

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE)

10.553 SCHOOL BREAKFAST PROGRAM

Program Description: The School Breakfast Program (SBP) is a federal child nutrition program that provides reimbursement to participating Local Educational Agencies (LEAs) for serving student breakfast meals that meet established nutrition standards and other Program requirements. Public schools, nonprofit private schools and residential child care institutions are eligible to participate through an agreement with the Maryland State Department of Education (MSDE), the State agency responsible for administering the Program. Participating LEAs agree to operate the Program on a nonprofit basis, provide all students with access to the Program, and serve breakfast for free or at the reduced-price to eligible students. A school, serving 40 percent or more of its total lunches in the free and reduced-price category in the second preceding school year, qualifies as severe need and receives a higher breakfast reimbursement rate. In 2017, the Maryland Meals for Achievement (MMFA) In-Classroom Breakfast Program provided an additional \$6.9 million in State funds to subsidize the cost of providing breakfast in the classroom for all students at no charge. To apply for MMFA, a school must have at least 40 percent of its enrollment determined eligible for free or reduced-price meal benefits. In 2017, the 451 schools participating in the MMFA served 27.5 million breakfast meals, generating \$39.7 million in federal breakfast reimbursements to schools.

Formula Description: Reimbursement is determined monthly by the number of breakfast meals served to students in each of the meal benefit categories (paid, reduced-price, and free). A student's eligibility for free or reduced-price meals may be established a number of ways including: completion of a household meal benefit application, through direct certification of Temporary Cash Assistance (TCA) or Supplemental Nutrition Assistance Program (SNAP), Runaway Homeless Youth (RHY), migrant status, Head Start, and Foster. In addition, a school or group of schools can qualify for a percentage of free meals using direct certification in the Community Eligibility Provision. The current federal Income Eligibility Guidelines (IEGs) for household size and income may be used to determine student meal benefit eligibility status by comparing them to the information provided by the household on the meal benefit application. The United States Department of Agriculture (USDA) adjusts the IEGs annually for use in determining eligibility for free and reduced-price meals and free milk for the period from July 1 through June 30. A student's eligibility status for meal benefits extends to all meals and snacks offered in the child nutrition programs. Maryland school students pay an average price of \$1.45 for a paid breakfast and students eligible for reduced-price meal benefits pay no more than \$0.30. The USDA adjusts SBP reimbursement rates annually, effective July 1 through June 30. MMFA State reimbursement is calculated monthly for each participating school and is based on the actual number of breakfasts served to students with a meal benefit eligibility status of either reduced-price or paid. MMFA breakfasts claimed in the reduced-price category are reimbursed at \$0.30, while the reimbursement rate for paid breakfasts varies as a function of the schools' percentage of enrolled students eligible for free and reduced-priced-price meals.

Federal reimbursement rates for FY 2018:

School Breakfast Program	Free	Reduced-Price	Paid
Non-Severe Need Rate	\$1.75	\$1.45	\$.30
Severe Need Rate	\$2.09	\$1.79	\$.30

Program Supported/Population Served: Statewide Program, school year 2016-2017 data: Supported 45,210,820 meals in all 25 LEAs including The Seed School and qualifying nonprofit private schools and residential childcare institutions.

10.555 NATIONAL SCHOOL LUNCH PROGRAM

Program Description: The National School Lunch Program (NSLP) is a federal child nutrition program that provides reimbursement to participating Local Educational Agencies (LEAs) for serving student lunch meals and snacks in after-school care programs that meet established nutrition standards and other Program requirements. Schools participating in the after-school care snack program are required to have an educational or enrichment component and, if the area eligible requirements are met, may claim all snacks served at the free rate of reimbursement. Schools not meeting the area eligibility requirement may claim after-school care snack reimbursement based upon the meal benefit eligibility status of the students served.

Public schools, nonprofit private schools, and residential childcare institutions are eligible to participate through an agreement with the MSDE, the State Agency responsible for administering the Program. Participating LEAs agree to operate the Program on a nonprofit basis, provide all students with access to the Program, and serve lunch/snack at the free or reduced-priced-price to eligible students.

Formula Description: Reimbursement is determined monthly by the number of lunch meals and after-school care snacks served to students in each of the meal benefit categories (paid, reduced-priced, and free). A student's eligibility for free or reduced-priced meals may be established a number of ways including: completion of a household meal benefit application, through direct certification of Temporary Cash Assistance (TCA) or Supplemental Nutrition Assistance Program (SNAP), Runaway Homeless Youth (RHY), migrant status, Head Start, and Foster. In addition, a school or group of schools can qualify for a percentage of free meals using direct certification in the Community Eligibility Provision. The current federal Income Eligibility Guidelines (IEGs) for household size and income may be used to determine student meal benefit eligibility status by comparing them to the information provided by the household on the meal benefit application. The United States Department of Agriculture (USDA) adjusts the IEGs annually for use in determining eligibility for free and reduced-price meals and free milk for the period from July 1 through June 30. A student's eligibility status for meal benefits extends to all meals and snacks offered in the child nutrition programs. Maryland school students pay an average price of \$2.61 for a paid lunch and students eligible for reduced-priced-price meal benefits pay no more than \$0.40 for lunch and \$0.15 for a snack. The USDA adjusts NSLP reimbursement rates annually, effective July 1 through June 30. Included in the reimbursement rate is an additional six cent performance based reimbursement paid to LEAs serving lunch

menus that meet the increased nutritional standards of the Health Hunger Free Kids Act of 2010. LEAs that served 60 percent or more of total lunches in the free and reduced-price category in the second preceding school year qualify for an additional \$0.02 for each lunch served. Additionally, LEAs are eligible to receive commodity foods, called “entitlement” foods; the level of funding is determined by the number of lunches served at a value of \$0.2325 for each lunch meal.

Federal reimbursement rates for FY 2018:

Lunch Rates	Free	Reduced-Price	Paid
Reimbursement rate	\$3.23	\$2.83	\$0.37
With extra \$0.02	\$3.25	\$2.85	\$0.39
After-School Snacks Served in After-School Care Programs	Free	Reduced-Price	Paid
	\$.88	\$.44	\$.08
Commodity Entitlement	\$.2325 for lunches		

Program Supported/Population Served: Statewide Program, school-year 2016-2017 data: Supported 73,820,373 lunch meals in all 25 LEAs including The Seed School and supported 794,261 in after-school snacks. Qualifying nonprofit private schools and residential child care institutions also received assistance.

10.556 SPECIAL MILK PROGRAM FOR CHILDREN

Program Description: The Special Milk Program (SMP) is a federal child nutrition program that provides reimbursement to participating agencies for half pints of milk served to children. The Program provides milk to children in schools and child care institutions that are not participating in another federal meal program. Agencies are eligible to participate through an agreement with the MSDE, the State agency responsible for administering the Program.

Formula Description: Reimbursement is determined monthly by the number of half pints of milk served to eligible children multiplied by the reimbursement rate. The paid rate is used for each half pint of milk served unless the agency has elected to operate a pricing program with free milk for eligible children. If this option is selected, the agency must determine children’s eligibility status for free milk benefits. A student’s eligibility for free milk may be established a number of ways, including the completion of a household meal benefit application by the student’s parent or guardian. The current federal Income Eligibility Guidelines (IEGs) for household size and income may be used to determine student meal/milk benefit eligibility status

by comparing them to the information provided by the household on the meal benefit application. The United States Department of Agriculture (USDA) adjusts the IEGs annually for use in determining eligibility for free and reduced-price meals and free milk for the period from July 1 through June 30. A student's eligibility status for meal/milk benefits extends to all meals and snacks offered in the child nutrition programs. The USDA adjusts SMP reimbursement rates annually; effective July 1 through June 30. Agencies that elect to operate a pricing program with free milk will receive the average cost per half pint of milk for the half pints served to students determined eligible for free milk benefits, and the paid rate for all other half pints served.

Federal reimbursement rates for FY 2018:

Special Milk Program	Free Milk	Paid Milk	All Milk
Pricing Programs Without Free Option	N/A	N/A	\$.2075
Pricing Programs With Free Option	Average cost per half pint of milk	\$.2075	N/A
Non-Pricing Programs	N/A	N/A	\$.2075

Program Supported/Population Served: School-year 2016 -2017 data: Supported 1,399,827 half-pint servings of milk in public schools, qualifying private schools, and non-profit agencies.

10.558 CHILD and ADULT CARE FOOD PROGRAM

Program Description: The Child and Adult Care Food Program (CACFP) is a federal nutrition program that provides reimbursement to participating agencies and providers for meals and snacks served to participants who meet Program requirements. These programs are funded by the U.S. Department of Agriculture and administered by the Maryland State Department of Education (MSDE). Agencies are eligible to participate through an agreement with the MSDE, the State agency responsible for administering the Program. Family child care providers are eligible to participate through an agreement with an approved sponsoring organization. Child and adult care center reimbursement rates are based on the meal type and income eligibility of the meal recipient.

Child Care Agencies and LEAs meeting area eligibility requirements can participate in the CACFP At-Risk Meals Program and may serve 2 snacks, or a meal and a snack and claim at the free rate of reimbursement. The CACFP At-Risk Meals Program reimburses afterschool programs for nutritious meals served to children age 18 and under during the school year (including weekends and school breaks). In addition, the program must offer educational and enrichment activities in a supervised environment and serve a meal which meets USDA nutritional guidelines.

Formula Description: Program funds are provided to states through letters of credit to reimburse institutions for costs of food service operations, including administrative expenses. Appropriate rates of reimbursement, multiplied by the number of meals served to enrolled participants, represent the basic program payment that an agency receives for each meal served. For family child care homes, the adjustment reflects changes in the Food at Home series of the Consumer Price Index for All Urban Consumers. Donated foods or cash in lieu of donated foods

are also made available. Program payments to child care or adult daycare centers depend on the number and types of meals served to enrolled participants, multiplied by the appropriate rate of reimbursement. Rates for meals served to enrolled children and eligible adults in daycare centers are determined by participants' eligibility for free, reduced-price, or paid meals, using USDA Income Eligibility Guidelines. All children in emergency shelters are eligible to receive free meals without application. At-Risk, after-school meal programs, which must be located in low-income areas, are reimbursed at the free rate for all snacks and meals. Sponsoring organizations of family child care homes are reimbursed at a graduated administrative rate based on the number of homes they operate. The level of reimbursement for meals served to enrolled children in family child care homes is determined by economic need based on the location of the family child care home, the income of the family child care provider, or the income of an individual child's household. Schools and childcare centers are eligible to participate in the Afterschool At-Risk Meals Program if they are located in an attendance area of a school in which at least 50 percent of enrolled children are eligible for free or reduced-priced meals. This grant includes an allowance in FY 2017 of \$ 1,087,924 for the State's administration of the program.

Federal reimbursement rates for FY 2018

Meals in Child and Adult Care Centers	Free	Reduced-Price	Paid
Breakfast	\$1.75	\$1.45	\$.30
Lunch and Supper	\$3.23	\$2.83	\$.31
Snack	\$.88	\$.44	\$.08
Cash-in-lieu of commodities			\$.2325
Commodity Entitlement			\$.2325

Family Child Care Food Service Payment Rates for Meals:

Meals	Tier I	Tier II
Breakfast	\$1.31	\$.48
Lunch and Supper	\$2.46	\$1.48
Snack	\$.73	\$.20

Family Child Care Administrative Reimbursement Rates:

1-50 homes	\$114.00
51-200 homes	\$ 87.00
201-1,000 homes	\$ 68.00
Additional Family Child Care Homes	\$ 60.00

Program Supported/Population Served: The program is open to all children through the age of 12 in licensed public or private child care centers and family child care homes, and through the age of 18 in emergency shelters and at-risk after school care programs. Functionally impaired adults, age 18 and older, enrolled in nonresidential adult daycare centers are also eligible. School-year 2016-2017 data: Supported 33,159,075 meal servings.

10.559 SUMMER FOOD SERVICE PROGRAM FOR CHILDREN

Program Description: The Summer Food Service Program is a federal child nutrition program that provides reimbursement to participating agencies for serving meals and snacks that meet Program requirements. Agencies serve free, nutritious meals and snacks to help children in low-income areas receive the nutrition they need to learn, play, and grow, throughout the summer months when they are not in school. Public and non-profit agencies are eligible to participate through an agreement with the MSDE.

Formula Description: The program is administered by the MSDE, the State Agency responsible for administering the Program. The MSDE receives funds from the U. S. Department of Agriculture (USDA) and, in turn, reimburses local agencies for meals served to eligible children attending camps, enrichment programs, and other summer activities programs. The USDA adjusts Summer Food Service Program reimbursement rates annually effective January 1 through December 30. Agencies are reimbursed for free meals or snacks served at the rate set by the federal government. This grant included an appropriation in FY 2017 of \$276,166 for the State's administration of the program.

Federal reimbursement rates effective January 1 through December 30, 2018:

MEAL TYPE	REIMBURSEMENT RATES	
	High Rural or Self-preparation Sites	Low Other Types of Sites
Breakfast	\$2.2325	\$2.19
Lunch or Supper	\$3.9225	\$3.8575
Snack	\$0.93	\$0.91

Program Supported/Population Served: Summer 2017 Data: There were 3,253,939 meals and snacks served by four participating Local Education Agencies and non-profit agencies.

10.560 STATE ADMINISTRATIVE EXPENSES FOR CHILD NUTRITION

Program Description: Provides funds for the State's operating expenses for the Administration of Child Nutrition Programs.

Formula Description: The formula based grant is awarded yearly by the USDA.

Program Supported/Population Served: Use is limited to the MSDE headquarters operations.

10.574 TEAM NUTRITION TRAINING PROGRAM

Program Description: Team Nutrition Training Grants are offered to all states annually on a competitive basis. Awards are made to a State agency based on a proposed project or activity for a two or three year grant period. Team Nutrition is an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. The purpose of these grants is to assist State agencies to expand and enhance training programs that incorporate and implement the *2010 Dietary Guidelines for Americans* and USDA Foods in meals served under the National School Lunch Program (NSLP) or the Child and Adult Care Food Program (CACFP). States must apply Team Nutrition's three behavior-focused strategies in proposals:

- Provide training and technical assistance to child nutrition professionals to enable them to prepare and serve nutritious meals that appeal to children.
- Increase nutrition education through multiple communication channels to help children have the knowledge, skills, and motivation to make healthy food and physical activity choices as part of a healthy lifestyle.
- Build support for healthy school and child care environments that encourage nutritious food choices and physically active lifestyles.

Formula Description: The program is administered by the MSDE, Office of School and Community Nutrition Programs with funds from the U. S. Department of Agriculture (USDA).

Program Supported/Population Served: State Agencies administering the National School Lunch Program or the Child and Adult Care Food Program are eligible to apply for Team Nutrition Training Grants.

10.579 CHILD NUTRITION DISCRETIONARY GRANTS OF LIMITED AVAILABILITY – EQUIPMENT ASSISTANCE

Program Description:

Funding provided by the Consolidated Appropriations Act, 2017, (Public Law 115-31), in Fiscal Year (FY) 2017 provides funding to State agencies to competitively award equipment assistance grants to eligible Local Educational Agencies (LEAs) participating in the National School Lunch Program (NSLP). The purpose of the equipment grant is to allow LEAs to purchase equipment to serve healthier meals that meet the updated meal patterns, with emphasis on serving more fruits and vegetables in school meals, including items purchased locally, improving food safety, and expanding access. Funding under this grant is awarded via a competitive grant process to LEAs, giving priority to high need schools (i.e., schools in underserved areas, schools with limited access to other resources, and age of food service equipment) where 50 percent or more of the enrolled students are eligible for free or reduced-price meals. In addition, LEAs must give priority to schools that did not receive a previous NSLP Equipment Assistance Grant award under the American Recovery and Reinvestment Act of 2009 and the FY 2010, FY 2013, FY 2014, FY 2015, and FY 2016 Agriculture Appropriations Acts.

Formula Description: The program is administered by the MSDE, Office of School and Community Nutrition Programs. The MSDE receives funds from the U. S. Department of Agriculture (USDA).

Program Supported / Population Served: State Agencies administering the National School Lunch Program are eligible to receive funding under the Child Nutrition Discretionary Grants of Limited Availability – Equipment Assistance. The 2017 Equipment Assistance Grant has been awarded to 10 LEAs at 33 individual schools through a competitive grant process. Funding in 2017 was \$362,764.

10.582 FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

Program Description: Beginning school year 2008-2009, a provision under the Omnibus Appropriation Act provided funding to the State of Maryland to participate in the Fresh Fruit and Vegetable Program (FFVP). The Food, Conservation, and Energy Act of 2008 (P.L. 110-234), the Farm Bill, amended the National School Lunch Act to add a new section, 19, the FFVP. The FFVP provides reimbursement to selected elementary schools for serving students fresh fruits and vegetables throughout the school day during non-mealtimes. The Program emphasizes repeated exposure to potentially new, delicious fruits and vegetables to facilitate greater acceptance and adoption of healthier eating habits.

State agencies may select public and nonprofit private elementary schools to participate in the FFVP, with the highest priority given to schools with the highest percentages of low-income students (free/reduced-price enrollment at or above 50 percent). Participating schools must agree to serve fresh fruits and vegetables to all enrolled students for free and to publicize fresh fruit and vegetable availability within the school.

Formula Description: Program funds are provided to states through cash grants. Funds are first allocated to each State based on an annual grant equal to one percent of the total funds made available. USDA's, Food and Nutrition Services will then allocate the remaining funds to each state that is operating a school lunch program based on the proportion of the state population to the U.S. population. Total enrollment of all schools selected must result in a per-student allocation of \$50-\$75 per year. Eligible reimbursable costs to the schools include the cost of fruits and vegetables and, to a lesser degree, the cost of labor for the preparation and service of FFVP and some administrative expenditure. Funding in 2017 was \$3,966,009.

Program Supported / Population Served: This competitive grant provides for the serving of fresh fruits and vegetables in eligible Maryland schools. In school-year 2017, 165 schools participated.

45.310 INSTITUTE OF MUSEUM & LIBRARY SERVICES

Program Description: Institute of Museum & Library Services (IMLS) is an independent federal agency that fosters leadership, innovation, and a lifetime of learning by supporting the nation's museums and libraries. Federal library dollars may be used for the following:

- Education: promoting the roles of museums and libraries as centers for lifelong learning;
- Access: using technology and training to give all citizens equitable access to information and cultural resources;
- Families and Children: supporting museum and library use for all ages;
- Communities: strengthening the role of museums and libraries as centers of civic engagement; and
- Cultural Heritage: studying, preserving, and showcasing different heritages.

Formula Description: The formula for the allotment of funds is based on two elements: (1) the base allotment for each state fluctuates with the amount appropriated for the program each year. The base for FY 2008 was \$540,968; and (2) a share based on population. The program is administered by the Maryland State Department of Education, Division of Library Development and Services, which serves as the State Library Administrative Agency.

Program Supported / Population Served: The funding supports the development of the 27 public library systems in Maryland and the statewide sharing of resources.

84.010 TITLE I GRANTS TO LOCAL EDUCATION AGENCIES

Program Description: This project provides financial assistance through State Education Agencies (SEAs) to Local Education Agencies (LEAs) and schools with high numbers or high percentages of low-income children. The project helps to ensure that all children meet challenging state academic content and student academic achievement standards.

Formula Description: Title I funds are allocated using four statutory formulas based primarily on the number of children, ages 5 through 17, from low-income families, which the Census Bureau estimates annually, and on each state's per-pupil expenditures for education. Basic Grants provide funds to LEAs. An LEA must have at least 10 formula children and the number of those children must exceed two percent of the LEA's total population of children ages 5 through 17. Concentration Grants also flow to LEAs. The number of formula children exceeds 6,500 or 15 percent of the total school-age population.

Targeted Grants are based on the same data used for Basic and Concentration Grants. The U.S. Department of Education (ED) then adjusts the number of formula children to give greater weight to those LEAs with higher numbers or percentages of formula children. In order to receive a Target Grant, the number of formula children in an LEA counted for Basic Grant formula purposes must be at least 10 and equal or exceed five percent of the LEA's total population of children ages 5 through 17. Education Finance Incentive Grants (EFIGs) distribute funds to states based on factors that measure (1) a state's effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and (2) the degree to which education expenditures among LEAs within the state are equalized. Once a state's EFIG allocation is determined, funds are allocated to LEAs in which the number of poor

children is at least five percent of the LEA's school-age population. LEAs target funds to Title I schools having the highest percentage of children from low-income families.

Unless a participating school operates a school-wide program, the school focuses Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools in which low-income children make up at least 40 percent of enrollment are eligible to use Title I funds for school-wide programs serving all children in the school. Title I funds also provide academic enrichment services to low-income children enrolled in private schools.

Program Supported / Population Served: Statewide.

84.011 MIGRANT EDUCATION – BASIC STATE GRANT PROGRAM

Program Description: Supports high quality educational programs for migratory children and helps ensure that migratory children moving among states are not penalized by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds ensure that migratory children are provided with appropriate educational services (including support services) addressing their special needs.

Formula Description: Allocations are based on the State's per pupil expenditure for education and counts of eligible migratory children, ages three through 21, residing within the state.

Program Supported / Population Served: 2016 - 2017 school-year data: Supported sub-grants to Queen Anne's, Somerset, and Dorchester counties. 208 migrant children were identified as eligible to receive migrant services; 118 students were served during the funding period; 101 students were served via summer programs residing in four counties, (Kent, Queen Anne's, Wicomico, Dorchester, and Somerset). Queen Anne's also offered a tutorial program during the regular school year. In addition, 75 students (ages three-21) were identified as priority for service, and 36 were served as priority for service.

84.013 TITLE I PROGRAM FOR NEGLECTED & DELINQUENT CHILDREN

Program Description: Title I, Part D allows the US Department of Education to make formula grants to States to: 1) improve educational services for children and youth in local and State institutions for neglected and delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State academic achievement standards that all children in the State are expected to achieve; 2) provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and 3) prevent at-risk youth from dropping out of school and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Formula Description: Funds are allocated by formula to MSDE which makes sub-grants to state agencies and local education agencies that use the funds to supplement educational services to ensure educational continuity for children and youth. Funds are distributed in two parts:

Subpart I, State Agencies and Subpart 2, Local Education Agencies (LEAs). Currently, funding is provided to two state agencies and four LEAs.

Program Supported / Population Served: The most recent data available from the program year **2016-2017** indicates **3,887** students were served in State agency Title I, Part D, Subpart 1 programs and facilities. There are 27 facilities **including adult corrections, juvenile detention, and juvenile corrections**. There were **703** students served in LEA Title I, Part D, Subpart 2 programs and facilities. There were 12 facility **including at-risk, neglected, juvenile detention and juvenile corrections**.

84.027 SPECIAL EDUCATION

Program Description: Assists in meeting costs of special education and related services provided to children with disabilities.

Formula Description: Funds are allocated to Pass-through, Discretionary, and Administration. The allocations of the Pass-through funds to the Local Education Agencies (LEA) are based on a formula that takes into account general population and poverty data. For any year in which the amount allocated to the state is equal to, or greater than the prior year level, the allocations to the LEAs are based on state funding under 34 C.F.R. §300.705(b) (1-2) received for FY 99; 85 percent of remaining funds on the basis of the relative numbers of children enrolled in public and private elementary schools and secondary schools within the LEA; and 15 percent of those remaining funds to the LEA in accordance with their relative numbers of children living in poverty, as determined by the State Educational Agency (SEA). States may retain remaining funds for state-level activities, including costs of administration, support, and direct service to children with disabilities.

Program Supported/Population Served: Reported October 1, 2016 Special Education Census Data: Supported 106,847 students in regular classrooms, separate classrooms, nonpublic schools, homes, and hospitals.

84.048 CAREER AND TECHNICAL EDUCATION

Program Description: This grant provides states with support for state leadership activities, administration of the state plan for career and technical education, and sub-grants to eligible recipients to improve career and technical education programs. To be eligible for a sub-grant, Maryland applicants must be a local education agency or a community college offering state approved career and technical education programs that:

- Meet state and local adjusted levels of performance established for recipients;
- Build upon the state's efforts to develop challenging academic and technical standards and assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
- Promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education

students. This is achieved by integrating core academic subjects into career and technical education programs;

- Consist of a sequence of courses with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
- Offer students technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship;
- Develop, improve, or expand the use of technology in career and technical education programs;
- Develop, implement, and improve career and technical education;
- Provide comprehensive professional development to career and technical education, academic, guidance, and administrative personnel;
- Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce investment boards, business and industry, and intermediaries;
- Implement using Perkins Act funds and ensure evaluation and continuous improvement, including an assessment of how the needs of special populations are being met and how preparation for careers in non-traditional fields are promoted;
- Provide individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive;
- Reflect such size, scope, and quality to bring about improvement in the quality of career and technical education programs;
- Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and
- Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, and the transition to teaching from business and industry.

Program Supported / Population Served: 2016 - 2017 school year data:

Supported participation of 103,538 high school students from all 24 local education agencies in ten Career Clusters and 56,600 community college students from 14 of 16 community colleges.

84.126 REHABILITATION SERVICES – VOCATIONAL REHABILITATION GRANTS TO STATES

Program Description: Supports a wide range of services assisting individuals with disabilities in preparing for and engaging in gainful employment consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. Individuals with physical or mental impairments, resulting in a substantial impediment to employment, who can benefit from Vocational Rehabilitation (VR) services for employment, and who require VR services, are eligible for assistance.

Formula Description: the per capita income of the state for this year, the per capita income of the state for each of the last two previous years, the per average capita income of the state for the last three years, and the state's population.

Program Supported / Population Served: In FY 16 Supported 21,724 / Served 26,564.

84.161 REHABILITATION SERVICES – CLIENT ASSISTANCE PROGRAM

Program Description: Advises and informs clients, client applicants, and other individuals with disabilities of all the available services and benefits under the Rehabilitation Act, and of services and benefits available to them under the Americans with Disabilities Act (ADA). In addition, grantees may assist and advocate for clients and client applicants relating to projects, programs, and services.

Formula Description: Formula grant. Notice of annual allotment to states with quarterly grant award notices and funds withdrawn under the Electronic Transfer System.

Program Supported / Population Served: Statewide Program

84.169 INDEPENDENT LIVING

Program Description: Offers formula grants to states to: (a) provide resources to statewide Independent Living Councils (SILCs); (b) provide Independent Living (IL) services to individuals with significant disabilities; (c) demonstrate ways to expand and improve IL services; (d) support operation of centers for IL; (e) support activities increasing the capabilities of public or nonprofit agencies, organizations and other entities; (f) develop comprehensive approaches or systems for providing IL services; (g) conduct studies and analyses, gathering information regarding approaches and strategies, making recommendations to federal, state, and local policymakers; (h) enhance IL services for individuals with significant disabilities; (i) provide training on the IL philosophy; and (j) provide outreach to populations which are unserved or underserved, including minority groups and urban and rural populations.

Formula Description: Federal funds are distributed based on the percentage each state's population to the total population of the United States. The state share for any fiscal year is one state dollar for every nine federal dollars. The state contribution may be cash or in-kind.

Program Supported / Population Served: Eligibility is based upon: a) the presence of a significant physical or mental impairment; b) the presence of a significant limitation in ability to function independently in the family or community or to engage in or continue in employment; and c) a reasonable expectation that services assist the individual in improving ability to function independently in the family or community, or to engage in or continue in employment.

84.173 SPECIAL EDUCATION – PRESCHOOL GRANTS

Program Description: Provides special education and related services to children with disabilities, ages 3 through 5 years.

Formula Description: Funds are allocated to Passthrough, Discretionary, and Administration. The allocations of the Passthrough funds to the Local Education Agencies (LEA) are based on a formula that takes into account general population and poverty data. For any year in which the amount allocated to the state is equal to, or greater than the prior year level, 85 percent of funding above the FY97 level is distributed based on the state's relative percentage of the total number of children ages three through five, in the general population. The remaining 15 percent is distributed based on the relative number of children ages three through five in the state, living in poverty. The majority of the funds are distributed by the state to LEAs and education service agencies. States may retain remaining funds for state-level activities up to an amount equal to 25 percent of the amount they received for FY97 (adjusted annually). The amount that may be used for administration is limited to not more than 20 percent of the amount available to a state for state-level activities.

Program Supported/Population Served: Reported October 1, 2016 Special Education Census Data: Supported 13,885 three through five-year old children (and, at the state's option, two-year old children reaching age three during the school year) having a developmental delay, intellectual disability, hearing impairment, speech or language impairment, visual impairment, emotional disability, orthopedic impairment, autism, traumatic brain injury, or other health impairment.

84.177 REHABILITATION SERVICES – INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND

Program Description: Funding supports services to individuals age 55 or older with severe visual impairment, making competitive employment difficult to obtain. These are individuals who may feasibly live independently.

Formula Description: Formula grant.

Program Supported / Population Served: Individuals age 55 or older

84.181 SPECIAL EDUCATION – GRANTS FOR INFANTS & FAMILIES WITH DISABILITIES

Program Description: Maintains and implements a statewide system of coordinated, comprehensive, multidisciplinary, interagency programs of early intervention services for infants and toddlers with disabilities. The state is responsible for making services available to eligible children and their families.

Formula Description: Allocations are based on the number of children, age birth through two years, in the state's population. No state may receive less than 0.5 percent of the funds available to all states, or \$500,000, whichever is greater.

Program Supported/Population Served: Reported October 1, 2016 Special Education Census Data: Supported 9,125 infants and toddlers with disabilities and their families.

84.184 MARYLAND SAFE & SUPPORTIVE SCHOOLS

Program Description: **United States Department of Education Discretionary Grant.** MSDE, in collaboration with Sheppard Pratt Health System (SPHS) and Johns Hopkins University (JHU), will develop and administer a sustainable measurement system to assess school safety, student engagement, and school environment. The project will use research-based approaches to reduce youth violence, bullying, and substance abuse. This is a four-year competitive grant, for which a fifth year extension was granted. **Discontinued on 9/30/2015.**

Formula Description: Funds were allocated through a discretionary grant process to MSDE which made sub-grants to University and non-profit partners to implement MDS3.

Program Supported / Population Served: Twelve Local Education Agencies (LEA) volunteered to enroll their High Schools in this randomized controlled trial (RCT) on School Climate. Goals were to decrease bullying, school violence, substance use, truancy and improve staff, parents and, students perceptions of school climate. Strategies were to develop a school climate measurement system (completed and now available free of charge for any and all schools); collect the data and analyze it to identify specific data-supported needs; and provide coaching support to the school's climate teams in selecting and monitoring the fidelity of implementation of evidence based practices that are proven to meet those needs. 60 High Schools were involved; 30 as intervention schools (with coaches) and 30 in a control condition (no Coaches). There were 11 states in all who received these funds with Technical Assistance support from American Institutes for Research. Results, surveys and resources for school climate are available at <https://safesupportivelearning.ed.gov>.

84.187 SUPPORTED EMPLOYMENT SERVICES FOR INDIVIDUALS WITH SEVERE DISABILITIES

Program Description: This grant develops and implements collaborative programs supporting employment services for individuals with the most significant disabilities. These individuals require services to achieve successful employment outcomes in supported employment settings.

Formula Description: Funds are administered by a state plan as a supplement to the Title I state plan for vocational rehabilitation services.

Program Supported/Population Served: **This population is served concurrently under 84.126.**

84.196 EDUCATION FOR HOMELESS CHILDREN & YOUTH

Program Description: The Maryland State Department of Education (MSDE) McKinney-Vento Education for Homeless Children and Youth Program ensures:

(1) Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.

(2) Support Local Education Agencies (LEAs) as they address barriers that homeless children and youth may face in enrolling, attending, and succeeding in school.

(3) Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

(4) States and LEAs are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success of homeless children and youth in school.

Formula Description: States make competitive sub-grants to Local Education Agencies, in a three-year cycle. Funding is used in facilitating the enrollment, attendance, and educational success of children and youth experiencing homelessness. MSDE currently provides subgrants to 11 LEAs.

Program Supported/Population Served:

Children and youth who lack a fixed, regular, and adequate nighttime residence and an unaccompanied youth not under the physical custody of their parents are eligible to receive services according to the McKinney-Vento Homeless Assistance Act. Services provided include, but not limited to addressing educational concerns faced by homeless children, including transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship. An estimated 17,429 children and youth are homeless and served by all 24 LEAs and the Seed School of Maryland.

84.287 21st CENTURY COMMUNITY LEARNING CENTERS

Program Description: The purpose of the 21st Century Community Learning Centers (CCLC) is to create community learning centers that provide students with academic enrichment opportunities as well as additional services designed to complement their regular academic program. Community learning centers must also offer families of participating students' literacy instruction and related educational development. Proposed activities must target students and families of students who attend Title I school-wide programs or schools that serve a high percentage (40% or above) of students from low-income families.

Maryland has identified several Absolute Priorities for the 21st CCLC programs. The sub-grantees provide the following services for students and families: opportunities for academic enrichment, including providing instructional services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as, reading, mathematics, and science, offer students a broad array of additional services, programs, and activities, such as, youth development and engagement activities, substance abuse and alcohol prevention, service-learning, violence prevention, counseling, art, music, recreation, technology education, and character education programs that are designed to reinforce and complement the regular academic program of

participating students, and, offer families of students served by community learning centers opportunities for literacy instruction and related educational development.

Formula Description: Competitive Requests for Proposals are issued each year upon availability of funding. Local Education Agencies and non-profit secular and faith-based groups may apply.

Program Supported/ Population Served: The Maryland State Department of Education (MSDE) awards sub-grants between \$50,000 and \$400,000.

84.323 SPECIAL EDUCATION – STATE PERSONNEL DEVELOPMENT

Program Description: This grant supports reforms and improves systems providing education for children with disabilities. It includes support systems for professional development in data-informed decision making; use of evidence-based practices in early and elementary math instruction and interventions; and increasing family engagement in education decision making and instruction. This grant also provides technical assistance to targeted jurisdictions to improve math achievement of children with disabilities.

Formula Description: Competitive Grant.

Program Supported/Population Served: Children with disabilities and their families.

84.326 PROJECTS FOR CHILDREN & YOUNG ADULTS WHO ARE DEAF-BLIND

Program Description: This funding supports state and local agency capacity to improve academic achievement and results for children in Maryland and the District of Columbia who are deaf-blind. Technical Assistance and professional development activities are built on assessed needs and scientifically based research. Project activities are designed to foster systemic change, build partnerships, provide leadership, and increase the capacity of local systems and families to provide educational services and supports that will ultimately result in improved outcomes for children with deaf-blindness.

Formula Description: In determining the maximum funding levels for each State the Secretary considered, among other things, the following factors:

- (1) The total number of children from birth through age 21 in the State.
- (2) The number of people in poverty in the State.
- (3) The previous funding levels.
- (4) The maximum and minimum funding amounts.

Program Supported/Population Served: Infants, toddlers, children with disabilities, and other individuals with disabilities and their families.

84.330 ADVANCED PLACEMENT INCENTIVE PROGRAM

Program Description: Funds from this program are used to remove barriers impeding low-income students from fully participating in the rigorous course of study delivered in the

Advanced Placement and International Baccalaureate Diploma Programs. Each student matriculating through these programs takes an exit exam, which may place a financial hardship on students and families and may also be a barrier to student participation.

Formula Description: Funds are granted from the U.S. Department of Education are based on the number of eligible low-income students and the cost per Advanced Placement and International Baccalaureate exams. **Federal funding has been discontinued.**

Program Supported/Population Served: Statewide

84.334 GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS

Program Description: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally funded college access program. GEAR UP was authorized by Title IV of the 1998 Amendments to the Higher Education Act of 1965. The purpose of GEAR UP is to increase the number of low-income and first generation students who are prepared to enroll in and succeed in college. To meet this goal, the legislation enables GEAR UP programs to provide:

- Academic support, mentoring, outreach and supportive services to secondary GEAR UP cohort students to reduce the rise of students dropping out of school or the need for remedial education at the postsecondary level.
- Information to students and their families about the advantages of postsecondary education and information about college financing options.

The Maryland State Department of Education (MSDE) was awarded funding from the U.S. Department of Education in 2014 to administer and implement GEAR UP MD through 2020. MSDE has a partnership with the Maryland Higher Education Commission and the Maryland Business Roundtable for the GEAR UP grant.

Formula Description: Competitive Federal Grant Funds: The U.S. Department of Education provides competitive six or seven year GEAR UP grants to states and partnerships to provide college access services at high-poverty middle and high schools. GEAR UP funds are also used to provide college scholarships to low-income students.

Program Supported/Population Served: The program benefits LEAs low-income students. Maryland GEAR UP follows a cohort model, in three qualifying low income districts of Baltimore City, Dorchester County and Wicomico County. The cohort model means that services are provided to all students in the participating grade level, rather than a selected group of students. Currently the GEAR UP cohort is in the 10th grade. This grant provides college access and success services to cohort students in participating districts beginning in the seventh grade and will continue through high school.

84.358 RURAL EDUCATION ACHIEVEMENT PROGRAM

Program Description: Title VI, Part B of the Elementary and Secondary Education Act (ESEA) authorizes The Rural Education Achievement Program (REAP), and its component formula grant, the Rural and Low Income School (RLIS) Grant. The RLIS grant targets rural Local Education Agencies (LEAs) that serve a large number of low-income students. Under RLIS, the Department makes allocations to State Education Agencies (SEAs), which in turn makes sub-grants to eligible LEAs.

Formula Description: The formula for the Rural and Low Income School Grant is based on the total average daily attendance (ADA) of fewer than 600 students.

Program Supported/Population Served: The grant serves one eligible LEA: Dorchester County (2017-2018).

84.365 ENGLISH LANGUAGE ACQUISITION

Program Description: This grant improves the education of English learners (ELs) by helping them learn English and meet challenging state academic content and student academic achievement standards. It also provides enhanced instructional opportunities for immigrant children and youth.

Formula Description: Awards are made to SEAs, which, in turn, make subgrants to local education agencies (LEAs). The state awards formula grants to LEAs based on annual EL enrollment data and annual Title III English Language Acquisition and Language Enhancement grant applications.

Program Supported / Population Served: This program benefits ELs Statewide.

84.366 MATH & SCIENCE PARTNERSHIP

Program Description: This program improves student performance in mathematics and science by encouraging states, Institutions Of Higher Education (IHEs), Local Education Agencies (LEAs), and elementary and secondary schools to participate in a program that: (a) improves and upgrades the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education; (b) focuses on the education of mathematics and science teachers as a career-long process; (c) brings mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills; and (d) develops more rigorous mathematics and science curricula that are aligned with state and local academic achievement standards required for postsecondary study in engineering, mathematics, and science.

Formula Description: Formula allocation to states based on each state's share of children age five to 17 from families with incomes below the poverty line, with each state receiving a minimum of .5 percent. The state makes competitive sub-awards to eligible partnerships.

Program Supported / Population Served: The program benefits IHE staff, school administrators, teachers, students, parents, and the community.

84.367 Improving Teacher Quality Grants

Program Description: The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that State educational agencies (SEAs) and local educational agencies (LEAs) consider how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), offer new opportunities SEAs and LEAs to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based. 95% of Title IIA funds are distributed to LEAs and benefit educators in both public and non-public schools.

Formula Description: For FY 2017, the amount of Title II, Part A funds that the US Education Department allocates to each State after calculating the adjusted base hold-harmless amount for the State (excess funds) is determined by the following percentages, which are the same percentages in the ESEA, as amended by NCLB:

- 35 percent according to each State’s population of children ages 5 through 17 relative to the number of these children in all States; and
- 65 percent according to each State’s relative numbers of individuals ages 5 through 17 from families with incomes below the poverty line relative to the number of these children in all States. The most current data from the U.S. Census Bureau is used to make this calculation.

Starting in FY 2018, new percentages apply: Beginning in FY 2018, new percentages are phased in. The share of excess funds allocated on the basis of a State’s relative number of children ages 5 through 17 decreases, as follows:

Fiscal Year	Percentage based on population ages 5 through 17	Percentage based on population ages 5 through 17 in poverty
FY 2017	35	65
FY 2018	30	70
FY 2019	25	75
FY 2020 and subsequent years	20	80

Each SEA must receive at least one-half of one percent of the excess amount. (ESEA section 2101(b)(2)(B).)

Program Supported / Population Served: The program benefits teachers, principals, other school leaders, and ultimately, students, in public and non-public schools across the State.

84.368 Enhanced Assessment for the Consortium (EAC) Project

Program Description: The purpose is to enhance the quality of assessment instruments and systems used by States for measuring the achievement of all students. Funded projects must meet one or more of the following priorities: (1) improve the quality, validity, and reliability of State academic assessments; (2) measure student academic achievement through the use of multiple measures from multiple sources; (3) chart student progress over time; and (4) evaluate student academic achievement through the development comprehensive assessment instruments, such as performance- and technology-based academic assessments. **The grant ends June 2018.**

Formula Description: Competitive federal grant.

Program Supported / Population Served: Enhanced Assessment Grant is a four year federal grant to Maryland to support a consortium of states including Ohio to further enhance the Kindergarten Readiness Assessment (KRA) developed under the Early Learning Challenge Grant. The important aspect of the grant is the open invitation to all interested states to join the consortium and field test and adopt the KRA. There are approximately five states in the consortium and some other states considering joining.

84.368A Innovations in Science Map, Assessment, and Report Technologies (I-SMART)

Program Description: The purpose is to enhance the quality of assessment instruments and systems used by States for measuring the achievement of all students. Funded projects must meet one or more of the following priorities: (1) improve the quality, validity, and reliability of State academic assessments; (2) measure student academic achievement through the use of multiple measures from multiple sources; (3) chart student progress over time; and (4) evaluate student academic achievement through the development comprehensive assessment instruments, such as performance- and technology-based academic assessments

Formula Description: Competitive federal grant.

Program Supported / Population Served: I-SMART (Innovations in Science, Map, Assessment and Report Technologies) seeks to narrow the gap between the Next Generation Science Standards and existing learning model of science in order to increase science achievement in student with significant cognitive disabilities and students who are not meeting grade-level expectations in science. Goals for this grant include: (1) Developing and evaluating a learning map model for science; (2) Expanding and connecting the current science neighborhood map models; (3) Designing, developing and evaluating a dashboard that describes student performance on science assessments; and (4) Broadly dissemination project materials and findings to a variety of audiences. Maryland is pleased to partner with Kansas University Center for Research, Missouri, New Jersey, New York and Oklahoma as well as CAST and BYC Consulting.

84.369 STATE ASSESSMENTS & RELATED ACTIVITIES

Program Description: This grant supports development of state assessments, reporting results as required by Section 1111(b) of the Elementary and Secondary Education Act. Supports the administration of assessments or other activities to ensure that state's schools and Local Educational Agencies (LEAs) are in compliance with the Elementary and Secondary Education Act.

Formula Description: Formula grants to states assist in developing the assessments required under the Elementary and Secondary Education Act and competitive grants to states support collaborative efforts with Institutions of Higher Education (IHEs) or research institutions to improve the quality of assessments (Enhanced Assessment Instruments Grants). Each state receives \$3 million and the remaining amount is allocated based on each state's share of the five to 17 year old population.

Program Supported / Population Served: Maryland State Department of Education uses the funds to enhance state assessment efforts.

84.372 STATEWIDE LONGITUDINAL DATA SYSTEM (SLDS)

Program Description: This is a discretionary U.S. Department of Education (USDE) grant. The grant program is for states to design, develop, implement and expand longitudinal data systems to efficiently and accurately manage, analyze and use data. This effort involves collaboration with multiple state agencies including Maryland Longitudinal Data System (MLDS) Center, Maryland Higher Education Commission (MHEC), and Maryland Department of Labor, Licensing and Regulation (DLLR). The current four year grant awarded in 2015, is focused on providing and facilitating access to SLDS data, building capacity for utilizing SLDS data, and implementing strategies to support continuous improvement.

Formula Description: Competitive Federal Grant Funds.

Program Supported / Population Served: Maryland State Department of Education uses the funds to enhance state longitudinal data systems and data use.

84.377 SCHOOL IMPROVEMENT GRANTS

Program Description: Grant funding targets Title I schools in improvement. These Title I schools are among the lowest 5% of all Title schools in the State and Title I high schools with graduation rates less than 67%.

Formula Description: Funds are competitive and are awarded to the LEAs demonstrating the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise, substantially, the achievement of students in the lowest performing Title I Schools.

Program Supported / Population Served: This program provides additional state funded support for Title I Schools in Improvement, Section 1003(g) of the Elementary and Secondary Education Act applies.

84.419 Preschool Development Grants

Program Description: To support efforts to build, develop, and expand voluntary, high-quality preschool programs. Grant recipients of either development or expansion preschool development grants under the program as it existed prior to the passage of ESSA may continue to receive funds in accordance with the terms of their existing awards. As a result, funds for that group of existing grantees will be used for improving preschool education. Awards may be limited to activities that develop or enhance State infrastructure and deliver high-quality preschool programs, including quality improvement activities for 4-year-olds from families at or below 200 percent of the Federal poverty line. Expansion Grant States must subgrant 95% of the grant funds to local educational agencies and other early learning providers (including but not limited to Head Start programs and licensed child care providers) for implementation of high-quality preschool programs.

Formula Description: Competitive federal grant.

Program Supported / Population Served: The purpose of this grant is to increase the number of high-quality full-day PreK slots available to children from low income families in both public and community based settings. The grant also supports the extension of current half day slots to full day.

84.421 Maryland Work-Based Learning Collaborative

Program Description This is a research grant that is to identify best practices in the delivery of Work Based Learning Experiences for transitioning students with disabilities. The students' individual work experiences are funded through the VR's set aside funds for Pre Employment Transitioning Students.

Formula Description: Competitive grant award active until June 30, 2021

Program Supported / Population Served: In school students with disabilities whose LEAs were awarded sub-grants.

93.243 SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES PROJECTS OF REGIONAL AND NATIONAL SIGNIFICANCE

Program Description: The Now Is The Time Project Advancing Wellness and Resilience Education (AWARE) grant program expands the capacity of state education agencies (SEAs) and local education agencies (LEAs) to:

- Increase awareness of mental health issues among school-age youth
- Train school personnel and other adults who interact with school-age youth so they can detect and respond to mental health issues

- Connect children, youth, and families who may experience behavioral health issues with appropriate services

Formula Description: These funds are awarded competitively to state education agencies

Program Supported / Population Served: These project grants (discretionary) may be utilized by public organizations, such as units of State and local governments, domestic private nonprofit organizations such as community-based organizations, universities, colleges, and hospitals for expenses clearly related and necessary to carry out approved activities that will provide immediately useful, practical knowledge required by service providers as they deal with issues in the rapidly changing healthcare environment.

93.575 CHILD CARE & DEVELOPMENT BLOCK FUND

Program Description: This grant provides childcare assistance for low-income working families to: (1) allow states maximum flexibility in developing childcare programs and policies that best suit the needs of children and parents; (2) promote parental choice to empower working parents to make their own decisions on the childcare that best suits their family's needs; (3) encourage states to provide consumer education information to help parents make informed choices about childcare; (4) assist states to provide childcare to parents trying to achieve independence from public assistance; and (5) assist states in implementing the health, safety, licensing, and registration standards established in state law and regulations.

Formula Description: Federal discretionary funds are allocated to the state using a proportional formula based on three factors:

- The Young Child Factor: the ratio of the number of children under age five in the state to the number of same-aged children nationally;
- The School Lunch Factor: the ratio of the number of children receiving free or reduced lunch in a state to the number of such children nationally; and
- The Allotment Proportion Factor: the per capita income of all individuals in the state (averaged over a three-year period) divided by the per capita income of all individuals nationally (averaged over a three-year period).

Program Supported / Population Served: A substantial portion of these funds provide assistance to low-income working families who are not receiving assistance under Temporary Assistance to Needy Family (TANF), and are attempting through work activities to transition from temporary assistance programs. A certain amount of funds must be used for specific purposes: quality expansion, infant and toddler quality improvement, childcare resource and referrals, and school age childcare activities.

93.596 CHILD CARE & DEVELOPMENT BLOCK FUND – MANDATORY AND MATCHING

Program Description: Provides child care assistance for low-income working families to: (1) allow states maximum flexibility in developing child care programs and policies that best suit the needs of children and parents; (2) promote parental choice to empower working parents to make their own decisions on the child care that best suits their family's needs; (3) encourage states to

provide consumer education information to help parents make informed choices about childcare; (4) assist states to provide child care to parents trying to achieve independence from public assistance; and (5) assist states in implementing the health, safety, licensing, and registration standards established in state law and regulations.

Formula Description: Mandatory Funds: Funds equal to the greater of the federal share of Maryland's child care expenditures in FY 94 or FY 95 (whichever is greater); or the average of the federal share of its child care expenditures for FY 92-FY94.

Matching Funds: The allocation is based on the number of children under age 13 in the state as a percentage of the national total.

Program Supported / Population Served: A substantial portion of the funds will be used to provide child care assistance to families who are receiving assistance under Temporary Assistance for Needy Families (TANF), families who are attempting through work activities to transition from temporary assistance programs and families who are at risk of becoming dependent upon temporary assistance programs.

Program Description: Promotes school readiness by enhancing the social and cognitive development of low-income children through the provision of comprehensive health, educational, nutritional, social and other services. Grants are made by the Federal government directly to local programs. The state provides a supplement to enhance the length of the day or extend the year. The program helps parents make progress toward their educational, literacy and employment goals. Head Start also emphasizes the significant involvement of parents in the administration of their local Head Start programs.

Formula Description: Competitive federal grant.

Program Supported / Population Served: Head Start/Early Head Start programs are for children in poverty from birth up to the age when a child enters the school system. However, Head Start programs only serve pre-school age children (i.e., children three or four years old), while Early Head Start programs serve children from birth through age three. A minimum of ten percent of the total enrollment opportunity in each Head Start program is available for children with disabilities.

93.938 ACQUIRED IMMUNODEFICIENCY (AIDS HIV) EDUCATION

Program Description: Develops and implements AIDS HIV prevention programs of public information and education. Note: The competitive grant for MSDE was approved by the U.S. Centers for Disease Control and Prevention (CDC) initially in 2013. However, the CDC federal funding was exhausted and additional funds were not available to fund the MSDE grant proposal for the HIV/STD Prevention (Strategy 2) Cooperative Agreement. MSDE received the five year funding for the School-Based Surveillance (Strategy 1) which focuses on the administration of the Youth Risk Behavior Survey (YRBS) and School Health Profiles (Profiles) Survey. MSDE is entering Year 5 of the cooperative agreement and conducts the YRBS survey administration and Profiles survey administration in collaboration with the Maryland Department of Health and Mental Hygiene.

Formula Description: Competitive grant from the Centers for Disease Control.

Program Supported / Population Served: Statewide.

96.001 SOCIAL SECURITY – DISABILITY INSURANCE

Program Description: This grant replaces part of earnings lost because of a physical or mental impairment, or a combination of impairments, severe enough to prevent a person from working. Monthly cash benefits are paid to entitled disabled persons and to entitled auxiliary beneficiaries throughout the period of disability generally after a five-month waiting period. Costs of vocational rehabilitation also are paid for certain beneficiaries. There are no restrictions on the use of benefits received by beneficiaries, although the right to future benefits is not transferable or assignable. In general, state agencies make initial disability determinations for the federal government.

Formula Description: These funds are provided to the state, in advance or by way of reimbursement, for necessary costs in making disability determinations. Necessary costs include direct and indirect costs.

Program Supported / Population Served: Qualified disabled workers under Full Retirement Age (FRA). Disability benefits are provided to a person who is unable to engage in any substantial gainful activity by reason of a medically determinable physical or mental impairment that has lasted or is expected to last at least 12 months, or to result in death. Disabled widow(er)s' benefits are covered under survivor's insurance. The DDS cleared 70,374 claims in FY 16.

96.006 SUPPLEMENTAL SECURITY INCOME

Program Description: Supplemental security income payments are made to persons who have attained age 65 or who are blind or disabled and meet the means-tested and other requirements of the program. Generally, there are no restrictions on the use of benefits received by beneficiaries.

Formula Description: These funds are provided to states by way of reimbursement for providing rehabilitation services under CFDA# 84.126 for clients who receive either SSI or SSDI.

Program Supported / Population Served: The funds are used to support following programs: the State VR grant, 84.126, the Independent Living Older Blind Grant, 84.177, and the Independent Living Grant, 93.369.

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