



Judith P. Hoyer

Early Care and  
Education Center  
Grants

Request for Proposals

Maryland State Department of  
Education

200 West Baltimore Street  
Baltimore, MD 21201

Deadline:  
April 20, 2018  
2:00 p.m.

## PROPOSAL DESCRIPTION

### **Name of Grant Program:**

Judith P. Hoyer Early Care and Education Center Grants (Judy Centers)

### **Authorization:**

Annotated Code of Maryland, Education Article, Section § 5-217  
Prekindergarten Expansion Act of 2014 (Senate Bill 332)

### **Dissemination:**

January 8, 2018

### **Deadline:**

2:00 p.m. on Friday, April 20, 2018

### **Purpose:**

These grants will provide funds for the continuation of Judith P. Hoyer Early Child Care and Education Center Partnerships (Judy Centers) in Maryland, serving children birth through 5 years. Judy Centers will provide comprehensive early care and education services for young children and their families to promote continuous improvement toward school readiness.

### **Required Components:**

Proposals must contain the following to be considered for funding:

Judy Center Partnerships must include: 1) public prekindergarten, 2) kindergarten, 3) Early Intervention and preschool special education, and 4) licensed/registered and accredited child care providers.

The Judy Center must include at least 5 of the following participating partners and services:

- 1) Head Start programs,
- 2) Regional child care resource centers,
- 3) Community health programs,
- 4) Local public libraries,
- 5) Family literacy programs,
- 6) Family Support Network,
- 7) Early childhood programs associated with institutions of higher education,
- 8) Local colleges and universities for higher education and job training programs, and
- 9) Healthy Families and/or other home visiting programs (Healthy Start, PAT, HIPPIY, Nurse Family Partnership).

Judy Center sites that are considered community schools must work with their community schools staff to ensure children are being served and supplanting of funds is not occurring.

Judy Center applications must respond to all questions, including a narrative description, addressing the twelve (12) Judy Center Components.

Judy Center applications must include a complete Results Based Accountability (RBA) section

Judy Center applications must include Memoranda of Understanding (MOUs) with signatures in the appendices of the grant application for all partnerships addressing specifics of the partnership.

Include a detailed MSDE Budget Narrative Form, signed budget forms, signed Assurances page.

Notices of Grant Award will not be reviewed unless all Required Components in this section and in the Submission Requirements section below are submitted with the grant application.

**Priorities:**

Priority will be given to projects that incorporate one or more of the following:

- Title 1 schools that serve prekindergarten and kindergarten classrooms.
- Elementary schools with a FARMs rate of 70% or higher.
- Sites that have achieved a rating of a 4 or 5 in Maryland EXCELS.
- Programs that conduct Census Kindergarten Readiness Assessment.

**Eligible Applicants:**

Local Boards of Education that operated a Judy Center from July 1, 2017 to June 30, 2018.

**Proposal Review:**

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 prescreen requirements will not be read.
- 2) A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. The committee will be composed of MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores.
- 3) Applicants may be scheduled for an oral program presentation as determined by the review committee.
- 4) Final approval for awards will be determined by the review committee.

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

**Award Notification:**

Notification of awards will be sent by mail on or before June 30, 2018

**Total Funds Available:**

\$10,000,000

**Length of Grants:**

July 1, 2018 through June 30, 2019 (1 years)

**Estimated Number of Grants:**

40

**Estimated Average Grant Amount:**

\$175,000 or \$330,000 depending on enrollment

**Fund Use**

Cost(s) incurred prior to the approval of the grant may not be funded through the award. The following are approved uses for grant funds:

- Staffing to coordinate and manage programming and family support services with all participating agencies and programs (i.e., Project Coordinator/Manager and Family Services Coordinator). MSDE requires the Coordinator and Family Service Coordinator positions be full-time, twelve month employees.
- Professional development for partnering agencies. Additional professional development sessions may depend on the training needs of staff and program requirements.
- Materials and supplies (i.e., instructional materials, books and related supplies for family literacy or home visiting activities, purchase of state recommended curriculum for child care partners).

Funds may not be used for:

- Supplanting existing services;
- Capital improvements;
- Teacher and assistant salaries & benefits; with the exception of summer programming
- Early Childhood Coordinator salaries and benefits;
- Special employee compensation; or
- Office furniture and equipment for Judy Center staff.

Note: If providers are receiving funds from other MSDE grants for accreditation, professional development, credentialing and materials of instruction, Judy Center funds cannot be used for these purposes.

**The General Education Provisions Act (GEPA), Section 427:**

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

**Reporting Requirements:**

Grantees must submit by mail:

- A mid-year report that is received by MSDE no later than January 30, 2018.
- An end of year report that is received by MSDE no later than July 30, 2018.
- Data and requested information to MSDE's External Evaluator as requested at a time determined by MSDE.
- Annual Financial Report no later than 90 days after the end of the grant period (September 30, 2019).
- MSDE will conduct at least one formal onsite monitoring visit during FY 2019 at the discretion of MSDE.

Grantees are required to participate in regularly scheduled program support and technical assistance meetings conducted for Judy Center Coordinators and Family Service Coordinators, and must attend one annual leadership conference.

**Proposals must contain the following information, assembled in the order indicated:**

1. Proposal Cover Sheet.
2. Project demographics and enrollment information
3. Table of Contents
4. Project Narrative
  - 4.1. Component 1
  - 4.2. Component 2
  - 4.3. Component 3
  - 4.4. Component 4
  - 4.5. Component 5
  - 4.6. Component 6
  - 4.7. Component 7
  - 4.8. Component 8
  - 4.9. Component 9
  - 4.10. Component 10
  - 4.11. Component 11
  - 4.12. Component 12

5. Results Based Accountability Implementation Plan
6. Budget Narrative
  - 6.1. C-1-25C State
  - 6.2. C-1-25C In-kind
  - 6.3. C-1-25C Combined
7. Recipient Assurances
8. Appendices. Do not append any required sections indicated above. Appendices are included below.
  - 8.1. Memorandum of Understanding
  - 8.2. Outreach Plan

**Submission Requirements:**

1. Complete the attached Judy Center Grant Application. Submit the original marked “Original” and 1 copy that is clearly marked “COPY.”
  2. All pages must be numbered (except appendices).
  3. Include in the appendices, current and signed Memoranda of Understanding (MOU) that describe the responsibilities of all collaborating partners. Make sure all partners have signed and dated the MOUs and that MOUs and dates are current. Do not submit the grant without the MOU.
  4. Outreach plan included in the appendices as described in Component 6 in the format template provided.
  5. Narrative portion should use single line spacing and a type size of 12-point font.
  6. All pages in the original proposal and the copy (including appendices and separator sheets) must be on standard size (8 ½” x 11”) paper of 20# weight.
  7. Print out the application one-sided (not on both sides of the paper).
  8. The prescribed cover sheet must be the first page of the proposal. Do not include the Grant Application cover sheet and instructions.
  9. The original cover sheet and all signature pages must be signed in blue ink. Copies of the cover sheet, Assurances pages, outreach plan, MOU, and budget forms in the copy provided must not be color copied.
  10. All tables and charts must follow the prescribed formats.
  11. All acronyms used in the application must be listed and defined.
- An unbound original application, together with one (1) copy, clipped in the left hand corner, must be submitted to the program contact:

**Program Contacts:**

Amy Beal, Judy Center Partnerships Specialist  
Maryland State Department of Education  
Division of Early Childhood Development, 10<sup>th</sup> floor  
200 W. Baltimore Street  
Baltimore, MD 21201  
Phone: 410-767-0567  
Email: amy.beal@maryland.gov

**Technical Assistance:**

Technical assistance meetings will be held on January 9, 2018

8:00 a.m. - 3:30 p.m.

JHU CTE

6740 Alexander Bell Drive Columbia, MD 21046

Room number: 211/212

January 10, 2018

8:30 a.m. - 4:00 p.m.

10435 Downsville Pike, Hagerstown, MD

Room: Hagerstown Room

January 16, 2018

8:30 a.m. - 4:00 p.m.

Talbot County Education Center,

12 Magnolia Street, Easton MD

Room: Conference Room #2

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

Equity Assurance and Compliance Office

Office of the Deputy State Superintendent for Finance and Administration Maryland State

Department of Education

200 W. Baltimore Street - 6th Floor Baltimore, Maryland 21201-2595

410-767-0426 - voice

410-767-0431 - fax

410-333-6442 - TTY/TDD

## PROPOSAL COVER SHEET

Local School System:		
Name and Location of Judy Center:		
City:	ZIP:	
Contact Person:		
Telephone of contact person:	Fax of contact person:	E-mail of contact person:
Address of contact person (if it is different from the address above):		
City:	ZIP:	
Funds requested (FY 2019):		

Project Summary for FY 2019. Describe briefly how grant funds will be used, including staffing, the number of children and families served, and services and activities provided to promote continuous improvement toward school readiness. The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do and how it will be accomplished). Do not exceed the 100-word limit.

Signature of Superintendent	Date

**Enrollment by Program and Age in All Judy Center Programs**

(Age should be determined the same way the school system determines school eligibility; the age of a child is based on the age they are on or before September 1.)

<b>Program</b>	<b># of Children Enrolled</b>	<b>Age Birth to three years old</b>	<b>Three year olds</b>	<b>Four year olds</b>	<b>Five year olds</b>
Kindergarten					
Prekindergarten					
3's classroom					
Head Start					
Judy Center Playgroups					
Childcare					
Early Head Start					
Other:					
<b>TOTAL:</b>					

\*Please include all children in childcare identified in the Judy Center catchment area only. There may be double counting in this table.

**Ethnicity/race of children being served in Judy Center Partnership Programs:**

<b>Ethnicity/Race Category</b>	<b>Birth to 3 yr olds</b>	<b>3 yr olds</b>	<b>4 yr olds</b>	<b>5 yr olds</b>	<b>Totals</b>	<b>% of Total</b>
Hispanic/Latino						
American Indian/Alaska Native						
Asian						
African American						
Native Hawaiian/Other Pacific Islander						
White						
Two or More Races						
<b>TOTALS:</b>						

\*The total for the demographics table should **not** match the enrollment table. There should **not** be double counting in this table.

**Children Enrolled in Full Day and Part Day Programs**

**Number of Children in Full Day and Part Day Programs and Wraparound Child Care Services**

<b>Program</b>	<b>Children in Full Day Programs</b>	<b>Children in Part Day Programs</b>	<b># in Before Care Only</b>	<b># in After Care Only</b>	<b># in Before and After Care</b>
Kindergarten					
Prekindergarten					
3's classroom					
Head Start					
Child Care					
Other:					
<b>Totals</b>					



**Summer Programs at Judy Center School(s)**

Projected number of spaces available for summer program during 2018	# children entering PK in Fall 2018: # children entering K in Fall 2018:
Projected length of program during 2018	# of hours per day: # of days per week: # of weeks:

This is a Title 1 Elementary School:

- Yes
- No

Will the KRA be administered census or sampling?

- Census
- Sampling

Judy Centers cannot be located within a mile of another Judy Center. Will this Judy Center be within a mile of another Judy Center?

- Yes
- No

## **Component 1 Full Day/Full Year**

**Narrative:** What programs and services will be offered June through August? Provide examples such as parent workshops, field trips, and playgroups. Include how partners will be involved in providing summer programming. It is important that the narrative description includes how the Judy Center is staffed year-round to demonstrate that Judy Centers are meeting the full day/full year needs of the families served. Describe the plans to work with child care providers in the partnership and explain how collaboration will be accomplished to meet the requirement of Full Day/Full Year services. Bullets are acceptable. **Do not exceed this page.**

## Component 2 Meals

<b>Meals</b>	<b>%</b>
School FARM % Rate	
Prekindergarten FARM % Rate	
Kindergarten FARM % Rate	

**Narrative:** Provide a narrative description of how requirements of Component II – Meals will be met. Ensure the narrative includes a description of how children are provided meals 1) during school breaks, school closings and summer, 2) from on-site food pantries, 3) through weekend backpack programs and 4) at Judy Center sponsored family events. Bullets are acceptable. **Do not exceed this page.**

### **Component 3 Case Management**

**Narrative:** Describe the plan for case management services. This should include intakes, referrals, needs assessments, developmental screenings, follow up, case notes, and active case management. Describe how your partnership will assist in meeting the needs of families. Describe home visiting and which home visiting program will be utilizing (Parents As Teachers, Parent Teacher Home Visits, Healthy Families America, Home Instruction for Parents of Preschool Youngsters (HIPPY). Consideration and approval may be given to other programs but the Judy Center must make a request through MSDE prior to implementation.) Bullets are acceptable. **Do not exceed this page.**

## **Component 4 Integration of Early Education Services**

**Narrative:** Provide a description of enhancement activities that will be implemented. Provide information on how articulation and transition will occur for children across all programs. Provide how work with child care providers will occur to address the school readiness domains. Bullets are acceptable. **Do not exceed this page.**



**Narrative:** Describe how the requirements of Component V – Family Engagement are met. Include how all children, regardless of their abilities, and their families will be invited to participate. Include how families will be invited to activities when they are not enrolled in partner programs. Describe the frequency of parent surveys and parent input. Provide social media and website information here. Include events for the babies and toddlers. Highlight atypical events such as incarcerated parents, take home activities, and migrant workers. Bullets are acceptable. **Do not exceed this page.**

**Component 6 Early Identification**

**Screenings, Interventions and Further Assessments**

<b>Children</b>	<b>Number of Children Screened</b>	<b>Number of Children Received IFSP as a result of screening</b>	<b>Number of Children Received IEP as a result of screening</b>	<b>Number of Children Received Early Childhood Mental Health Services as result of screening</b>	<b>Number of Children Received Both IFSP/IEP AND Mental Health Services</b>
Birth-3					
3-5					
<b>Total</b>					

**Outreach Plans**

Include completed outreach plan for FY 2019 in the appendices. The outreach plan will indicate how the Judy Center is attempting to identify children birth through age 5, especially those not already being served by Judy Center partners, as well as how families will be served after identification.

**Narrative:** Provide the grant reviewers with adequate information to determine if the requirements of this Component are being met; limit narrative to the space below. Bullets are acceptable. **Do not exceed this page.**



**Component 7 Young Children with Disabilities (Children 3-5 with IEPs or IFSPs)**

Program	# Children with Extended IFSP *	Disability Category & # of Children 3-5 with IEP in Each Category	# Children, ages 3 thru 5, with IEP in regular EC setting, majority of services in that setting**	# Children, ages 3 thru 5, with IEP in EC setting, majority of services in another location***	# Children, ages 3 thru 5, with IEP in a separate special education class
Preschool (3's)					
Prekindergarten (4's)					
Kindergarten					
Head Start					
Early Head Start					
Child Care					
Home					
Add Other Settings					
TOTALS					

\* Families of children who received services through an IFSP prior to the 3<sup>rd</sup> birthday have the choice of continuing to receive early intervention services through an Extended IFSP up to the beginning of the school year following the child's 4<sup>th</sup> birthday or receiving services through an IEP.

\*\* Majority of IEP services, i.e., 50% or more, are delivered within the EC setting in which the child is participating.

\*\*\* Majority of IEP services, i.e., 50% or more, are delivered in another location that is outside the EC setting in which the child is participating (i.e., pullout services that may be provided within the Judy Center, but are not delivered in the EC setting).

**Narrative:** Describe how the requirements to accommodate special education children are being met. Include how Judy Center staff participates in IEP, IFSP, and SST/RST meetings. Bullets are acceptable. **Do not exceed this page.**

## **Component 8 Health Services**

**Narrative:** The information should include ways the organization is partnering with various community health agencies for the delivery of services. Include information on how services are provided to family members, the referral process to health providers, and how often families are surveyed for health needs. Give specific details in regards to the Judy Centers involvement in identifying health needs and providing health services to children and families. Bullets are acceptable. **Do not exceed this page.**

## **Component 9 Professional Development**

**Narrative:** Provide information on how professional development to Judy Center staff, teachers, and partners is delivered. Bullets are acceptable. **Do not exceed this page.**

## **Component 10 Adult Education**

**Narrative:** Provide information on Adult Education partners. Provide information on collaborations with these partners and successful adult education programs in the catchment area. Include the offering of GED classes, ESL classes, and any other certification or training programs. Describe opportunities for families to receive career services and career placements. Bullets are acceptable. **Do not exceed this page.**

**Component 11 Accreditation**

<b>Type of Program</b> All programs that the Judy Center is working with should be listed.	<b>Date of Signed MOU</b>	<b>Date Accredited</b>
Family Child Care Partners		
List Partners-Add lines as necessary		
Child Care Centers		
List Partners-Add lines as necessary		
Public School Pre-K		
List schools-Add lines as necessary		

**Maryland EXCELS:**

Are you registered in Maryland EXCELS? Yes No

When does your certification end? \_\_\_\_\_(month/year)

Do you plan on renewing the certification with Maryland EXCELS? Yes No

## **Component 12 Partnerships**

**Narrative:** Describe how members of the partnership will participate in Judy Center events and how the Judy Center reciprocates to assist at partner events. Bullets are acceptable. **Do not exceed this page.**

## 1. Results (Population) Accountability

*For the geographically-defined community served by the Judy Center Partnership, provide:*

- A baseline, with history and projection(s), for school readiness, i.e., the annual Kindergarten Assessment results. Where have you been in the past, where are you currently, and where do you want to go? The story behind the baseline. Describe what caused the results that the data is portraying. What are the root causes and key factors that have influenced the data?
- A list of partners (including organizations that may not be members of the Judy Center Partnership) who could have a role to play in turning the curve of the baseline on School Readiness.
- A summary of the community strategy of the Judy Center Partnership and other partners (including any organizations that may not be members of the Judy Center Partnership) to turn the curve of the baseline on School Readiness.
- Identify those specific elements of the strategy for which the Judy Center Partnership has management accountability.

## 2. Performance (Program) Accountability

*For the Judy Center Partnership, identify 3-4 Headline Performance Measures for FY 19. Identify ways to measure your progress for each HPM so you can determine if you are successful and if the Judy Center Partnership's clients are better off.*

For each of the Headline Performance Measures for FY 19, provide:

- A baseline, with history and projection(s), for the Headline Performance Measure. Where have you been in the past, where are you currently, and where do you want to go?
- The story behind the baseline. Describe what caused the results that the data is portraying. What are the root causes and key factors that have influenced the data?
- A list of partners who could have a role to play in turning the curve of the baseline for *each* headline performance measure. *Do not list every partner in the partnership for each HPM unless each one truly has a role to play for each specific HPM.*







## Instructions for Budget Narrative and C-1-25 Budget Forms

Use of the Budget Narrative format provided on the next page is required. There will be three\* C-1-25 forms submitted that will align with the Budget Narrative. One C-1-25 is for State funds requested. The amounts on that C-1-25 will align with the "Funding Required" column on the Budget Narrative. The second C-1-25 reflects In-Kind and will align with the "In-Kind" columns on the Budget Narrative. The third C-1-25 is a total of the State funds requested plus the In-Kind and will align with the "Total" columns on the Budget Narrative. The Revenue Source block at the top of the C-1-25s should say "State", "In-Kind" and "Combined", as appropriate.

The project's budget should detail every year of the project in a separate itemized budget for each year. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs will appear in the budget narrative.

Explain how line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective.

Group line items according to the following categories: Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers. Total each category.

Each line must be detailed and specific. General expenses should be broken down into specific line items. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices.

Show how the expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective.

**The budget narrative must include in-kind funding through the partnership or county funds.**

### Budget Narrative

**Directions:** Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Transfer the subtotals of these categories to the three MSDE C-1-25 Budget Forms as instructed above.

Item	Requested	In-Kind	Total
<b>1. Personnel-Salaries and Wages</b> (List all staff & if FT, PT, perm or contractual, # months/yr)			
<b>Total Personnel</b>			
<b>2. Fringe Benefits</b> (List staff individually)			
<b>Total Fringe Benefits</b>			
<b>3. Travel</b>			

<b>Total Travel</b>			
<b>4. Equipment (i.e. classroom furniture)</b>			
<b>Total Equipment</b>			
<b>1. Supplies/ Materials</b> (List for each individual activity)			
<b>Total Supplies/ Materials</b>			
<b>6. Contractual Services</b> (List individual contracts)			
<b>Total Contractual Services</b>			
<b>7. Other</b>			
<b>Total Other</b>			
<b>9. Total Direct Costs</b>			
<b>10. Indirect Costs</b>			
<b>11. Total Costs</b>			

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET – C-1-25**

ORIGINAL GRANT BUDGET	AMENDED BUDGET #
GRANT NAME	GRANT RECIPIENT NAME
MSDE GRANT #	RECIPIENT GRANT #
REVENUE SOURCE	RECIPIENT AGENCY NAME
FUND SOURCE CODE	GRANT PERIOD

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog 21 General Support							
Prog 22 Business Support							
Prog 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog 15 Office of the Principal							
Prog 16 Inst. Admin. & Supv.							
<b>203-205 Instruction Categories</b>							
Prog 01 Regular Prog.							
Prog 02 Special Prog.							
Prog 03 Career & Tech Prog.							
Prog 04 Gifted & Talented Prog.							
Prog 07 Non Public Transfers							
Prog 08 School Library Media							
Prog 09 Instruction Staff Dev.							
Prog 10 Guidance Services							
Prog 11 Psychological Services							
Prog 12 Adult Education							
<b>206 Special Education</b>							
Prog 04 Public Sch Instr. Prog.							
Prog 09 Instruction Staff Dev.							
Prog 15 Office of the Principal							
Prog 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog 30 Warehousing & Distr.							
Prog 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>							
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog 34 Land & Improvements							
Prog 35 Buildings & Additions							
Prog 36 Remodeling							
<b>Total Expenditures By Object</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval

Name	Signature	Date	Telephone #

Supt./Agency Head Approval

Name	Signature	Date	Telephone #

MSDE Grant Manager Approval

Name	Signature	Date	Telephone #



## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

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Superintendent of Schools/Head of Grantee Agency

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Date