

Attachment 1
FY 22 Prekindergarten Expansion Grant Application
Appendices Section

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Appendices:

A – Definition of High Quality Prekindergarten

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APPENDIX A

Definition of a High Quality Prekindergarten Program

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) High staff qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood; as well as a teacher assistant with an AA in Early Childhood, CDA, or enrolled in a program to obtain these credentials
- (b) High-quality professional development for all staff (must be 15 hours of early childhood PD);
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with, at a minimum, one teacher in each classroom with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program (6.5 hours);
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities
- (i) Instructional staff salaries are commensurate with the salaries and benefits of local PreK-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

APPENDIX B

Preventing Suspension and Expulsion in Early Care and Education Programs Policy Statement

The experiences and opportunities of children (birth to age 13) are critical for building the foundation of learning, health, and wellness needed for success in school and life. Access to high-quality, inclusive early learning programs has important benefits for children's development and learning. Expulsion and suspension from such programs can have detrimental effects, particularly on children's social and emotional development and learning outcomes. Sometimes there are challenging situations that must be addressed in the context of a comprehensive approach that is designed to teach, nurture and encourage positive outcomes. Expulsion and suspension are stressful and negative experiences on all involved (children, their families, and their teachers/providers) and can negatively affect a child's development and outcomes.

Preventing expulsion and suspension requires a strong partnership with families. Families should be recognized and treated as the foremost experts on their children. Families and programs should exchange information about the child that is relevant to culture, strengths, concerns, disability, special health care needs, approaches to learning, and strategies that work at home and in the program.

Early care and education programs, including child care programs for all ages, should:

- Not expel or suspend a child from care, unless it is the last resort where there are extraordinary circumstances based on a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications. Additionally Child Care Programs must ensure that discipline policies comply with Federal civil rights laws.¹
- Not limit the amount of services provided to a child (including denying outdoor time, withholding food, using food as a reward/punishment, or limiting the hours or days of availability of care).

¹ ED's Office for Civil Rights and HHS' Office for Civil Rights enforce several Federal civil rights laws that prohibit discrimination in early childhood programs receiving Federal financial assistance from their respective departments, including: Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d - 2000d-7 (prohibiting discrimination based on race, color, or national origin by recipients of Federal financial assistance); Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 – 1688 (prohibiting discrimination based on sex by recipients of Federal financial assistance); and Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794 (prohibiting discrimination based on disability by recipients of Federal financial assistance. ED, HHS, and the Department of Justice share authority to enforce Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131 – 12134, which prohibits discrimination based on disability by state and local governments, regardless of whether they received Federal financial assistance. In addition, the Department of Justice enforces Title III of the American with Disabilities Act, 42 U.S.C. §§ 12181 – 12189, which prohibits disability discrimination in most private early childhood programs.

- Have a comprehensive policy that includes:
 - An explicit description of alternatives to suspension and expulsion.
 - Policies on positive guidance and behavior supports that create positive climates, focus on prevention, describe clear and appropriate expectations, address behavior, ensure fairness, equity and continuous improvement, and are age and program appropriate.
 - How the program will pursue options for supportive services, including available internal supports, consultation services and educator training.
 - Written and clearly articulated procedures that are provided and communicated with families/guardians, staff and others.
 - Expectations for sharing information between families/guardians and the care provider to be used in decision-making processes to support the child.

- Have access to training on a proactive and as-needed basis on how to:
 - Reduce the likelihood for suspension or expulsion.
 - Build positive guidance and behavior supports that create positive climates, focus on prevention, describe clear and appropriate expectations, and address behavior.
 - Access resources and consultation to assist in addressing children's health conditions in collaboration with families/guardians and the child's primary care provider.

The policy statement, guidance and additional resources may be found at:

<http://earlychildhood.marylandpublicschools.org/>

APPENDIX C

Teachers Pursuing State Certification

Please make note of the details below regarding teachers pursuing state certification:

- Insufficient Credential: Pre-K classrooms without a sufficiently credentialed lead teacher (MSDE State Teacher Certification) will be paid at the insufficient credential rate, which means programs will only be allowed to bill MSDE 80% of the minimum salary of local PreK-12 instructional staff in your jurisdiction (See Appendix G). Once the Lead Teacher becomes certified, grantees can bill for 100% of the salary.

- For lead teacher's with a bachelor's degree in any field pursuing residency through a State-approved alternate pathway (See Appendix A), please include proof of enrollment in alternative certification program.

- For lead teachers who are currently pursuing certification, not enrolled in an alternative certification program, please provide current proof of progress toward meeting the requirement. Proof of current progress may include the following:
 1. Proof of Portal Set up with MSDE certification office and submission of required documentation (send update/screenshot that documents have been added to the portal)
 2. Proof of Enrollment in Alternative Certification Program
 3. Proof of course enrollment (if coursework is missing)
 4. Proof of PRAXIS registration and/or scores
 5. Evaluation for Certification Report (also the "Request for Information on an Applicant's Certification Status Form must be submitted to the MSDE Division of Certification)

****The Evaluation for Certification Report must be submitted for all lead teachers pursuing MSDE Teacher Certification**

6. Emails or other correspondence between the teacher applicant and assigned certification specialist
- For lead teacher positions listed as TBD on the application chart, the above listed documentation must be provided when the teacher is identified.

APPENDIX D

FY 2021 Federal Poverty Guidelines

2021 Annual Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Household Size	100%	125%	150%	200%	250%	300%	400%
1	\$12,880	\$16,100	\$19,320	\$25,760	\$32,200	\$38,640	\$51,520
2	\$17,420	\$21,775	\$26,130	\$34,840	\$43,550	\$52,260	\$69,680
3	\$21,960	\$27,450	\$32,940	\$43,920	\$54,900	\$65,880	\$87,840
4	\$26,500	\$33,125	\$39,750	\$53,000	\$66,250	\$79,500	\$106,000
5	\$31,040	\$38,800	\$46,560	\$62,080	\$77,600	\$93,120	\$124,160
6	\$35,580	\$44,475	\$53,370	\$71,160	\$88,950	\$106,740	\$142,320
7	\$40,120	\$50,150	\$60,180	\$80,240	\$100,300	\$120,360	\$160,480
8	\$44,660	\$55,825	\$66,990	\$89,320	\$111,650	\$133,980	\$178,640
9	\$49,200	\$61,500	\$73,800	\$98,400	\$123,000	\$147,600	\$196,800
10	\$53,740	\$67,175	\$80,610	\$107,480	\$134,350	\$161,220	\$214,960

<https://aspe.hhs.gov/poverty-guidelines>

Appendix E: Teacher Salary Schedule

Minimum Salaries for Maryland Public School Teachers for School Year 2020-2021

Local School System	Bachelor's Degree Step 1
Allegany	\$48,282
Anne Arundel	\$ 47,836
Baltimore City	\$ 51,552
Baltimore	\$ 49,967
Calvert	\$50,500
Caroline	\$ 47,975
Carroll	\$48,000
Cecil	\$ 49,245
Charles	\$ 49,751
Dorchester	\$43,938
Frederick	\$46,000
Garrett	\$ 43,749
Harford	\$ 50,148
Howard	\$48,519
Kent	\$ 45,958
Montgomery	\$50,503
Prince George's	\$ 49,468
Queen Anne's	\$ 47,932
St. Mary's	\$ 47,904
Somerset	\$ 48,329
Talbot	\$ 47,874
Washington	\$55,174
Wicomico	\$ 48,238
Worcester	\$ 47,322

<http://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20202021Staff/2021ProfessionalSalarySchedules.pdf>

Appendix F: Request for Payment Advance

Please complete the required information below.

Date of Request _____

Project Name _____

Funding Source _____

Submitted by _____

Phone _____

Email _____

Tax ID#: _____

Address _____

City/State/Zip _____

Proposed Award Amount \$		
Budget Category	Amount Requested	
Salaries		
Contracted Services		
Supplies		
Other Charges		
Equipment		
Transfers		
Total Advance Request	-	
<i>Greater than 15%?</i>	No	

Double-click on table to the left to enter requested amounts. Then click outside of the table to return to the Word document.

*** NOTE:** The total Advance Payment request should be no greater than 15% of the approved grant award.

MSDE Use Only	
Grant Manager Approval: _____	
Name	Date
Fiscal Monitor Approval: _____	
Name	Date

- Advance payments are NOT automatic and must be requested as part of the application process.
- Funds for advance payments are only available for disbursement if and when they are made available to MSDE by the funding agency; and will be subsequently be disbursed only if your application is approved.
- **Advance payments may be billed once it is determined by Grant Monitor's that all grant requirements have been met and required documents received.**
- Advance payments must be limited to the minimum amounts needed and be timed to be in accordance with the actual, immediate cash requirements of your agency in carrying out the purpose of the approved program or project. The timing and amount of the advance payment must be as close as is administratively feasible to your actual disbursements for direct program or project costs and the proportionate share of any allowable indirect costs. You must make timely payment to contractors in accordance with the contract provisions. (see §200.305 (1)).
- Advance payments of **Federal funds** must be deposited and maintained in insured accounts whenever possible.(see §200.305 (7)(2))

CERTIFICATION

By signing this request, I certify to the best of my knowledge and belief that:

1. I have read the regulations pertaining to the use and handling of the funds that will be advanced to my agency for the sole purpose of funding the activities of the approved program or project
2. I understand that this advance will be recuperated from future invoice payments until the full amount of the advance has been offset by the reporting of allowable expenditures.
3. I understand my agency's responsibilities as outlined above
4. The information provided is true, complete, and accurate
5. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.

Printed Name: _____

Signature: _____

Date: _____

****Please Note: The anticipated date for grantees to receive the payment advance is September 15, 2021**

Appendix G: Sample MOU

MEMORANDUM OF UNDERSTANDING

Between

_____ County Public Schools (_CPS)

And

(Name of Center here)

I. PROJECT DESCRIPTION

The purpose of this project is to expand access to high quality prekindergarten education and increase the number of children in (County Name) who enter kindergarten fully ready to learn. The project will improve the quality of education services that are available to low-income families in (County Name) by providing prekindergarten education services to 4-year-olds from families with household incomes at or below 200 percent of the Federal Poverty Guidelines. The services described herein accord with the conditions in which the United States Department of Education awarded a Preschool Development Grant to the Maryland State Department of Education (MSDE).

II. ROLES AND RESPONSIBILITIES

The persons responsible for executing this agreement are as follows:

For (Name of Center): Staff Person, Title

For _CPS: Staff Person, Title

III. GENERAL UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

A. The (Name of Center) agrees to the following with respect to staffing:

1. All teachers in the classrooms supported by the grant will have received specialized training in early childhood education and will meet state certification standards for early childhood education.
2. All assistant teachers will hold a minimum of a high school diploma, but preferably a Child Development Associate or equivalent training (i.e., Level 4 in the MSDE Credentialing Program).

3. All teachers and classroom assistants will participate in annual professional development activities as well as any professional development meetings held by _CPS that align with the goals of the grant.
4. All class sizes will be limited to no more than 20 children for 3 and 4-year-olds, with a staff to student ratio of 1:10.

B. The (Name of Center) agrees to the following with respect to services:

1. Provide a full-day session of six point five (6.5) hours.
2. Offer a state approved curriculum that meets MSDE standards and indicators.
3. Offer additional support services such as technical support for children with special needs, English for Speakers of Other Languages, parent training, physical and mental health, and wellness services.
4. Screen all children for services covering vision, hearing, speech, language, health, and physical development, making referrals as appropriate.
5. Advise parents of services offered through Child Find and the _CPS special needs early identification program. Encourage parents to avail themselves to Child Find services when appropriate.
6. All children will be given equitable access to, and equitable participation in, activities with assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.
7. Staff members will monitor and track the progress of all children through a variety of evaluation tools, including but not limited to MSDE standards, questionnaires, self-appraisals, etc., to establish standardized methods of data collection between the prekindergarten 3 or 4 year old program and public school kindergarten.

C. The (Name of Center) agrees to the following with respect to _CPS:

1. Comply with all _CPS rules and procedures that govern the delivery of early childhood educational services.

2. Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
3. Employ standardized methods to data collection to facilitate comparison between the prekindergarten 3 or 4 year old program and public school kindergarten.
4. Participate in informational meetings that _CPS may organize for subgrantees or cosponsor in collaboration with county government agencies
5. Attend informational meetings and other events at the end of the school year to promote successful transition to kindergarten.

D. _CPS agrees to the following:

1. Refer eligible 3 or 4-year-old children to (Name of Center)
2. Provide technical assistance and consultation services related to kindergarten readiness, curriculum, professional development, school readiness, and services for student subgroups.
3. Offer professional development opportunities to grant funded teachers
4. Provide information about Child Find and work with staff members to coordinate a smooth transition of children and families from the prekindergarten 3 or 4 year old program of (Name of Center) to kindergarten in _CPS.
5. Screen children for English language proficiency and provide guidance to ensure that children entering kindergarten receive appropriate services and support for their English language learning.
6. Establish and maintain open communication between the community-based program and the public school system to support students and families.

IV. SPECIFIC UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

- All children enrolled in the (Name of Center) program who enter _CPS kindergarten classes will be monitored; their skills upon entering

- kindergarten will be measured as will the progress they make during their first and second years of school.
- With parental permission, _CPS may provide (Name of Center) with the results of kindergarten assessments performed on all children who were enrolled in the (Name of Center) prekindergarten program during the previous school year.

V. MODIFICATIONS

This Memorandum of Understanding (MOU) may be modified at any time by written consent of all parties involved. None of the provisions of this MOU are intended for the benefit of any third party, and no such third party shall have the right to enforce the provisions of this MOU.

VI. EFFECTIVE DATE

This MOU is effective on July 1, 2021, and is in effect until June 30, 2022, or until otherwise modified.

VII. MISCELLANEOUS

This Agreement constitutes the entire agreement between the parties and supersedes all previous agreements and understandings relating to the subject matter hereof.

- This MOU shall be governed by, subject to, and construed according to the laws of the State of Maryland.
- The parties agree to comply with all applicable federal and state laws, regulations, and policies regarding (a) protection of student privacy, including but not limited to the Family Educational Rights and Privacy Act (FERPA); (b) all legal requirements prohibiting discrimination, including employment discrimination, against any person on the basis of race, color, religious creed, gender, gender identity, marital status, national origin, ancestry, disability, sexual orientation, or genetic status; and (c) Maryland laws regarding registered sex offenders and criminal background checks for individuals with direct, unsupervised, and uncontrolled access to children.
- Any disputes regarding the services referenced in this MOU shall be governed by applicable federal, state, and local laws, as well as _CPS policies and regulations.

VIII. SIGNATORIES

The undersigned agree to execute the objectives pertinent to their agency that are outlined in this plan and to send a copy of this agreement to MSDE by November 1, 2022.

The undersigned hereby execute this MOU on behalf of their agencies, instrumentalities, organizations, corporations, or groups.

Signature, title _____
Date

Signature, title _____
Date

Signature, title _____
Date

APPENDIX H: Sample Implementation Plan

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)

The red text below references calculations that should be shown in the budget narrative

GOAL(s): Increase school readiness skills by the end of the prekindergarten year					
STRATEGIES: Maintain and increase Social Foundations Skills					
Activities	Dates		Responsibility	Funding	
	Date Initiated	Expected Completion Date	Person Responsible for Outcome	Funding Required	In-Kind
SEFEL modules for new teachers and assistants	8/23/21	6/30/22	Supervisor/Director	\$3960 (Pay teachers and assistants – hourly, i.e. 24 hours x \$30 x 3 teachers; 24 hours x \$15 x 5)	
Home visits	8/23/21	9/3/21	Teachers and Assistants with interpreters when necessary	\$14,000 (Pay for assistants and interpreters i.e. 8 hours x \$15 x 5 days x 20 assistants or interpreters, Mileage \$2000)	
Teacher observing master teachers (full day visit)	9/7/21	12/22/21	Supervisor/Director to accompany teacher	\$240 (Substitute 4 substitutes x \$60)	
Use of picture schedules with class and independent	9/7/21	6/30/21	Supervisor /Director		

picture schedules when needed					
Use of Program's curriculum by certified teachers	9/7/21	6/30/21	Supervisor and Building Administrators/Director		
Strategies: Maintain and Increase Physical Well-Being and Motor Development					
Focus on Gross Motor Skill Development in daily plans through centers, recess, and curriculum	9/1/21	6/30/21	Supervisor and Building Administration/Director	\$500	
Focus on Fine Motor Skill Development in daily plans through centers, recess, and curriculum	9/1/21	6/30/21	Supervisor and Building Administration/Director	\$500	
Strategies: Maintain and Increase Language and Literacy Domain Skills					
Language and Literacy Professional Development	8/23/21	6/30/21	Supervisor/Director	\$2350 (Book @\$20 X 5 teachers, Book study, etc. i.e. 5 teachers x \$30/hour x 15 hours = \$2250)	
Language Infusion class second teacher	8/23/21	6/30/21	Supervisor/Building Administration/Director	\$50,000	
Use of curriculum by certified teachers as monitored through observations	9/7/21	6/30/21	Supervisor/Building Administration/Director		
Strategies: Maintain and Increase Mathematical Thinking Domain Skills					
Professional Development using Learning Trajectories in conjunction with curriculum	8/23/21	6/30/21	Supervisor/Building Administration/Director	\$6000 (20 teachers x \$30 x 10 hours = \$6000)	
Use of curriculum by certified teachers as	9/7/21	6/30/21	Supervisor/Building Administration/Director		

monitored through observations					
Mathematics Learning Parties	Fall and Spring Sessions		Supervisor/Director	\$5600 (Hourly pay for teachers and assistants, i.e. 10 teachers x \$30 x 8 Hours = \$2400 plus 10 assistants x \$15 x 8 hours = \$1200 Materials and for Learning Party \$2000)	
Home Visits during conferences	Oct., Feb., and April Conference days		Teachers and Assistants	\$9200 (Pay for assistants and interpreters i.e. 8 hours x \$15 x 3 days x 20 = \$7200, Mileage \$2000)	
Strategies: Maintain and Increase Scientific Thinking Domain Skills					
Use of curriculum by certified teachers	9/7/21	6/30/21	Supervisor/Building Administrators/Director		
Strategies: Maintain and Increase Social Studies Domain Skills					
Use of curriculum by certified teachers	9/7/21	6/30/21	Supervisor/Building Administrators/Director		
Strategies: Maintain and Increase The Arts Domain Skills					
Use of curriculum by certified teachers	9/7/21	6/30/21	Supervisor/Building Administrators/Director		
Develop and align curriculum for use with prekindergarten students	8/23/21	6/30/21	Supervisor/Director	\$10,000 (Materials to use with prekindergarten students)	

Goals, Strategies, and Activities

Goals

State the overall goal of your project at the top of the Implementation Plan. The goal should address the main problem (e.g., to increase the number of children being ready for school). While you must have at least one goal, it is possible to have multiple goals; however, the more goals you establish the more complex your project becomes. Goals must have deadlines of one year.

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. When determining your strategies, you should consider the clients you are targeting and how will they use or be affected by the services you provide. Programs must also include strategies about family engagement, partnerships with local school systems, and support services such as screening and referral of students with special needs.

Activities

Activities are the specific steps you will take to accomplish the project goal, and involve direct service to clients (children, parents, and teachers). Examples include specific teacher professional development activities, family nights, and coaching/mentoring sessions. They may take place on a single date (e.g., 1-day training session) or over a period of time (e.g., ongoing technical assistance) List the activities that your project will implement. Then relate each activity to a strategy.

Appendix I

FY 2021 Publicly Funded Prekindergarten Enrollment

Jurisdiction	Pre-K 3		Pre-K 4		Total
	Part time (Half-Day)	Full time (Full-Day)	Part time (Half-Day)	Full time (Full-Day)	
Allegany	47	0	215	70	332
Anne Arundel	178	209	486	1056	1929
Baltimore County	411	0	2368	98	2877
Calvert	45	0	252	43	340
Caroline	18	0	0	227	245
Carroll	5	3	173	135	316
Cecil	74	0	0	422	496
Charles	0	0	285	444	729
Dorchester	0	0	0	170	170
Frederick	182	70	391	415	1058
Garrett	0	0	0	157	157
Harford	104	1	413	268	786
Howard	217	12	637	148	1014
Kent	0	0	0	79	79
Montgomery	0	0	934	2663	3597
Prince George's	0	0	1075	2841	3916
Queen Anne's	29	5	144	46	224
Saint Mary's	40	15	369	98	522
Somerset	0	24	0	132	156
Talbot	16	0	0	216	232
Washington	12	0	0	785	797
Wicomico	0	49	64	357	470
Worcester	68	0	161	122	351
Baltimore City	93	0	0	2723	2816
Total	1539	388	7967	13715	23609

Appendix J: Prekindergarten Expansion Grant Assurance Form

PREKINDERGARTEN EXPANSION GRANT ASSURANCE FORM FY22 Supplemental Prekindergarten Grant and FY22 Prekindergarten Expansion Grant

Senate Bill 1030/ House Bill 1413 *The Blueprint for Maryland's Future* became law on May 14, 2019. The new law, effective July 1, 2019, requires the State to provide a Supplemental Prekindergarten Grant to a county board that makes a full-day public prekindergarten program available for eligible children. Eligible children are children who are 4-years old on September 1 of the school year in which the parent or legal guardian enrolls the child in a public prekindergarten program. The supplemental prekindergarten grant equals the percentage of the State share of the per pupil foundation amount multiplied by the number of full-time equivalent eligible children enrolled in a public full-day prekindergarten program on September 30 of the previous school year.

One way a Local School System may decide to expand the number of 4-year olds served in full-day prekindergarten programs is to collaborate with community-based programs. A Local School System may decide to contract with the community-based provider to serve students. Another strategy would be for the Local School System to hire and place a teacher in the community-based setting.

By accepting this FY22 Prekindergarten Expansion Grant, **XXX** Local School System must serve **XX** 4-year old children through the FY22 Prekindergarten Expansion Grant in addition to serving **XX** 4-year old children through the FY22 Supplemental Prekindergarten Grant for a total of **XX** 4-year old children served in full-day prekindergarten. The September 30, 2022 enrollment data (School Year 2021-22) submitted to MSDE must reflect at minimum **XX** 4-year olds students served in prekindergarten.

Please complete and return the attached assurance form (enter program information as indicated by **June 15, 2021**).

- Yes, I accept \$_____ in funding and agree to serve **XX** 4-year old students through the FY22 Prekindergarten Expansion Grant in addition to **XX** 4-year old students as reported in FY21 for a total of **XX** 4-year old students.
- I wish to modify our funding request to \$_____ in funding to serve **XX** 4-year old students through the FY22 Prekindergarten Expansion Grant in addition to **XX** 4-year old students as reported in FY21 for a total of **XX** 4-year old students.
- I decline the FY22 Prekindergarten Expansion Grant for 4-year-olds.

Name of Local School System: _____

Name of School Superintendent: _____

Signature _____ Date _____

Please scan and send a copy to Nykia Washington at nykia.washington@maryland.gov