



GRANT INFORMATION GUIDE

Elementary and Secondary Education Act (ESSA) Title I Part C, Migrant Education–FY2022-2024

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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Program Description

NAME OF GRANT PROGRAM

Title I Part C, Migrant Education

PURPOSE

The Statutory Purpose of the Migrant Education Program (MEP) are to:

- Assist States in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- Increase the percentage of migrant students (K-12; attending 20 or more days) who improve by at least 7 points on summer reading assessments.
- Increase the percentage of migrant students (K-12; attending 15-19 days) who improve by at least 5 points on summer reading assessment.
- Increase the percentage of migrant students (K-12; attending 10-14 days) who improve by at least 5 points on summer reading assessment.
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.
- Help migratory children benefit from State and local systemic reforms. Increase the percentage of migrant students (K-12; attending 20 or more days) who improve by at least 7 points on summer reading assessments.

AUTHORIZATION

[The Elementary and Secondary Education Act of 1965, Title I, Part C, as amended by the “Every Student Succeeds Act” of 2015](#)

DISSEMINATION

This Grant Information Guide (GIG) was released on January 19, 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 AMOUNT AVAILABLE

\$120,249.00-\$202,963.00

ESTIMATED NUMBER OF GRANTS

2

ESTIMATED GRANT AMOUNT

\$323,212.00 - Grant amounts are allocated through a funding formula based on MEP student counts. An estimated award amount is provided to each LEA for planning purposes. The initial total amount of awards will be determined by the following guidelines:

SUBMISSION INSTRUCTIONS

PDF copies of the grant application must be submitted by 5:00 p.m. on February 20, 2023 to both migranteducation.msde@maryland.gov and shanna.edmond@maryland.gov.

STATE RESPONSIBILITIES

A primary purpose of state oversight is to ensure LEAs comply with federal grant requirements. States may also use their oversight responsibilities to promote more effective programs and spending. States provide technical assistance to support LEAs in identifying, implementing, and using ESEA Title I, Part C funds to pay for practices that improve student outcomes. States also take steps to ensure LEAs spend ESSA Title I, Part C funds on activities that are necessary, allowable, allocable, and reasonable for meeting federal program goals.

PROGRAM CONTACT

Shanna Edmond
Education Program Supervisor
Interim State Coordinator for Migrant and Homeless Education
410-767-0047
Shanna.edmond@maryland.gov

ELIGIBILITY

Formula grants to LEAs for supplementary educational services to help provide educational continuity for students who meet the definition of migratory child.

Use of Funds

In expending Migrant Education funds, expenditures must be specific to the MEP and be allowable, necessary, and reasonable. In addition, expenditures must be necessary and reasonable for proper and efficient performance and administration of the MEP. An expenditure is reasonable if it does not exceed what a district would normally incur in the absence of federal funds. Furthermore, while each Federal program has its own eligibility requirements, none permits migrant children to be excluded from services because they are eligible for the MEP. Therefore, other Federal programs must select and provide services to eligible migrant students on the same basis as other eligible children. After the other Federal program selects students for services, a district may use MEP funds to increase the number of migrant students who participate in the project and/or enhance the services that participating migrant students otherwise receive.

Allowed	Never Allowed	Expenditure Description	Special Requirements of Additional Information
√		INSTRUCTIONAL SERVICES	A district may use MEP funds to provide supplemental instructional services for migrant eligible children. Examples of settings where services might be provided include: Preschool; Summer School; Before and After School; In Class Services; Saturday Services; Intersession Services; On-line Services; In Home Services; or Credit Accrual Services.
√		SUPPORT SERVICES	Support services, such as acting as an advocate for migrant children and families are an allowable use of migrant education funds.
	√	SCHOOLWIDE CONSOLIDATION	Migrant funding may not be consolidated with Title I funding to provide for schoolwide activities and/or services.
√		TECHNOLOGY FOR STUDENT ACHIEVEMENT AND DATA MANAGEMENT	Technology used to collect, manage, and analyze data to enhance teacher and local education agency efforts to improve migrant student achievement is an allowable expenditure. However, it would not be allowable for the district to equip classrooms in a school with computers and then charge the MEP a prorated amount based upon the number of migrant children in the school.
√		ELECTRONIC TRANSFER OF MIGRANT STUDENT RECORDS	The costs involved to implement activities that assist with the electronic transfer of migrant student records and in determining the number of migrant children with the local operating agency and state are considered an allowable use of MEP funds.
√		HEALTH, NUTRITION, AND SOCIAL SERVICES	Advocacy and outreach activities for migratory children and their families, including assisting such children and their families gain access to, other education, health, nutrition, and social services are considered an allowable use of MEP funds if the services are related to the educational needs of the migrant child. All other federal funds must be expended first prior to use of MEP funds.
√		SUMMER SCHOOL	The costs associated with providing a migrant summer school program, (Personnel, supplies, equipment, and transportation) are considered an allowable expense.
√		TEACHERS: Salaries and fringe benefits	Teachers must be appropriately licensed and trained, consistent with State requirements. Only teachers who are teaching the core content must meet the standards for highly qualified.

✓		CLERICAL SUPPORT: Salaries and fringe benefits.	Only the actual time spent in providing clerical support for the Migrant Education Program is allowed.
	✓	FOREIGN LANGUAGE INTERPRETERS FOR STUDENTS: Salaries and fringe benefits or contracted costs	Providing foreign language interpreters for migrant students who have limited English proficiency is a responsibility of the local operating agency and not considered an allowable expenditure of MEP funds.
✓		ACTIVITIES TO IMPROVE ENGLISH PROFICIENCY	A MEP activity or service that is supplemental to ESOL services and aimed to improve English proficiency and academic achievement of limited English proficient migrant children are considered an allowable use of MEP funds.
✓		PARAPROFESSIONALS: Salaries and fringe benefits.	Only the actual time spent in providing support services for the MEP is allowed. Paraprofessionals must work under the supervision of an appropriately certified teacher.
✓		PROFESSIONAL DEVELOPMENT: Costs associated with registration fees, travel, conference expenses, etc..	Registration fees, travel, conference, expenses and in-service training of Migrant staff and general education are allowed. The professional development must benefit Migrant students and/or assist the district in meeting the special education needs of migrant children. These professional development activities may be coordinated with other federal programs that give teachers, paraprofessionals, principals, and administrators the knowledge and skills to improve migrant student academic achievement.
✓		ACTIVITIES TO IMPROVE ACADEMIC ACHIEVEMENT	Migrant program activities targeted to improve academic achievement of educationally disadvantaged elementary and secondary migrant students are considered an allowable use of MEP funds. This includes activities to prevent migrant students from dropping out of school.
✓		PARENTAL ENGAGEMENT ACTIVITIES	Migrant program activities that provide for the same parental involvement as required for programs and projects under Section 1118 (Title I, Part A) are considered an allowable use of MEP funds.
	✓	SCHOOL ENROLLMENT FEES	School enrollment fees and/or supplementary charges is considered supplanting and is not an allowable expenditure
NOTE: All other expenditures not noted in this section must be approved by MSDE MEP Personnel.			

Program Requirements

Proposals for funding must contain the following to be considered for funding:

Completion of Program Application and Budget

Application

The Title I, Part C Application Form includes all statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part C program. The application includes the following parts:

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.

PARTICIPANT INFORMATION

The applicant must provide a list of all children enrolled in Title I, Part C programs in the geographic region following the performance period 9/1/21 to 8/30/22. Applicants must provide this information in two tables. The first provides detail on the number of Migrant students served by the MEP and those who reside in the district during both the Summer and Regular School Year. This must be provided both in aggregate and by grade year. Additionally, applicants must provide these same number by Race & Ethnicity for both the Summer and Regular School Year.

EXTENT OF NEED

This section details the proposed use of funds must facilitate identification, enrollment, retention, and educational success of migrant children. The Extent of Need must include the following:

- A. Demonstrated Need - Provide data that demonstrates a need in your school community for additional support for migrant children. Provide documentation to substantiate the stated conditions and/or needs. Documentation may include, but is not limited to, demographic trends, test data, descriptions of target population(s), student data, personnel data, and research. Include in your response any changes in identification/enrollment data of migrant children's data over the past **1-2 years**.
- B. Program Needs/Services- Provide a description of the program needs and/or services that will be provided with awarded funds. **Include specific needs and services related to identification and recruitment, special program needs, enrollment, academic, social, emotional, and mental health, partnerships and parent and family engagement.**
- C. Awarded Funds Use: Provide a description of funds will be used to facilitate a combination of the following needs. Please be specific which needs are being addressed in your application:
 - a. Identification and Recruitment of Migrant Children;
 - b. Enrollment of Migrant Children;
 - c. Educational Success of Migrant Children;
 - d. Social and Emotional Needs of Migrant Children;
 - e. Collaboration and Partnerships with Community Based Organizations;
 - f. Parent Family Engagement; and
 - g. Others as appropriate.

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 has not 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

The goal of the MEP is to ensure that all Migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. This is broken down into multiple components (A through H), each designed to support children as they advance through the MEP throughout the year. Each of these components have associated outcomes. Applicants must address these outcomes using tables (example below) which will note the data being used identified needs, strategies, and activities being used to address the outcomes for each component. The format of this table is provided below and a separate table should be used for each component.

A1. Component: Preschool Education/Instruction for Identified Preschoolers in Project Areas (PK = P3, P4, & P5, Infants and Toddlers = P0, P1, & P2)

School Readiness - Measurable Program Outcomes:

SDP 1.1: 90% of migrant preschool children (ages 3-5) will attend curriculum driven programs for at least 15 days.

SDP 1.2: 90% of migrant preschool children (ages 4-5) will show growth on the Kindergarten Readiness Assessment.

- Students who attend 20 or more days will improve their school readiness scores by 10 points on the Pre-Kindergarten Summer School Checklist.
- Students who attend 15 -19 days will improve their school readiness scores by 7 points on the Pre-Kindergarten Summer School Checklist.
- Students who attend 10-14 days will improve their school readiness scores by 5 points on the Pre-Kindergarten Summer School Checklist.

SDP 1.3: 100% of migrant families (with children ages 4 & 5) will receive help with Pre-K registration and support.

Data Reviewed	Identified Needs	Strategies	Activities

A2. Component: Regular School Year Preschool Education/Instruction for Identified Preschoolers in Project Areas (Age 4 by September 1) Include strategies for placement of younger children into programs, and children into Kindergarten age 5 by September 1.

School Readiness - Measurable Program Outcomes:

SDP 1.3: 100% of migrant families (with children ages 4 & 5) will receive help with Pre-K and Kindergarten registration and support.

B1. Component: Summer School Programs Academic Core Areas – Reading/Language Arts (include all age groups served)

Reading Achievement – Measurable Program Outcomes:

SDP 2.1: Increase the percentage of migrant students (K-12; attending 20 or more days) who improve by at least 7 points on summer reading assessments.

- Increase the percentage of migrant students (K-12; attending 15-19 days) who improve by at least 5 points on summer reading assessment.
- Increase the percentage of migrant students (K-12; attending 10-14 days) who improve by at least 5 points on summer reading assessment.

SDP 2.2a: Increase percentage of migrant students (grades 6-12) who attend curriculum-driven site-based programs for at least 15 days. (Target minimum 50%) and/or

SDP 2.2b: Increase percentage of migrant students (grades 6-12) who receive at least 6 hours of in-home/camp tutoring. (Target minimum 50%)

B2. Component: Summer School Programs Academic Core Areas – Math and Algebra I (include all age groups served)

Mathematics Achievement – Measurable Program Outcomes:

SDP 3.1: 90% of migrant students will show targeted growth on summer pre and post mathematics assessment.

- Increase percentage of migrant students (K-12; attending 20 or more days) who improve by at least 10 points on *Moving with Math* assessments.
- Increase percentage of migrant students (K-12; attending 15-19 days) who improve by at least 7 points on *Moving with Math* assessments.
- Increase percentage of migrant students (K-12; attending 10-14 days) who improve by at least 5 points on *Moving with Math* assessments.

SDP 3.2: Increase the percentage of migrant students who pass Algebra I by the end of 10th grade.

B3. Component: Regular School Year Program Academic Core Areas – Reading/Language Arts and Math (include all age groups served). Middle and High School Core Content Courses.

Academic Core Areas - Measurable Program Outcomes:

SDP 2.2: Increase student attendance during the regular school term to meet the State’s attendance rate of 94%.

SDP 4.2: 90% of the students receiving MEP instructional services in a core subject area will obtain a grade of C or better, in that core subject area, by the end of the year or term.

SDP 3.2: Increase the percentage of migrant students who pass Algebra I by the end of 10th grade.

C. Component: Summer School Program Instruction for ELs

Objective: To provide English language acquisition instruction to English Learners (EL) based on their proficiency level as measured by WIDA Screener (ESOL diagnostic); to support instruction in reading and math with ESOL – specific strategies and techniques.

Note: *EL student growth will be measured by their performance on summer reading and Moving with Math assessments.*

D. Component: Summer and Regular School Year Programs High School Graduation/Out-of-School Youth

High School Graduation/Out-of-School Youth - Measurable Program Outcome:

SDP 4.1: Increase percentage of migrant middle and high school students who report that they have received assistance in planning for career and continuing education opportunities.

SDP 4.2: 100% of all students that attended credit courses (PASS or County offered secondary courses) will receive credit for work that is completed. (Receipt of partial or complete credit) All credits will be reported to MESC to be entered into the State Data Base MIS2000 for upload to MSIX

SDP 4.3: Increase the percentage of migrant out-of-school youth (OSY) who access needed support services (especially ESL).

E. Component: Summer and Regular School Year Parent and Family Engagement and Parent Advisory Committee

Objective: Involve parents in meaningful consultation in the design and implementation of the MEP project and their child’s educational program. Provide opportunities for parents to develop and improve their leadership and educational support skills.

The Service Delivery Plan promotes the following topics for parent meetings that will contribute to improved outcomes for their children:

- Specific strategies they can use to support early learning (SDP 1.2)
- School expectations and how they can communicate with school staff and contribute to

their children’s success in school (SDP 2.1 and 2.2).

- High school graduation requirements and post-secondary options (SDP 4.1)

F. Component: Identification and Recruitment

Objective: To identify and certify all eligible migrant children between the ages of 0-21 within the project region.

- 100 percent of COE’s will be uploaded to the State MEP Database within twenty-four hours of interview completion.
- COE’s will be on file at the LEA and SEA

G. Component: Summer and Regular School Year Transfer of Student Records

Objective: Provide all key data to the SEA for student transfer of records.

- 100 percent of student required forms will be submitted to MESC on all students attending the **summer program or served during the regular school year** at the time they leave the area or end of program **whichever comes first**.

H. Component: Summer and Regular School Year Programs Support Service Areas

Review attendance, health, family needs, and community resources information to determine if there are areas the program plans to address in this application. Improving the attendance of Pre-K and older students (grades 6-12) is a particular focus of the State Service Delivery Plan.

	Summer	Regular
Data Reviewed		
Identified Needs		

PLAN OF OPERATION

Applicants must provide a detailed description of all MEP activities that will be engaged in using Title I, Part C funds. This should include discussing how the proposed activities will expand services and meet strategic priorities. The exact activities should be described in full and provide information on individuals responsible for carrying them. This section should also detail plans for any outreach to key stakeholders or partners, the development of any evaluation tools and instruments, and the timeline for hiring any necessary staff and personnel.

EVALUATION AND DISSEMINATION

Evaluation is an important part of determining the success of the program. Applicants will be required to describe in detail what success will look like and the criteria that will be used to determine and measure success. **Reporting:**

Grantees are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project’s goal and objective(s). An effective ongoing evaluation plan that evaluates milestones quarterly. The applicant must demonstrate how it will ensure that reporting deadlines are met.

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

Applicants 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.

Management Plan Worksheet

Person Responsible	Title, Organization	Responsibilities	Time devoted

If the applicant is engaging with partners as part of any activities associated with the grant, applicants must provide a clear discussion of the 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 act as advisors to the committee. The duties, members and meeting dates of the committee should be identified in this section of the project proposal.

Finally, applicants must clearly discuss all trainings that will be conducted as a part of this program using the table included in the application. This includes not only the topic each proposed training will address, but expected outcomes, the methods being used in the training, the intended audience, evaluation plans, and any data sources that are informing the reason behind the training. This information should be listed in a table provided as part of the application.

PROJECT TIMELINE

A Project Timeline tells the reader when key activities will take place during the grant period. Applicants should consider all of 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:

Management Activity	1	2	3	4	5	6	7	8	9	10	11	12
Hire project manager												
Hire Lead Teachers to facilitate PD												
Convene Steering Committee												
Implementation Activity	1	2	3	4	5	6	7	8	9	10	11	12
Hold PD session 1												
Hold debriefing session with participants												
Evaluation Activity	1	2	3	4	5	6	7	8	9	10	11	12
Collect exit surveys from participants												

Another timeline option:

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

INTERAGENCY/PROGRAM COORDINATION

Applicants must provide a list of agencies/programs that have cooperative agreements and/or provide services to the MEP using the table provided in the application. Additionally, applicants must briefly describe any special initiatives and attach all letters of agreement

BUDGET AND BUDGET NARRATIVE

Applicants must develop and submit a budget and budget narrative to justify the costs, by category, in their budget. 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. Detailed b

Budget narratives should explain how the cost associated with each category relates directly to the implementation of the proposed program. 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. Budget and budget narratives will be evaluated based on their alignment to the project narrative.

All allowable expenses are subject to the restriction that they are reasonable, allocable, and necessary to fulfill the objectives of this grant as specified in the application submitted to, and approved by, the Maryland Department of Education.

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.

See a sample budget below:

Detailed Budget Description	Calculation	Total
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 throughout the 2020-2021 school year Facilitators will facilitate Parent and Family Engagement Capacity Building events at Regional Workshops	$\$125/\text{day stipend} \times 4 \text{ regional meetings} \times 4 \text{ facilitators at each meeting}$	\$2,000.00

Substitute stipends: \$100/workshop stipends for Five (5) substitute teachers at each of eight (8) quarterly workshops Duration of services: 6-hour workshops throughout the 2020-2021 school year.	\$100/workshop X Five (5) substitute teachers x eight (8) quarterly workshops	\$4,000.00
Instructional supplies for math initiative (academic manipulatives, scissors, paper, markers, folders, etc.) in Title I classrooms	Estimated costs include: 50 scissors x \$1.00= \$50.00 20 pack of manipulatives x \$5.00=\$100.00 50 pack markers x \$3.00= \$150.00 50 folders x \$1.00=\$50.00 Approx. \$350 for 60 schools	\$21,000
Title I Supervisor To ensure compliance with Title I, Part A grant. Oversee Title I office staff.	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 Chromebook in the Central Office	Replacement of computer or laptop for Title I Central Office staff. 1 laptop * 1,000= 1,000	\$1,000
Office Supplies for Title I Central Office	Various office supplies to support the Title I Central Office staff employees and activities. FedEx cost for MSDE mailings. \$25 per mailing * 8 reports/amendments= \$200. Materials include: 2 cases of copier paper \$100, 25 pack of pens @ 3.00 each = \$75.00 10 pack poster board @ \$20.00 = \$200.00 \$475	\$475

<p>Conferences/Professional Learning</p> <p>8 Classroom teachers and 2 Title I tutors to participate in one professional development conference that increases the capacity of teachers in the area of academic need of Title I students 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 Title I tutors x \$400 each</p>	<p>\$4,000</p>
<p>Contracted Services/Consultant/Vendors</p> <p>SEL Programming 11 Title I schools identified in their Comprehensive Needs Assessment additional support and techniques were needed in the area of social-emotional learning. These 11 schools will receive focused instruction directed toward mindfulness, self-regulation, and breathing techniques through the SEL Program. Evidence based research finds that a social emotional learning practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and many other benefits.</p>	<p>Planning with Schools: 2 hours per school x 11 schools = 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>	<p>\$28,420</p>
<p>Total</p>		<p>\$178,895</p>

Additional Funding Sources: To ensure funding aligns with federal, state, district, and school level initiatives use the chart below to identify additional funding sources allocated to migrant children

Name the Funding Source	Description	Funding Allocation Amount

APPENDIX

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

- Letters of Commitment
- Resumes of Key Personnel
- A [signed C-1-25 MSDE budget form](#)
- A [signed recipient assurances page](#)

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 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. Final approval for awards will be determined by the review committee.

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

REVIEW COMMITTEE

The committee will be composed of representatives from MSDE Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric below. Applications must receive a cut score of 28 and achieve a Meets Standard level in each evaluation area 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
Ongoing	Fiscal and program monitoring
October 2022 January 2023 May 2023	2021-2022 Title I, Part C Administrative Meetings: The MSDE Office of Title I – Program Improvement and Family Support convenes LEA Title I Staff periodically throughout the year to provide updates, technical assistance, and professional learning experiences to provide LEAs the tools to support the academic needs of students that reside in high poverty schools.
December 16, 2022	Title I, Part C - Carryover Report for SY 2021-2022: Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next.
December 31, 2022	Title I, Part C Interim Progress Report and LEA Final Fiscal Report
July 15, 2023	Grant Amendments: Amendments must be submitted at least 45 days prior to the end of the grant period.

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 Office 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. To register for a session, please contact Shanna Edmond at shanna.edmond@maryland.gov for additional information. See the dates and times below:

- Tuesday, February 9 from 1:00 p.m. – 2:00 p.m.

Questions

If you have questions about the application or the process, please contact Shanna Edmond Phone (410)767-0047
Email: shanna.edmond@maryland.gov.

Name: Shanna Edmond
Title: Education Program Supervisor and
Interim Coordinator for Homeless and Migrant Education
Email: shanna.edmond@maryland.gov
Phone: (410)767-0047

A list of frequently asked questions (FAQ) and answers will be posted to [the MSDE Migrant Education website](#) following customer service support sessions.

Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on [the MSDE Grants office website](#).

Date	Program Milestone
January 19, 2023	The Grant Information Guide and the application are released
January 23, 2023, 10:00 – 11:00 a.m. February 9, 2023, 1:00 – 2:00 p.m.	The MSDE will hold a virtual customer service support session for interested applicants
February 20, 2023, 5:00 p.m.	The grant application period closes
February 21, 2023	The MSDE begins reviewing applications for completeness and minimum requirements
March 6, 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