

Moving Maryland Forward

SFY 2016 Non-LSS/IHE Annual Grants Meeting/Webinar Tuesday, March 10, 2015

Presented by:

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Higher Education Consultant



Our Agenda

- I. Vision and Strategic Plan Grant Priorities
- II. Grant Project Activities
- III. Components of the Discretionary Grant Application
- IV. Discretionary Grants Scoring Rubric
- V. Grant Management
- VI. Technical Assistance
- VII. Questions

The Division of Special Education/Early Intervention Services Strategic Plan: Moving Maryland Forward



SFY 2016

Components of the Discretionary Grant Application



Division of Special Education/Early Intervention Services

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Focus for IHE Grant Activities

IHE activities are related to pre-service and/or in-service training, and sustaining and retaining special education teacher placements in:

- Early Childhood,
- Professional Learning,
- Access, Equity, Progress, and
- Secondary Transition.

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Over the last fifteen years through these grant activities, the DSE/EIS has assisted colleges and universities to create, maintain, or improve undergraduate and graduate programs in special education. Even with these efforts the need for trained special educators in local school systems and non-public schools continue. Every other year, the Maryland State Department of Education publishes a report on the need for educators in the State.....Special Education is considered a critical shortage content area in this report. (Maryland Teacher Staffing Report 2014-2016)

a. New dual certification special education/early intervention undergraduate or graduate programs

Most IHEs have moved through dual certification programs. Seed money is available to design or to update a program to reflect changing standards or State requirements.

SFY 2016
Grant Activities
(RFP P. 3-4)



Division of Special Education/Early Intervention Services



We assess our effectiveness on the basis of **results** rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Innovative GRANT ACTIVITIES



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All to be posted on MLL, Chris Swanson will assist in the technology

- a. Dual Certification*
- b. Universally Designed EC/SE Program*
- c. Course Content (*Specialized Instruction for General Educators*)*
- d. Course Content –Specialized MATH Instruction*
- e. Course Content (birth - 21)*
- f. Course Content (birth -5)*
- g. Add on Certification (STEM)*
- h. Evidence-Based Transitioning
- i. Functional, Routines Based IFSPs
- j. Standards-Based IEPs
- k. Secondary Transition
- l. Social-Emotional Learning
- m. Coaching and Mentoring
- n. Cultural Competency
- o. Building the Capacity of Para-Professionals
- p. Other Aligned Activities (pre-approval required)

- Math and Social Emotional
- Assessment, Instruction and Accountability**
- SWIFT
- Systems Change
- Assessment
- Accommodations/modifications
- Communicating with families (i.e. PARCC and NCSC report interpretation)
- Unpacking the standards
- Infants and Toddlers
- Pre-School

SFY 2016

Request for Proposal (RFP)
Grant Scoring Rubric





Built into the **Differentiated Framework: Tiers of Engagement is universal technical assistance and support.**

I am excited to share with you our evidence-based decision making model to be used across the State. TAP IT is the critical work of the Programmatic Support and Technical Assistance Branch in collaboration general and specialized educators, fiscal, family support and monitoring supports, and will employ expert partners from the field.

TAP IT ensures purposeful resource allocation and a collaborative effort in support of evidence based actions that narrow the achievement gap between students with disabilities and their non-disabled peers. The TAP IT Process will follow the grant cycle of the Local Priority Flexibility (LPF) grants but will look beyond the parameters of the LPF to ensure a comprehensive and SEA/LSS collaborative effort to narrow the achievement gap.

TAP IT is the universal work in the Tiers of Engagement where resources and funding Statewide and regional technical assistance for identified needs are provided. (CLICK SLIDE)

TAP IT organizes evidence based practices to ensure successful general and special education, State and Local School System partnerships. (CLICK SLIDE)

We plan to roll TAP IT out with selected LSSs this year. We look forward to identifying the LSSs and sharing more specific details of this groundbreaking, collaborative partnership process to narrow the gap in the coming months.

To provide a sense of how TAP IT works let's look briefly at each of the process parts. (CLICK SLIDE)

Team: It all begins with TEAM who we bring together, varied perspectives and the rich experiences we bring to the work. Before we come together our State folks will have been doing their homework! Data, resources, and expertise will be gathered and organized with a TAP IT State Team assigned to each LSS. The State team will bring fiscal, family support, general education, monitoring and programmatic expertise with a State lens, the ability to contract external experts in identified areas of local need, systems in place to facilitate sharing of successful local practices and fiscal allocations through the LFP to focus the work. A Partnership is jointly crafted that includes outcomes, design, and assessment of the work to narrow the achievement gap. (CLICK SLIDE)

Analyze: Data is shared as partners at the table. Current, local and the most current data available with the internal and external experts on the team. The data is used to improve policy, programs, professional practice, and ultimately, student and family outcomes. (CLICK SLIDE)

Plan: With a strategic lenses focusing on the four strategic imperatives: Early Childhood, Access, Training, and Transition partners review current practice, research new ideas, and braid resources to narrow the achievement gap. Plans use "SMART Goals" and include ideas for sharing success and replication. (CLICK SLIDE)

Implement: The plan is implemented with supports and resources. Monitoring of progress, identification and removal of barriers to change, and diagnostic site reviews are conducted. (CLICK SLIDE)

Track: Quarterly updates are prepared and reviewed collaboratively with modification of the work as needed. Success is shared and the work is scaled up as appropriate. (CLICK SLIDE)

Note: "SMART GOALS" are Strategic, Measurable, Attainable, Results-based and Time Bound

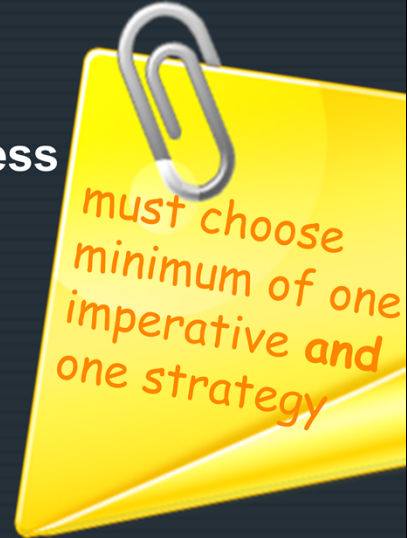
DSE/EIS Strategic Plan

Action Imperatives

- 1 Early Childhood
- 2 Professional Learning
- 3 Access, Equity, and Progress
- 4 Secondary Transition

Key Strategies

- 1 Strategic Collaboration
- 2 Family Partnerships
- 3 Evidence-Based Practices
- 4 Data-Informed Decisions



A. (3.0) Project Abstract

1. Requirements and Components

(RFP p.8)



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The project abstract must:

Relate to the Division of Special Education/Early Intervention Services Strategic Plan

Indicate how the activities will narrow the school readiness and achievement gap between children and youth with disabilities and their nondisabled peers and ensure that youth with disabilities are college, career, and community ready when they complete their schooling.

Relate to one or more of the four action imperatives; early childhood, professional learning, access/progress, and secondary transitioning.

Relate to at least one of the suggested key strategies; strategic collaboration, family partnership, evidence-based practices, and data-informed decisions.

There must be deliverables ,, there is no guarantees year-to-year these grants may not be seen as "entitlement grants" WHAT is the direct connection to THE RESULTS?

FUND RESTRICTIONS (RFP pp.4-5)

- ✓ Must not supplant
- ✓ Hourly rate for mentoring/coaching cannot exceed \$40 per hour or \$500 per day
- ✓ Tuition reimbursement must be pre-approved
- ✓ Contracts must be sound
- ✓ Vendor/contract selection
- ✓ Fixed costs
- ✓ Indirect costs cannot exceed 10%
- ✓ Unallowable costs

Priority will be given to secondary and early childhood program and course development

Funds cannot be used to pay for Teacher Quality Program certification

Tuition reimbursement will only be approved with the pre-approval of the Assistant Superintendent of Special Education/Early Intervention Services

MSDE monitoring and coaching forms are suggested for collecting data

Grants with professional learning products must be compatible with and accessible to Maryland Learning Links

Grants with professional learning products must demonstrate evidence-based practices, strategic collaboration, family engagement and /or data-informed decisions

A. (3.0) Proposal Abstract (RFP p.8)



Example

Action Imperatives

- 1 Early Childhood
- 2 Professional Learning
- 3 Access, Equity, and Progress
- 4 Secondary Transition

Key Strategies

- 1 Strategic Collaboration
- 2 Family Partnerships
- 3 Evidence-Based Practices
- 4 Data-Informed Decisions

Project Abstract Activity

IDEA Part B State Discretionary Grant Application

SFY 2013 (FFY 2012)

Institutions of Higher Education

Name of Institution: University of Maryland Eastern Shore

Project Title: ONLINE TEACHER PREPARATION SPECIAL EDUCATION COURSE DEVELOPMENT

University of Maryland Eastern Shore (UMES) proposes to address the need for flexible, accessible teacher preparation learning options in two important ways, by developing:

the capability to offer electronically, a complete graduate program in special education, and,

a shared electronic library of high-quality professional learning modules on topics related to special education teacher effectiveness and the achievement of students with disabilities, in collaboration with our local school system (LSS) partners (Caroline, Queen Anne's, Somerset, Talbot, and Worcester County Public Schools).

This project is in response to the specific MSDE DSE/EIS grant focus category of "developing online special education courses". It is designed to help meet the federal standards of IDEA and NCLB HQT. Additionally, this program will assist in the implementation of Race to the Top and the **College and Career-Ready Standards**. The project will support and enhance the efforts of other Maryland IHE partners in developing on-time learning options for educators.

UMES will develop **six (6)** graduate online/hybrid/web-facilitated special education courses. The graduate courses projected for development for electronic use are:

EDSP 442/450: Internships in Special Education

SPED 650: Career Education for Individuals with Disabilities

SPED 678: Master's Research Seminar in Special Education

EDSP 428: Communication and Collaborative Practices in Special Education Programs

SPED 640: Internship in Special Education DUC 620 Advanced Human Growth and Development

EDUC 620 Advanced Human Growth and Development

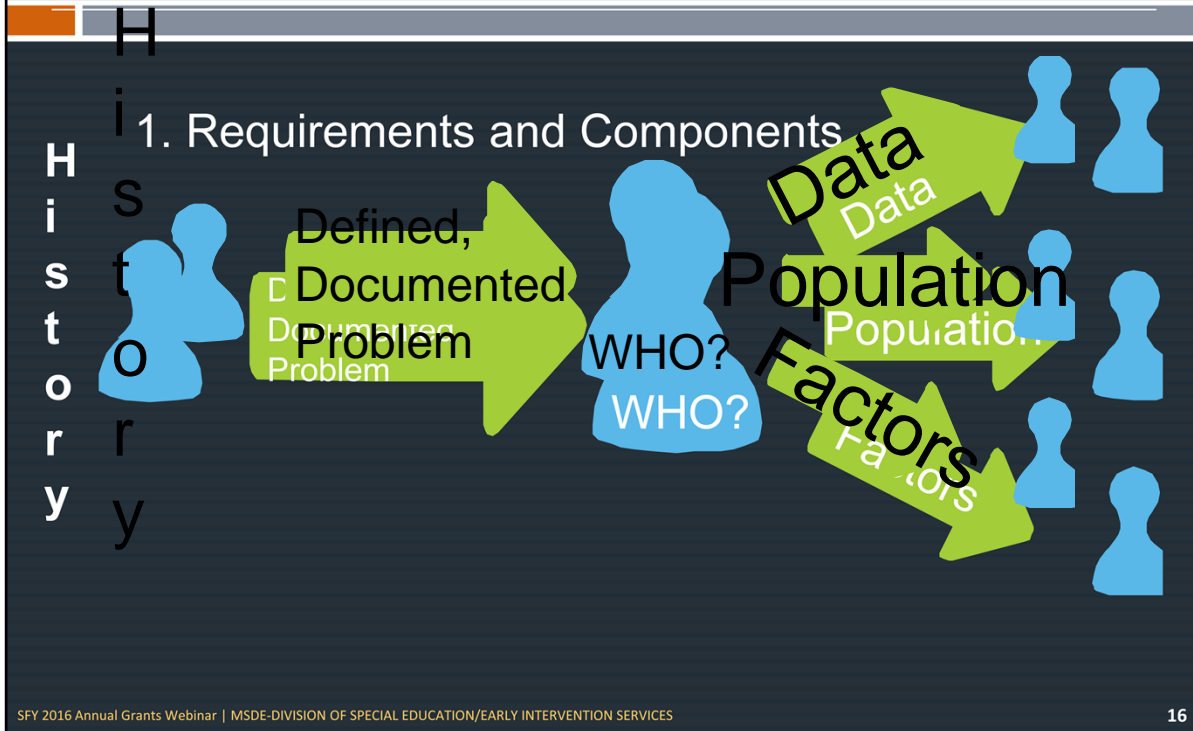
These courses, in their current face-to-face format, are currently approved through the MSDE/ Council for Exceptional Children/NCATE process. Instructional and assessment components of the courses will be converted to an electronically delivered format. The *Interregional Guidelines for Electronically Offered Degree and Certificate Programs*, as well as University of Maryland Eastern Shore's standards-based rubric will be the research basis for this work.

Additionally, in collaboration with our local Eastern Shore school system partners, UMES will also initiate the development of a shared electronic professional learning module library by developing eight initial (8) online professional learning modules to support high quality instruction for students with disabilities and Maryland's Race to the Top Teacher Effectiveness Initiative. The topics will be determined by a local school system input team.

B. (4.0) Proposal Narrative (RFP p.8)

- (4.1) Extent of Need
- (4.2) Goals, Objectives, and Milestones
- (4.3) Implementation Plan
- (4.4) Professional Learning Plan
- (4.5) Professional Learning Deliverables
- (4.6) Evaluation and Dissemination Plan

C. (4.1) Extent of Need (RFP p.8)

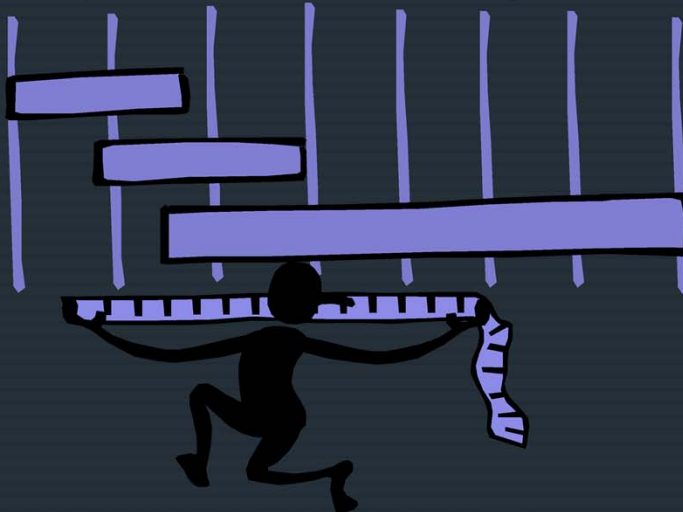


- a) A clearly defined problem is illustrated by a needs assessment which includes both qualitative and quantitative data.
- b) Clearly state the main problem including who is affected, when and where the problem exists.
- c) Describe the data collected to confirm the existence of the problem including the sources and methodology.
- d) Describe relevant demographics and other statistics about the targeted population.
- e) Include factors contributing to the problem, current or past efforts to address the problem, and why those efforts failed or are inadequate to address the total need.
- f) Document the applicant's history or expertise in dealing with the problem.

D. (4.2) Goals, Objectives, and Milestones

(RFP p.8-9)

1. Requirements and Components



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The **Goal** statement(s) is/are measurable, realistic, long range, and based on outcomes not process.

Objectives must be directly related to a goal(s). The objectives are measurable, realistic, and short-term .

(1 year), and based on outcomes not process.

Milestones are provided for each objective and are measurable, realistic, short-term (at least quarterly), and based on outcomes not process.

Each goal, objective and milestone must include all five (5) clarifying elements: deadline, specific quantitative level of success, target population, baseline, and a means of measuring success.

D. (4.2) Goals, Objectives, and Milestones

2. Look Fors:

Are the goals **SMART** goals?

- Specific
- Measureable
- Achievable *in one year*
- Realistic
- Time-Bound

E. (4.3) Implementation Plan (RFP p.9)

1. Requirements and Components

The Implementation Plan details the strategies, activities, staff roles and responsibilities and resources needed to achieve the goal(s), objectives and milestones.

- **Strategies** are broad approaches (methods, procedures, techniques) employed to accomplish goal(s) and should be research or evidence-based.
- **Activities** are the specific steps taken to accomplish the objectives.

E. (4.3) Implementation Plan

2. Look Fors:

- A Gantt Chart is included
- Strategies/approaches to reach goals must be research and evidence based
- Timelines must be specific; timelines for each component of the grant must be listed
- Key players must be listed



Strategies: The blended EC/ECSE undergraduate curriculum will be developed after a careful review of EC/ECSE programs offered by other colleges and universities across the country and in the state of Maryland. We will also examine the research literature to identify best practices in the fields of: teacher education, early childhood education and early childhood special education. All of the above information will be considered in the context of the following professional standards to which our program/faculty are accountable:

- Council for Exceptional Children (CEC) and National Association for the Education of Young Children (NAEYC)
- Interstate Teacher Assessment and Support Consortium
- Maryland Professional Development School Standards
- Maryland Teacher Technology Standards

Maryland Redesign of Teacher Education **Activities:** The following activities are directly related to the goals and objectives:

Develop PCC Proposal (see Appendix B)- At UMD, whenever an existing program (i.e., teacher certification in EC and in ECSE) is substantially changed, the proposed program (i.e., dual certification in EC/ECSE) must be approved at the department, college, and university levels. The PCC proposal includes the following elements: description of the new program, need for the program, and characteristics of the program. The characteristics of the proposed program must include: objectives, catalogue description, requirements for degree, courses, learning outcomes, program faculty, and enrollment numbers. Because of the level of detail required in the PCC proposal, we expect substantial time will be required by key personnel for its development.

MSDE Proposal (see Appendix B)-Because we are creating a new dual certification program at UMD, MSDE requires that we submit a proposal which includes the following elements: certification areas, a rationale for and description of the program, how the program adheres to the Maryland Redesign of Teacher Education, and the capacity of UMD to offer the new program.

Syllabi and Rubric Developed-In the dual certification program, teacher candidates will be qualified to work in inclusive classrooms, as co-teachers, and with children with and without disabilities. Thus, existing courses will be redesigned so that teacher candidates are prepared in the following areas: content in the curriculum areas of language, literacy, mathematics, science, social studies, social and emotional development for children from birth through age eight; how to adapt instruction for children with disabilities and for those children who are at risk for school failure using Universal Design for Learning and curriculum modifications; working with children with challenging behavior; determination of eligibility for special education and related services (including RTI, use of norm-referenced assessments); family engagement and participation; and working with children who are English learners. Once syllabi have been developed, a rubric will be designed so that stakeholders can evaluate the syllabi for comprehensiveness, evidence-based practices, and focus on CEC/NAEYC standards. The syllabi and rubrics will be sent to school system stakeholders (e.g., program specialists and teachers in Early Childhood and Early Childhood Special Education) for their evaluation. Based on the feedback received, syllabi will be revised.

Focus Group on Proposed Curriculum- we will hold a focus group with stakeholders (e.g., superintendents, principals, specialists and teachers) in Early Childhood, Early Childhood Special Education and school system administration. The purpose of this focus group will be to share the new curriculum with them and ensure that the proposed curriculum targets each of the areas they identify as important in a dual certification program.

MHEC Proposal (see Appendix B)- Because we are creating a new dual certification program at UMD, MHEC requires that we request approval of the new program and address the following areas: centrality of program to the UMD mission, curriculum design and learning outcomes, proposed numbers of graduates, need and justification for the program in Maryland and at UMD.

Recruitment Plan - In order to recruit teacher candidates for the dual certification program, a recruitment plan will be developed and put into effect for the 2014-2015 academic year. Recruitment of new teacher candidates will include descriptions of the new program on the College of Education, CHSE, and HDQM web sites and online sources such as the University Admissions office website as a new program, and announcements through Twitter and Facebook. Recruitment will also include new program information distributed at events throughout the year including: career fairs, open houses, Visit Maryland Day, spring open houses, visits to high schools and community colleges in the area. Because we will be seeking to increase the number of teacher candidates who are Latino, African-American, and male, we will use some additional strategies: visits to high schools in Prince George's and Montgomery counties that have a large population of Latino and African-American students, and using male graduates of our EC and ECSE programs who are now teaching in Maryland to help us with recruitment efforts (see GEPA form for a more complete description).

Program Evaluation Component - In order to evaluate the effectiveness of the dual certification program, a program evaluation component will be developed. The evaluation component will include the following elements: number of teacher candidates recruited, number of teacher candidates enrolled in the dual certification program, number of graduates, number of graduates hired in Maryland, number of teachers retained in MD classrooms and student achievement data accessed through planned state level data base.

F. (4.4) Professional Learning Plan (RFP p.9)

If the activities include professional learning, the proposal must include a Professional Learning Plan that aligns with one or more of the Learning Forward Standards <http://learningforward.org/standards/standards-list>:



F. (4.4) Professional Learning Plan

2. Look Fors:

Grant activities that involve pre-service or in-service teacher training with an evaluation component must complete a Professional Learning Plan (MSDE requirement).

G. (4.5) Evaluation and Dissemination Plan

3. Sample



Evaluation Questions: Based on the project's goals and objectives, implementation plan and anticipated outcomes, the evaluation questions we will seek to answer can be divided into two distinct timeframes: within the grant period and beyond the grant period.

Evaluation Questions Within the Grant Period

Do the stakeholders in the focus group to be held in September evaluate the proposed curriculum as targeting each of the areas identified as important in a dual certification program?

Using the developed rubric, do the stakeholders evaluate syllabi as comprehensive and including evidence-based practices, and alignment with CEC/NAEYC standards?

Was stakeholder feedback incorporated into final version of syllabi? Has the proposed dual certification program in early childhood and early childhood special education been approved by PCC, MSDE and MHEC?

Has a recruitment plan developed?

Has an evaluation plan been developed?

Evaluation Questions Beyond the Grant Period

Is the dual certification program successful, as demonstrated by:

Number of teacher candidates recruited

Number of teacher candidates enrolled in the dual certification program

Number of teacher candidates from underrepresented groups (i.e., Latino, African American, male) enrolled in the dual certification program

Number of graduates

Number of graduates hired in Maryland

Teacher retention rate

Student achievement in EC/ECSE graduates' classrooms

Evaluation Strategies: To find the answers to the evaluation questions within the grant period, we will have a quarterly milestone check as described in the Milestones section (4.2). To find the answers to the evaluation questions beyond the grant period, we will review the EC/ECSE annual program profile data provided by the College of Education.

F. (4.4) Professional Learning Plan

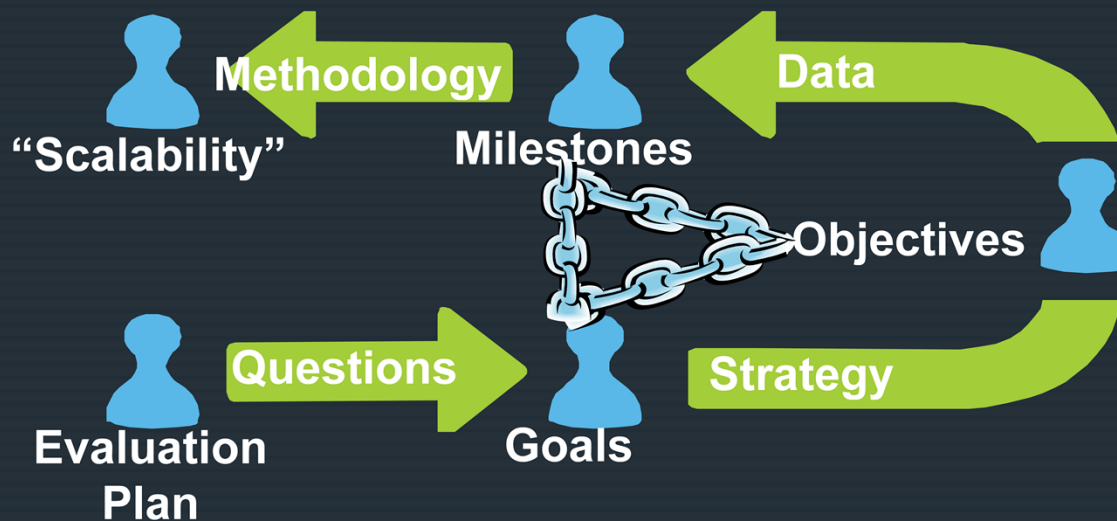
3. Sample



G. (4.5) Evaluation and Dissemination Plan

1. Requirements and Components

(RFP p.10)



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- The evaluation plan must be linked to goals, objectives and milestones.
- The evaluation narrative should include the evaluations questions, strategy, data to be collected and methodology for collecting and analyzing the data.
- The dissemination narrative explains how and how often information will be communicated to local stakeholders and specifies who these stakeholders are.
- It includes how project information will be made available to a larger audience through the Internet, national conferences, demonstrations, and/or reports.

G. (4.5) Evaluation and Dissemination Plan

2. Look Fors:

- Process to be used must be listed
- Criteria for success must be listed
- What additional steps might be needed to complete the activity?
- How will the outcomes be shared with MSDE and other LSS?

G. (4.5) Evaluation and Dissemination Plan

3. Sample



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Student achievement in EC/ECSE graduates' classrooms

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State Fiscal Year 2016

- Notice of Grant Awards
- Fiscal Procedures



Division of Special Education/Early Intervention Services

Tracking #: 1E+04

Maryland State Department of Education
NOTICE OF GRANT AWARD

Discretionary
2 160001 1

Vendor # 1521745153 MC: 000 DUNS NO: 028270345 Grant No.:
New Amendment No.: Grant Period: From 1/1/2015 TO 9/30/2015 3

Grant Name Assistance to the State for Educating Students with Disabilities
Recipient Agency Name Maryland Committee for Students
Amount of Current Award \$18,050.00
Previously Awarded Grant \$0.00
Total \$18,050.00

Recipient Agency Address 15662 New Land Road Westchester MD 20346
Program Manager's Name /Title /Phone Joan Brown / Project Director / (301) 755-8745
MSDE Program Manager's Name /Division / Phone Marsye Kaplan M700 / DSE/EIS / (410) 767-0792

ADDITIONAL INFORMATION

1. This Notice of Grant Award approves funding under IDEA, (PL 108-446) for State Fiscal Year (SFY) 2015 Part B Discretionary funds to the RECIPIENT AGENCY NAME for the NAME OF THE GRANT, as attached.

2. All amendments (programmatic changes, budget realignments, grant extensions) require prior written approval by the Assistant State Superintendent. The recipient shall implement all required action(s) including the submission of progress and financial reports within required timelines, and any action(s) resulting from monitoring and evaluation activities and/or complaint investigations. The deadline for requests to amend this grant is 45 days before the end of the grant period.

3. Payment schedule code 0 indicates that payments will be based upon actual expenditures via the submission of invoices directly to the assigned Grant Liaison for the grantee and without which no payments shall be made. Payment of invoices may be impacted by omissions and/or the late submission of progress and financial reports.

4. Required reporting for this grant period is as follows:
The Interim Progress/Cumulative Variance Report is due no later than March 31, 2015.
A Final Progress/Cumulative Variance Report, the Final Invoice and the Final Financial Report must be submitted no later than November 30, 2015.

MSDE ACCOUNT CODE INFORMATION

Line No.	PCA	ABOJ	AMOUNT	FUND	PMT SCHED Code	FUND SOURCE	CFDA NO.	REVENUE SOURCE TITLE	GRANT END DATE:	MATCH FUNDS DATE	AFR REQUIRED
001	08235	1208	\$18,050.00	5245	0	F	84-027	IDEA Part B State Grants	9/30/2015	N	Y
				7							

Assistant State Superintendent/ Office Head _____ Date: _____

MSDE Staff

Any products, activities, or resources developed as a result of this funding must contain the following statement:
Funding provided through the Maryland State Department of Education, Division of Special Education/Early Intervention Services from Grant:
SFY 15 Part B 611 Grant H027A140035
the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The views expressed herein do not necessarily reflect the views of the U. S. Department of Education or any other Federal agency and should not be regarded as such. The Division of Special Education/Early Intervention Services receives funding from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U. S. Department of Education.

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

ORIGINAL GRANT BUDGET	9	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	5	GRANT RECIPIENT NAME			
MSDE GRANT #	1&2	RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	4		
FUND SOURCE CODE	7&8	GRANT PERIOD		3	
		FROM		TO	

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

SFY 2016

What's New

- W9 Form
- System for Award Management
- Certification Regarding Lobbying...
Drug Free Workplace
- Rubric
- Calendar
- Uniform Guidance

Federal Updates

- New Guidance: 2 C.F.R. 200, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” (Uniform Guidance)
 - effective for new grants awarded on or after December 26, 2014
 - Impact on State Assurances
 - Allowability of food purchases with grant funds clarified.
 - Resource Website: <https://cfo.gov/cofar/>
 - Uniform Guidance,
 - Informational videos
 - Announcements of upcoming trainings

- SAM.gov reporting requirement

SFY 2016

- Technical Assistance

<http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/2015-03-10.html>

- Questions?



Division of Special Education/Early Intervention Services