATION ELECTRONICALLY BY TYPING DIRECTLY INTO THE FILLABLE FIELDS AND CHARTS. DO NOT ALTER OR REMOVE SECTIONS. WHEN FINISHED, SAVE THE APPLICATION DOCUMENT AS A PDF TO YOUR COMPUTER.

State Responsibilities

The 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
Interim Director
Title I-Program Improvement & Family Support
Division of Curriculum, Instructional Improvement and Professional Learning
410-767-0047
shanna.edmond@maryland.gov

Eligibility

This funding opportunity is designed for all Maryland LEAs with 2022-2023 subgrant funding

Use of Funds

ALLOWABLE COSTS/FUND USE: [Elementary Secondary Education Act (ESEA) Section 723 (d)]

Activities must focus on services documented by the Local Education System that will facilitate the enrollment, retention, and educational achievement of homeless children and youth.

ALLOWABLE ACTIVITIES:

- 1) Tutoring, supplemental instruction, and other enriched educational services that help homeless children and youths reach the same challenging State academic standards the State establishes for other children and youth. Section 723(d)(1).
- 2) Expedited evaluations of eligible students to measure their strengths and needs in order to avoid a gap in the provision of necessary services. Evaluations may determine the needs and eligibility for programs and services such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, state or local programs in vocational and technical education, school nutrition programs, and services provided under Title I and other appropriate programs or services under the ESEA. Section 723(d)(2).
- 3) Professional development and other activities for educators, specialized instructional support personnel, and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth under the McKinney-Vento Act, and the specific educational needs of runaway and homeless youth. Section 723(d)(3).
- 4) Referral services of eligible students for medical, dental, mental, and other health services. Section 723(d)(4).
- 5) Assistance to defray the excess cost of transportation not otherwise provided through Federal, State, or local funds, to enable students to remain in their schools of origin. Section 723(d)(5).

- 6) Developmentally appropriate early childhood education programs for preschool-aged homeless children that are not provided through Federal, State, or local funds. Section 723(d)(6).
- 7) Services and assistance to attract, engage, and retain homeless children, youth, and unaccompanied youth, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and youth. Section 723(d)(7).
- 8) Before-and-after school mentoring and summer programs for homeless children and youth, in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities. Section 723(d)(8).
- 9) Payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services. Section 723(d)(9).
- 10) Education and training for parents and guardians of homeless children and youth about their educational rights and resources available to them, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youth in the education of such children or youth.
- 11) Coordination between schools and agencies providing services to homeless children and youth, in order to expand and enhance such services. Coordination with programs funded under the Runaway and Homeless Youth Act must be included in this effort. Section 722(g)(5)(A)(i).
- 12) Specialized instructional support services including, violence prevention counseling, and referrals for such services. Section 723(d)(12).
- 13) Programs addressing the particular needs of homeless children and youth that may arise from domestic violence and parental mental health or substance abuse problems. Section 723(d)(13).
- 14) Providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services. Section 723(d)(14).
- 15) Providing school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations. Section 723(d)(15).
- 16) Providing extraordinary or emergency services needed to enable homeless children and youth to attend school and participate fully in school activities. Section 723(d)(16).

Program Requirements

Proposals must contain the following to be considered for continuation funding and assembled in the order indicated.

- A. Proposal Cover Sheet
- B. General Assurances (signed)
- C. Table of Contents
- D. Project Narrative (15-page limit)
 - Extent of Need
 - Goals, Objectives, and Milestones
 - Plan of Operation: Strategies and Activities

- Evaluation and Dissemination Plan
 - Management Plan/Key Personnel
5. Budget (C-1-25) and Budget Narrative
 6. Appendices
 - LEA Policies/Procedures/Guidelines for homeless children and youth
 - E. Memoranda of Agreement/Understanding (MOA/MOU) with Partners
 - Shelter Housing for Children and Youth Tracking Certification
 - F. Professional Development Plan (to include action description, bragging and end dates, person responsible, participants and topics)
 - G. Resumes of Key Personnel: A resume for each person playing a key role in the project, only information relevant to the project should be included
 - H. Job descriptions for any new positions that are created for this project
 - I. [signed C-1-25 MSDE budget form](#)
 - Complete Budget Narrative
 - J. [Signed recipient assurances page](#)

Project Timeline

Applicants must provide a timeline for all proposed activities using the chart provided in the application. See a sample timeline below:

Proposed Activities (sample)	Date of Implementation
Identify and share communication tools regarding mental health services.	February 20, 2023
Conduct training for families and caregivers on...	February 27, 2023
Meet with Judy Center and other partners to coordinate referral services.	February 18, 2022
Evaluate program delivery and customer satisfaction.	March 15, 2023

Application

Cover Page

Proposals must have the Proposal Cover Sheet provided in the application for participation. The cover page should not contain any graphics nor additional information and must be signed by the Head of Agency.

Extent of Need

Identify a clearly defined problem, and how the use of these funds will address the problem. Applicants should include the target audience and expected outcomes.

Project Abstract (1 page)

Summarize the project for the reader in one page.

Project Narrative

(15- Page limit double spaced)

The Project Narrative must include the following components:

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

Goals and Outcomes

Applicants are required to set overall goals for the project. The goal should address the main problem. Outcomes measure progress towards meeting the overall goal of the program. Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. Applicants must complete the chart below with program goals:

- a. **Goals:** Determine the progress towards meeting the LEA’s established program goals. Must set a specific date for attainment (e.g., month and year).
- b. **Measurable Outcome:** Determine the progress towards the established program objectives based on a review of the project’s evidence-based interventions and performance measures (e.g., test scores, absentee rates, report card grades, promotion and graduation rates, parental educational levels).
- c. **Milestone statements:** Must be set in measurable terms with specific dates for attainment and aligned with the project’s goals, objectives, and strategies.

Goal #1: Click here to enter text.
Measurable Outcome: Click here to enter text.
Milestone: Click here to enter text.

Goal #2: Click here to enter text.
Measurable Outcome: Click here to enter text.
Milestone: Click here to enter text.

Goal #3: Click here to enter text.

Measurable Outcome: Click here to enter text.

Milestone: Click here to enter text.

Plan of Operation

Describe the process the LEA will use to review and revise any policies, guidelines, and practices to ensure the LEA eliminates barriers to the **immediate enrollment, comparable services, coordination and collaboration, professional development, and prohibition of segregation of children and youth experiencing homelessness.** *(Please include in the Appendices an updated copy of the LEA's Policies/Procedures/Guidelines).

1. Immediate Enrollment

- Consideration of the best interest of the child and requests made by a parent or guardian for school placement.
- Admission at "school of origin" or other school in which non-homeless children in the attendance area are eligible to attend.
- Assists in the placement or enrollment decisions and considers the views of unaccompanied youth.
- Expedited transfer of student records.
- Parent or guardian of a homeless child or youth, and any unaccompanied youth, is informed of all transportation services, including transportation to the school of origin, and assistance in accessing transportation to the school selected.
- Enrollment disputes are mediated. [Section 722(g)(3)]

2. Comparable Services

- Homeless children and youth must have equal access to education programs for which they are eligible, with opportunities to meet or exceed the same challenging state student performance standards to which all children are held, including participation in state assessment test.
- Parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children.
- Parents or guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children. [Section 722(g)(4)].

3. Coordination and Collaboration

- Describe the coordination of program services with local shelters, Head Start, and other community service agencies working with homeless families, children, and youth.
- Describe the process for referrals to health care services, dental services, mental health services, and other appropriate services.
- Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act. [Section 722(g)(5)].
- Describe how Title I, Part A, will collaborate to provide services to children and youth experiencing homelessness.
- Describe how IDEA, Early Childhood Education, Title III, Child Nutrition Services, Carl D. Perkins Career and Technical Education Improvement Act of 2006. Personnel will collaborate to provide services to children and youth experiencing homelessness.
- Include Memoranda of Agreement/Understanding (MOA/MOU) in Appendices.
- Describe the LEA's project partners/stakeholders, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to

the project in the form of financial support, equipment, personnel, or other resources.

*(Include the Steering Committee/Stakeholders in Appendices).

4. Professional Development

- Describe how the program will provide professional development for educators, pupil services personnel, parents, administrators, school staff, teachers, transportation and fiscal staff and partners/stakeholders on homeless student rights, best practices, statewide efforts, and advocacy for students experiencing homelessness, etc.
- **Include the LSS's professional development plan in the Appendices.**

5. Prohibition of Segregation:

- Describe the local school system's policies or procedures that ensure homeless children and youth are not isolated or stigmatized by school system personnel or segregated into a separate school or school program. [Section 722 (e)(3)].

Evaluation and Dissemination

Required Evaluation Report Components—Due at end of Grant Year

Sub-grantees must undergo an annual evaluation and complete semi-annual progress reports to assess its progress toward achieving goal(s) and objective(s) described in the program narrative. The final evaluation will consider the entire project, beginning to end. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request, with public notice of such availability provided.

1. Evaluator reports must include the following components:

- Executive summary.
- Purpose of the evaluation.
- Brief description of the program, including an explanation of the program's theory of action/logic model.
- Evaluation questions and program standards
- Demographic and attendance data on participants.
- Evaluation design and methodology
- Data analysis results.
- Conclusion and Recommendations

Describe how the LSS's McKinney-Vento Education for Homeless Children and Youth project will provide for rigorous and objective evaluation of progress toward the project's goals and objectives and the approach that will be used to evaluate the program according to the following **five** federal program standards.

Standard 1.	Within one full day of an attempt to enroll in a school, homeless children and youth will be in attendance.
Standard 2.	Homeless pre-k to 12 children and youth will have stability in school.
Standard 3.	Homeless children and youth will receive specialized services when eligible.
Standard 4.	Parents, or persons acting as parents of homeless children and youth, will participate meaningfully in their children's education.
Standard 5.	Homeless children and youth in grades 3-12 will meet the State's academic standards.

- **Data:** The type of data and method of data collection will depend upon the nature of the program, the questions, the evaluation strategy, and standards. What measurement instruments will be used? There should be a mix of quantitative and qualitative data identified. It would also be helpful to explain how project staff will collect data from the various sites and organizations involved in the project.
- **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are their qualifications? What are the responsibilities of the key personnel?
- **Budgeting of Resources and Staffing for Evaluation:** Your application's budget should reflect sufficient funds to conduct a thorough and useful evaluation.
- **Dissemination:** Provide details on how you will disseminate the findings from your project. You should describe the major stakeholder groups in your project.

Dissemination: Applicants must describe how they will communicate the expanded services as well as how the evaluation results will be disseminated to major stakeholders and individuals interested in the project. Descriptions of the types of reports and other by-products developed during the course of the project may be made available.

Management Plan and Key Personnel

The management plan clearly defines the roles, responsibilities, tasks, and deadlines of key contributors to make sure your program is a success. Ensure that all administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured here. Provide resume(s) as an appendix. Be sure to include the Steering Committee members

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. The duties of the local school liaison are in Section 722(6) (A).

- Participation in technical assistance opportunities offered by the SEA
- Submission of required reports
- Regularly monitoring the performance of the program during implementation
- 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

List on your Management Plan Worksheet, in chronological order, all major management actions necessary to implement the program during the third year of funding.

Applicants must provide a clear discussion of partners, respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented. A signed partnership agreement must be included that outlines the roles, responsibilities, and contributions of each partner.

The project should have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing quarterly evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project. (e.g., representatives from project partners, parents, principals, Board of Education). Steering committees that are too large are often non-productive. Project directors function as advisors to the committee. The duties, members and meeting dates of the committee should be identified in this section of the project proposal.

Grantees are required to include a list of the staff or personnel responsible for the successful implementation and monitoring of the grant requirements. New teachers and Assistant teachers hired under this program must meet the degree / credential requirements. Attach a one-page resume for new staff only. Applicants are required to complete the following management plan chart as part of the proposal.

Key Personnel

Name	Title, Partner Organization	Responsibilities	Time devoted
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Management Plan Worksheet

Person Responsible	Title, Organization	Responsibilities	Time devoted

Budget and Budget Narrative

The project’s budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

The LEA’s program’s budget should detail year three of the project. It should demonstrate the extent to which the budget is **reasonable, necessary, supplemental, allowable, allocable, and cost-effective**. All costs described in the program financial description will appear in the budget narrative and must have a corresponding entry in the itemized budget for year three. Include a budget narrative to justify any line item expenses that are not obvious from the program narrative. Explain how the LEA estimated the cost of the project’s line items. Show how the budget is cost effective. Immediately following the justification, include a line-item description using the format in the example below. Group line items according to the

following categories: *Salaries and Wages; Contracted Services; Supplies and Materials; Other Charges; Equipment; Transfers*. Total each category.

Each line must be detailed and specific. Light refreshments provided to parents that attend a family involvement meeting or training is acceptable. USDE agrees that providing food for parents as an incentive for them to attend 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.** Homeless children and youth are eligible for child nutrition programs and therefore costs associated with meals/snacks for programs would be covered under such programs. **Food costs for staff, rental of a facility is not allowable.** Cost estimates for using requested funds must be reasonable with current market prices.

Title I funds, in concert with the McKinney-Vento funds, can provide extended learning programs that integrate academic services. McKinney-Vento funds can also meet the needs of parents seeking instructional services (such as tutoring) for their children. McKinney-Vento funds may also work in collaboration with programs to supplement services to target populations such as unaccompanied youth.

Other Federal programs can also complement local McKinney-Vento funds. Many of the current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for “After-school Snacks,” and in some cases to provide dinner to younger children. Local communities can also participate in USDA’s Summer Food Service program.

These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services - HHS) can be combined with McKinney-Vento to serve children outside of the regular school day. McKinney-Vento can also utilize Federal funding available through local prevention grants under Title V of the Juvenile Justice and Delinquency Prevention Act (administered by the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice).

ALLOWABLE COSTS/FUND USE: [Elementary Secondary Education Act (ESEA) Section 723 (d)]

Activities must focus on services documented by the Local School System that will facilitate the enrollment, retention, and educational achievement of homeless children and youth.

ALLOWABLE ACTIVITIES:

- 1) Tutoring, supplemental instruction, and other enriched educational services that help homeless children and youths reach the same challenging State academic standards the State establishes for other children and youth. Section 723(d)(1).
- 2) Expedited evaluations of eligible students to measure their strengths and needs in order to avoid a gap in the provision of necessary services. Evaluations may determine the needs and eligibility for programs and services such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, state or local programs in vocational and technical education, school nutrition programs, and services provided under Title I and other appropriate programs or services under the ESEA. Section 723(d)(2).
- 3) Professional development and other activities for educators, specialized instructional support personnel, and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth under the McKinney-Vento Act, and the specific educational needs of runaway and homeless youth. Section 723(d)(3).

- 4) Referral services of eligible students for medical, dental, mental, and other health services. Section 723(d)(4).
- 5) Assistance to defray the excess cost of transportation not otherwise provided through Federal, State, or local funds, to enable students to remain in their schools of origin. Section 723(d)(5).
- 6) Developmentally appropriate early childhood education programs for preschool-aged homeless children that are not provided through Federal, State, or local funds. Section 723(d)(6).
- 7) Services and assistance to attract, engage, and retain homeless children, youth, and unaccompanied youth, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and youth. Section 723(d)(7).
- 8) Before-and-after school mentoring and summer programs for homeless children and youth, in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities. Section 723(d)(8).
- 9) Payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services. Section 723(d)(9).
- 10) Education and training for parents and guardians of homeless children and youth about their educational rights and resources available to them, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youth in the education of such children or youth.
- 11) Coordination between schools and agencies providing services to homeless children and youth, to expand and enhance such services. Coordination with programs funded under the Runaway and Homeless Youth Act must be included in this effort. Section 722(g)(5)(A)(i).
- 12) Specialized instructional support services including, violence prevention counseling, and referrals for such services. Section 723(d)(12).
- 13) Programs addressing the particular needs of homeless children and youth that may arise from domestic violence and parental mental health or substance abuse problems. Section 723(d)(13).
- 14) Providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services. Section 723(d)(14).
- 15) Providing school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations. Section 723(d)(15).
- 16) Providing extraordinary or emergency services needed to enable homeless children and youth to attend school and participate fully in school activities. Section 723(d)(16).

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

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

(Sample Budget Template)

Line Item	Calculation	McKinney-Vento Requested Amount	Title I, Part A Set-Aside Description & Amount	Other Funds Source & Amount	Total
Project Director based on SACPS salary for Admin. Specialist, level 3	Full-time@ $\$40,000/\text{year} \times .5 = \$20,000$	\$20,000	\$0	\$0	\$20,000
Computer Trainer from ABC Computer Services	$\$200/\text{day} \times 4 \text{ days}$	\$800	\$0	\$0	\$800
Total Direct Costs		\$20,800			\$20,800
Indirect Costs (LSS negotiated rate)		\$624	\$0	\$0	\$624
Total Requested		\$21,424			\$21,421

Appendix

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

- A. LSS Policies/Procedures/Guidelines for homeless children and youth
- B. Memoranda of Agreement/Understanding (MOA/MOU) with Partners
- C. Shelter Housing for Children and Youth Tracking Certification
- D. Professional Development Plan (to include action description, bragging and end dates, person responsible, participants and topics)
- E. Resumes of Key Personnel: A resume for each person playing a key role in the project, only information relevant to the project should be included
- F. Job descriptions for any new positions that are created for this project
- G. [signed C-1-25 MSDE budget form](#)
- H. Complete Budget Narrative
- I. [signed recipient assurances page](#)

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.
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
3. LEAs will receive feedback for revisions as applicable.
4. Final approval for awards will be determined by the review committee.

Review Committee

The committee will be composed of representatives from the MSDE. Reviewers will assign numerical scores to each proposal based on the criteria on the following scoring rubric.

Award Notification

Notification of approval will be sent by email. 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 weeks of the approval letter.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
March 31,2023	Interim Progress Report (C-1-25C)
November 30,2023	Final Progress Report (C-1-25D)
October 2023	Annual Homeless Education Survey
December 2024	Consolidated State Report Data
May 30, 2024	Three-Year End -of Cycle Report
November 30,2023	Annual Financial Report
Spring 2023	Annual on-site and/ or desk monitoring

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 two 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. To register for a session, [enter instructions here]. See the dates and times below:

- January 26, 2023 – 10:00 a.m. to 11:00 a.m.
Meeting ID: meet.google.com/imt-gdge-wrm
Phone Numbers: 1-484-909-0192
PIN: 887 164 056#

Questions

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

Shanna Edmond

Interim Director

Title I-Program Improvement & Family Support

Division of Curriculum, Instructional Improvement and Professional Learning

Phone: 410-767-0047

Email: shanna.edmond@maryland.gov

A list of frequently asked questions (FAQ) and answers will be posted to the website following customer service support sessions.

Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the [Grant Budget Forms Workbook](#) Website.

Date	Program Milestone
January 18, 2023	The Grant Information Guide and the application released.
January 19, 2023 January 26, 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, 2023	The MSDE Review Committee will convene and evaluate complete proposal
February 27, 2023	The MSDE will notify applicants of the award status
July 1, 2022	The grant period begins
September 30, 2023	The grant period ends