



**Maryland**  
STATE DEPARTMENT OF EDUCATION



# GRANT INFORMATION GUIDE

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## Title III, Part A - Immigrant

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

**Deadline**

March 1, 2024  
No later than 5:00 p.m. EDT

**MARYLAND STATE DEPARTMENT OF EDUCATION**

**Carey M. Wright, Ed.D.**

Interim State Superintendent of Schools

**Dr. Deann Collins**

Deputy State Superintendent  
Office of Teaching and Learning

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Rachel L. McCusker

Samir Paul, Esq.

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

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## Program Description

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[Title III](#) is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist state education agencies (SEAs) and local education agencies (LEAs) in supporting ELs.

### Name of Grant Program

Title III, Part A: Immigrant Grant

### Purpose

1. To help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals and other school leaders, State Educational Agencies (SEAs), Local Educational Agencies (LEAs), and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, SEAs, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

### Authorization

[Every Student Succeeds Act \(ESSA\), Title III Language Instruction for English Learners and Immigrant Students](#)

### Dissemination

This Grant Information Guide (GIG) was released on February 9, 2024.

### Deadline

Proposals are due no later than 5:00 p.m. on March 1, 2024

### Grant Period

July 1, 2023 - September 30, 2024 (15 months)

**Funding Amount Available**

\$1,587,874.00

**Estimated Number of Grants**

16

**Grant Amount**

LEAs will receive the immigrant grant after the EL/Title III office has compared the average immigrant enrollment count of public and nonpublic schools of the two preceding fiscal years to that of the fiscal year in which the grant is awarded and determined that this count has increased by a certain percentage (5% or greater) or number (100 or more).

**Submission Instructions**

The Title III, Part A Immigrant Grant Application and all required appendices will be shared via email to eligible LEAs and can also be found on the Maryland State Department of Education's Grants [website](#). Applications must be emailed to the appropriate EL/Title III contact(s) no later than February 29, 2024, at 5:00 p.m.

**State Responsibilities**

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

**Program Contact****Ilhye Yoon**

EL/Title III Coordinator

410-767-0714

[ilhye.yoon@maryland.gov](mailto:ilhye.yoon@maryland.gov)

**Eligibility**

Funding is available solely for local education agencies whose immigrant student count has increased by a certain percentage (5% or greater) or number (100 or more) over the past two years.

## Use of Funds

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### Funds may be used for:

- Providing for family literacy, parent, and family outreach, and training activities designed to assist immigrant parents and families to become active participants in the education of their children;
- Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Providing tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identifying, developing, and acquiring curricular materials, educational software, and technologies to be used in the program conducted with awarded funds;
- Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs;
- Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the US, such as programs of introduction to the educational system and civics education; and
- Providing activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

### Funds may not be used for:

- Covering a cost that was originally funded by state and/or local funds;
- Covering a cost originally funded through another federal funding source (e.g., Title I A); or
- Any cost associated with the administration of the state annual ELP assessment.

## Application Requirements

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### **COVER PAGE**

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

### **EXTENT OF NEED**

Identify a clearly defined problem, and how the use of these funds will address issues, concerns, and challenges present within the applicant's LEA. Applicants should include the target audience and expected outcomes.

### **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.

## Title III Strategies

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Provide a description of each key activity that the LEA will implement to address the required strategies in keeping with Sec. 3115(e), the intended outcomes, and important dates related to that activity. Applicants should demonstrate the alignment to the goals and measurable outcomes identified in the next section and list the intended outcomes as it relates to each key activity. Additionally, each key activity should include a timeline for implementation and/or target date for achieving the intended outcomes. Use the numbering convention which identifies the strategy number followed by the activity number (i.e. 1.1, 2.1, 3.1, etc.) for multiple activities under the same strategy. Finally, for each key activity describe how nonpublic schools will be included in the activity.

### **STRATEGY #1: FAMILY LITERACY AND OUTREACH**

Providing for family literacy, parent and family outreach, and training activities designed to assist immigrant parents and families to become active participants in the education of their children [section 3115(e)(1)(A)].

### **STRATEGY #2: RECRUITMENT**

Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth [section 3115(e)(1)(B)].

### **STRATEGY #3: MENTORING AND COUNSELING**

Providing tutorials, mentoring, and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].

### **STRATEGY #4: MATERIALS AND TECHNOLOGY**

Identifying, developing, and acquiring curricular materials, educational software, and technologies to be used in the program carried out with awarded funds [section 3115(e)(1)(D)].

### **STRATEGY #5: INSTRUCTIONAL SERVICES**

Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs [section 3115(e)(1)(E)].

### **STRATEGY #6: EDUCATION SYSTEMS AND CIVICS EDUCATION**

Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the US, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].



**STRATEGY #7: PARTNER ENGAGEMENT**

Providing activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services [section 3115(e)(1)(G)].

**EVALUATION OF GOALS AND OUTCOMES**

Applicants must evaluate the following program goals and any other goals that align to required and authorized activities. Complete the chart below with a specific target and how success will be measured. LEAs may add additional goals if desired.

Goals	Sample Measurable Outcome
1. 1. Increase the number of opportunities the LEA provides to immigrant families focused on family literacy and family/parent outreach.	93% of immigrant families will attend an event focused on family literacy.
2. 2. Increase the academic achievement of immigrant students.	80% of immigrant students will demonstrate growth in _____ as measured by _____.
3. 3. Align with one or more of the recommendations in <a href="#">MSDE's Workgroup on English Learners in Public Schools Final Report</a> .	<p>100% of educators in the LEA will participate in a district professional learning session(s) on working with English learners who are immigrant students.</p> <p>Example Topics:</p> <ul style="list-style-type: none"> <li>Supporting Unaccompanied Immigrant Youth in U.S. Schools</li> <li>Understanding the Backgrounds of Immigrant Students and Families</li> <li>Immigrant Family and Community Engagement in Schools</li> </ul> <p>Recommendation 1: Support and sustain multilingualism by supporting an-asset based approach.</p> <p>Recommendation 5a: All teachers prepared to serve English learners*.</p> <p>*In this instance it would be English learners who are immigrants.</p>
4. Increase and strengthen partnerships with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants.	The number of community partnerships developed to help immigrant students and families succeed will increase from ____ to ____.
5. LEAs may write their own goals in this space.	
6. LEAs may write their own goals in this space.	

### Measurable Outcomes

Measurable Outcomes: Measurable Outcomes are the anticipated outcomes to be accomplished for each year of the project and must be related to a goal. Outcomes break the long-term goal into steps or address the factors contributing to the problem addressed by the goal. It is imperative that outcomes be established for every target population the project is designed to affect. For instance, if the project seeks to increase student achievement by training teachers, there must be outcomes for both students and teachers.

Below are some tips for writing objectives:

- State your outcome in quantifiable terms.
- Outcomes should specify the result of an activity.
- Outcomes should identify the target audience or community being served.
- Objectives need to be realistic and capable of being accomplished within the grant period.

### Evaluation

Applicants must evaluate the following program goals and any other goals that align to required and authorized activities. Complete the chart below with a specific target and how success will be measured. LEAs may add additional goals if desired.

- Secondary: How will this project assist the Local Education Agency in reaching the goal that by 2030, 45% of high-school graduates will have obtained an industry-recognized credential or completed the high school level of a registered apprenticeship program?
- What other measurable improvements are expected to occur once the program has been fully implemented?
- What data will be collected to prove that the program/activity has had the intended effects?
- How will this data be collected?

Evidence of impact identifies the consequences of the actions taken and the extent to which program or project goals were achieved. Evidence of impact is made clear through outcome evaluation and includes being clear about evaluation standards and identifying improvement.

## Equitable Services to Immigrants in Nonpublic Schools

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If the LEA provides services to immigrants in nonpublic schools, the applicant must provide the names of participating nonpublic schools and the number of immigrants in each nonpublic school that will benefit from Title III services. The applicant must, also, describe the process for providing equitable services to immigrants in nonpublic schools [Sec. 8501(c)], and identify how and in what location are services to immigrants in nonpublic schools going to be delivered. Responses must include the grade level or area of services agreed upon, and how the nonpublic schools are being monitored.

## Budget and Budget Narrative

LEAs must complete and attach with their submission a Title III, Part A Immigrant grant Budget Narrative as a separate Excel document using the included template. This narrative must include a breakdown of costs for each activity in the required strategies for both public and nonpublic schools. LEAs must identify the indirect cost rate (at or below the LEA's Federal approved rate) if indirect costs will be included in the budget.

Budget Category	Guidance
<b>Salaries</b>	List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account the time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could the present staff be reallocated? Could volunteers be utilized? Do all positions need to be full-time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
<b>Fringe and Employee Benefits</b>	Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance, and other benefits and multiply by the total salary costs to determine the total Fixed Charges. Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.
<b>Contracted Services</b>	For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object. *Amounts in excess of \$25,000 per contract must be excluded from indirect cost calculation.
<b>Supplies and Materials</b>	All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).
<b>Other Charges</b>	Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.
<b>Equipment</b>	Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. *Must be excluded from indirect cost calculation.

Budget Category	Guidance
<b>Administrative Expenses</b>	Title III allows each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering the grant.
<b>Transfers</b>	Transfers are payments to other LEAs or Nonpublic schools. Expenses under Transfers may also be indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. *Must be excluded from indirect cost calculation.
<b>Indirect Costs</b>	This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

Applicants should make use of the following Category/Program numbers and Budget Object numbers in their budget detail by making the appropriate selection from the dropdown list within the Excel template:

Category/Program Number	Budget Object Number
201-21-General Support	01-Salaries & Wages
201-22-Business Support	02-Contract Services
201-23-Centralized Support	03-Supplies & Materials
202-16-Inst. Admin. & Supv.	04-Other Charges
203-205-02-Special Prog.	05-Equipment
203-205-07-Non-Public Transfers	
203-205-09-Instruction Staff Dev.	
203-205-10-Guidance Services	
203-205-11-Psychological Services	
207-Student Personnel Services	
208-Student Health Services	
209-Student Transportation	
212-Fixed Charges	
214-Community Services	
201-21-General Support	

Please see the sample tables below, which illustrate the completed Budget Details.

Title III Immigrant Budget Detail: Strategy 1						
Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
203-205 -02- Special Prog.	03-Supplies & Materials	Purchase books for family checkout from community centers	3 centers x \$1000	\$3,000		\$3,000
					Total	\$3,000

Title III Immigrant Budget Detail: Strategy 2						
Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
203-205 -02- Special Prog.	01-Salaries & Wages	Provide teacher hourly stipend for certified teacher tutor to work with middle school immigrant students	1 teacher x \$25 x 25 hours x 57 weeks	\$35,625		\$35,625
212-Fixed Charges	04-Other Charges	Fixed costs for teacher hourly	\$35,625 x 8.2%	\$2,922		\$2,922
				Total:		\$38,547

## Appendices

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The following appendices must be included in the application submission or indicated as submitted on a different date:

- A completed Title III, Part A Budget Narrative spreadsheet
- A [signed C-1-25 MSDE budget form](#)
- A signed Attestation – Section 3115 (A)
- A signed Attestation – Educational Equity Regulation (COMAR 13A.01.06)
- A completed GEPA Section 427 Statement

## The Review Process

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed.
2. A review committee established by the MSDE will evaluate applications using the scoring rubric tailored to the grant program, its intent, and intended impact on the target population.
3. Each required and optional strategies will be evaluated using the Title III Immigrant feedback tool.
4. Final approval for awards will be determined by the review committee.

### REVIEW COMMITTEE

The committee will be composed of Education Specialists from the Division of Curriculum, Instructional Improvement and Professional Learning at MSDE.

The following rubric(s) will be used to evaluate key components of the Title III, Part A- Immigrant Grant.



## Scoring Rubric

### EXTENT OF NEED

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>An assessment was conducted using accurate up-to-date data which identifies multiple related problems. Both quantitative and qualitative data are presented that aligns with the selected strategy and demonstrates a need for the proposed program.</p>	<p>An assessment was conducted that identifies a problem. The extent of need meets the guidelines of the identified strategy in the Grant Information Guide.</p>	<p>No assessment was done, and they failed to identify a problem. The applicant provides a problem, but the data presented does not align to the problem.</p>

### EVIDENCE OF IMPACT

Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>All requirements listed under the meets criteria are met. There is a plan to capture data on the education enrollment status of students who graduated from the program and track their progress.</p>	<p>The applicant provides measures of success for prior work completed and describes how the proposed strategies are research-based. There is data on how students in the program have progressed in prior years, and a description of what the intended impact of the proposed activities will be on this population.</p>	<p>There is no evidence that the proposed program would lead to the intended impact.</p>

**TITLE III STRATEGIES**

<p><b>Level 3 Exceeds Criteria</b></p>	<p><b>Level 2 Meets Criteria</b></p>	<p><b>Level 1 Does Not Meet Criteria</b></p>
<p>Application lists the intended outcomes as it relates to each key activity. Additionally, each key activity includes a timeline for implementation and/or target date for achieving the intended outcomes. [section 3115(e)(1)(A)].</p>	<p>Application demonstrates and includes alignment to some of the goals of the strategies. Application does not clearly list intended outcomes as it relates to key activities. An incomplete timeline is included but lacks target dates for achievement of outcomes. [section 3115(e)(1)(A)].</p>	<p>Application does not align with the goals or measurable outcomes which are identified in the strategies section. Application does not include a timeline with target dates for achievement of outcomes. [section 3115(e)(1)(A)].</p>

**EVALUATION OF GOALS AND OUTCOMES**

<p><b>Level 3 Exceeds Criteria</b></p>	<p><b>Level 2 Meets Criteria</b></p>	<p><b>Level 1 Does Not Meet Criteria</b></p>
<p>The application articulates multiple exemplary measurable goals, outcomes, and milestones. All goals are directly aligned to the Blueprint, the guidelines for that strategy as well as the core indicators for success.</p>	<p>Program goals are clear, measurable, and align with a strategy e.g., Strategy 1 – Supporting Maryland’s State Immigrant Programs of Study at the Secondary Level. e.g., The number of high school students that earn an industry-recognized credential upon graduation will increase by 20%.</p> <p>Program outcomes identify the steps to achieving the goal, and milestones measure progress towards meeting the goal(s).</p> <p>Goals are directly aligned to the Blueprint, the guidelines for that strategy, as well as the core indicators for success.</p>	<p>Program goals, outcomes, and milestones are not clear, measurable, or attainable. Goals, outcomes, and milestones do not align with or follow the guidance for that strategy.</p>

**EQUITABLE SERVICES TO IMMIGRANTS IN NONPUBLIC SCHOOLS**

<p><b>Level 3 Exceeds Criteria</b></p>	<p><b>Level 2 Meets Criteria</b></p>	<p><b>Level 1 Does Not Meet Criteria</b></p>
<p>The application provides services to immigrants and provides all required information of participating non-public schools as well as the number of students benefitting. The application provides information describing the process for providing services to immigrants with an equity lens [Sec. 8501(c)]. performance target is aligned to each strategy and serves as an exemplary model of an evaluative measure. The target is ambitious yet attainable. No revisions are required.</p>	<p>The performance target is aligned to the strategy and meets the standard as a model evaluative measure. The target is attainable. Some clarifications or further action may be required but is not necessarily needed for approval.</p>	<p>The performance target is not aligned to the strategy and does not meet the standard as a model evaluative measure. The target is not ambitious and further action is required.</p>

**ALIGNMENT TO THE BLUEPRINT FOR MARYLAND’S FUTURE**

<p><b>Level 3 Exceeds Criteria</b></p>	<p><b>Level 2 Meets Criteria</b></p>	<p><b>Level 1 Does Not Meet Criteria</b></p>
<p>The application demonstrates a strong and clear connection between the course(s) being taught, student access and opportunity, and the Blueprint's goal; evidence of proactive measures to increase student enrollment in courses, particularly targeting underrepresented populations; comprehensive strategies to support students with measurable objectives and a clear plan for tracking progress.</p>	<p>The application shows alignment between the course(s) being taught, student access and opportunity, and the Blueprint's goal; includes a plan for increasing student enrollment in courses and promoting diversity among participants; strategies to support students and demonstrates potential to meet the 45% goal, with measurable objectives and a plan for tracking progress.</p>	<p>The application does not clearly demonstrate alignment between the course(s) being taught, student access and opportunity, and the Blueprint's goal; lacks a concrete plan to increase student enrollment in courses; insufficient strategies to support students in completing apprenticeships or industry-recognized occupational credentials; and does not demonstrate potential to meet or exceed the 45% goal or lacks measurable objectives and a plan for tracking progress.</p>

**BUDGET AND BUDGET NARRATIVE**

<p style="text-align: center;"><b>Level 3 Exceeds Criteria</b></p>	<p style="text-align: center;"><b>Level 2 Meets Criteria</b></p>	<p style="text-align: center;"><b>Level 1 Does Not Meet Criteria</b></p>
<p>All requirements listed under meets criteria are met. In addition, the budget includes sufficient resources for successful execution of the proposed program. The application includes plans that thoughtfully braid one-time funds from this grant program with existing, recurring funding from other programs – citing clear strategic alignment while avoiding supplantation.</p> <p>The line items directly reflect the activity described in the application without any ambiguities. The budget provides sufficient resources for successful execution within the proposed timeline. A clear and complete calculation is provided with no errors or ambiguities. No revisions are required.</p>	<p>The line items reflect the activity described in the application. A clear calculation is provided with no errors or ambiguities. Some clarifications or further action may be required but are not necessary for approval.</p> <p>The budget reflects all program activities per strategy and does not exceed the allowable aggregated grant amount. Justification is provided for all expenses. The costs are reasonable, allowable, allocable. All line items contain the calculations used to derive the expected cost. There are no mathematical errors. No more than 5% administrative cost (including indirect costs) of the overall budget has been taken. The application includes or makes general reference to plans for braiding funds without specific identification of fund source and the strategic alignment of the related program and its funding being used for braiding.</p>	<p>The budget does not reflect all program activities, and/or exceeds the allowable amount per strategy. There may be missing calculations and/or mathematical errors. There is no reference to, or explicit and intentional planning associated with braiding existing, recurring funding with the proposed plans, activities, and funds of this grant program.</p> <p>The line items do not directly reflect the activity described in the application. It is not clear how the cost was derived. There are calculation errors. Further action is required.</p>

## Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
March 29, 2024	Interim Progress Report (Reporting Period: 07/01/23-03/15/24)
July 31, 2024	Final date to request a fiscal, programmatic or Tydings amendment
July 31, 2024	Interim Progress Report (Reporting Period: 3/16/24-07/15/24)
December 13, 2024	Final Progress Report (07/01/23-9/30/24)

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Final invoices must be submitted no later than 60 days after the grant period ends.

## Application Timeline

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The table below lists important dates for the Program Name application process:

Date	Program Milestone
February 9, 2024	The Grant Information Guide and the application for participating are released
<a href="#">Tuesday, February 13, 2024</a> <a href="#">Thursday, February 15, 2024</a>	MSDE will hold a virtual customer service support sessions for interested applicants
March 1, 2024	The grant application period closes
March 4, 2024	MSDE begins reviewing applications for completeness and minimum requirements. MSDE Review Committee will evaluate proposals
July 1, 2023	The grant period begins
September 30, 2024	The grant period ends

## Non-Discrimination Statement

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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) Sect. 427

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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 to overcome barriers to equitable participation.



## Customer Service Support Sessions

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The MSDE will hold two customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the application process. The sessions will be on:

[Tuesday, February 13, 2024](#)

9:30 a.m. – 10:30 a.m.

[Thursday, February 15, 2024](#)

1:15 p.m. – 2:15 p.m.

MSDE staff will also be available to provide technical assistance throughout the grant application process.

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

### QUESTIONS

A list of frequently asked questions (FAQ) and answers will be posted to the Maryland State Department of Education's Grants [website](#) following customer service support sessions.

### Program Contact

**Ilhye Yoon**

EL/Title III Coordinator

410-767-0714

[ilhye.yoon@maryland.gov](mailto:ilhye.yoon@maryland.gov)