



GRANT INFORMATION GUIDE

Infant & Early Childhood Mental Health Support Services Program FY23

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

Deadline
June 27, 2022
No later than 5:00 pm EST

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

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Table of Contents

Program Description.....	5
Name of Grant Program	5
Purpose	5
Authorization	5
Dissemination	5
Deadline	5
Grant Period.....	5
Funding Amount Available.....	5
Estimated Number of Grants.....	5
Estimated Average Grant Amount.....	5
Submission Instructions.....	5
State Responsibilities	6
Program Contact	6
Eligibility.....	6
Program Requirements	6
Use of Funds	7
Application.....	8
Proposal Cover Page	8
Project Abstract.....	8
Statement of Need	8
Program Capacity.....	8
Goals.....	8
Plan of Operation.....	9

Evaluation and Dissemination 10

Management Plan and Key Personnel 10

Project Timeline..... 10

Integration with Early Childhood System and Strategic Planning..... 10

Sustainability Plan 11

Equity Assurance..... 11

Budget and Budget Narrative..... 11

Appendix..... 12

The Review Process..... 12

 Review Committee 12

 Award Notification..... 14

Reporting Requirements 14

Non-Discrimination Statement..... 15

The General Education Provisions Act (GEPA), Section 427 15

Customer Service Support Sessions 15

Questions..... 16

Grant Application Timeline..... 16

Appendix 16

Program Description

The Infant & Early Childhood Mental Health Support Services grant supports positive mental and behavioral health practices for young children who have developmental, social, emotional or behavioral issues by providing referrals and services for children, families, teachers, and caregivers. These services will build the capacity of early care and education providers as well as family members to promote healthy social-emotional development for children.

NAME OF GRANT PROGRAM

Infant & Early Childhood Mental Health Support Service Program

PURPOSE

For the purpose of promoting positive mental and behavioral practices for young children by providing certain referral and services for children, families, teachers, and caregivers.

AUTHORIZATION

[House Bill 513, "Infant and Early Childhood Mental Health Support Services program"](#)

DISSEMINATION

This grant program was released on May 27, 2022.

DEADLINE

Proposals are due no later than 5:00 p.m. on June 27, 2022.

GRANT PERIOD

July 1, 2022 – June 30, 2023

FUNDING AMOUNT AVAILABLE

\$5,560,000

Additional federal COVID relief funds were provided for FY23 to expand support for children impacted by the pandemic.

ESTIMATED NUMBER OF GRANTS

15

ESTIMATED AVERAGE GRANT AMOUNT

\$370,667

SUBMISSION INSTRUCTIONS

Grant applications must be submitted by 5:00 p.m. on June 27, 2022 via email to donald.corbin@maryland.gov

STATE RESPONSIBILITIES

The State is responsible for providing required information, data, and documentation to facilitate the grantee's performance of the work and will provide such additional assistance and services as needed. The MSDE is responsible for providing an interpreter for the customer service support sessions, following an inquiry to the program contact.

PROGRAM CONTACT

Don Corbin
Education Program Specialist
Division of Early Childhood
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
410-767-0240
donald.corbin@maryland.gov

ELIGIBILITY

This funding opportunity is designed for non-profit and public agencies licensed to do business within the State of Maryland with the proven capacity to provide infant and Early Childhood Mental Health Services. Applicant(s) must operate 12 months per year except federal holidays.

PROGRAM REQUIREMENTS

Applications for funding must include the following required grant activities:

- Referring children and families in need of intensive mental or behavioral health services to appropriate clinics or programs;
- Evidence that the [Pyramid Model](#) or [Conscious Discipline](#) are embedded within all tiered support services. The Pyramid Model takes a tiered public health approach to providing universal support to all children to promote wellness, targeted supports to those at risk and intensive interventions for those who need them, all supported by an effective workforce. The Pyramid Model supports adults interacting with children in a range of settings within a range of disciplines (including early intervention providers, early educators, families and other professionals). Conscious Discipline is an evidence-based, trauma-informed approach to behavioral health interventions recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP);
- Training, coaching, and mentoring teachers and caregivers to address challenging behaviors;
- Working to ensure that children have stable, quality child care programs; and
- Building partnerships with community resources, which includes:
 - Judy Centers;
 - Patty Centers;
 - Head Start Centers;
 - Local Early Childhood Advisory Councils (LECAC);

- Maryland Infant and Toddlers Program providers; and
- Other community stakeholders that serve children facing developmental, social, emotional, or behavioral health issues.

Additionally, mental health service programs funded under this program must align with the [statewide system development goals](#):

1. Strengthen availability and access by increasing availability and choice for all families and especially vulnerable families, decreasing barriers, serving more children with special needs in inclusive settings, and improving coordination between ECE and health services.
2. Improve and support program quality by increasing quality across sectors, focusing on equity, increasing kindergarten readiness for all children, and improving capacity to meet infants' and children's mental health needs.
3. Deepen family engagement by increasing families' awareness of high-quality programs, expanding two-generational programming, and enhancing families' opportunities to engage.
4. Ensure successful transition experiences by strengthening institutional support for transitions, supporting families through transitions, and improving transition-focused professional development opportunities.
5. Expand and enhance workforce development by improving professional development opportunities, strengthening equity, coordination and alignment efforts, and improving compensation for ECE professionals.
6. Improve systems for infrastructure, data and resource management by improving coordination across agencies, modernizing the data system, using resources in ways that promote equity, and streamlining funding mechanisms.

Any behavioral or clinical positions funded under this program must meet the requirements set by the [Maryland Infant & Early Childhood Mental Health Support Services Program: Practice Standards and Recommendations guide](#).

Use of Funds

Funds may be used for:

- Staff to coordinate and implement the project;
- Infant & Early Childhood mental health support services provided in childcare settings;
- Adaptive equipment, educational materials and supplies;
- Staff development and mentoring;
- Administrative and indirect cost not to exceed MSDE's current federally approved indirect cost rate; and
- Equipment to interface with the Outcomes Monitoring System as approved by the grant manager.

Funds may not be used for:

- Cost(s) incurred prior to the approval of the grant;
- Supplanting existing program funds;

- Capital improvements;
- Teacher & assistant teacher salaries & benefits; and
- Purchase of office furniture.

Application

PROPOSAL COVER PAGE

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

PROJECT ABSTRACT

In the Project Abstract, introduce the program to the reader. It should be factual, brief, and focused on the organization’s efforts. The project abstract should cover the core aspects of the proposed project, providing prior experience, describing how the grant funds will be used to serve children and families, and how the program intends to promote positive mental and behavioral health practices for young children who have developmental, social, emotional or behavioral issues.

STATEMENT OF NEED

Identify a clearly defined problem and discuss the impact of the proposed program. Describe the needs to be addressed through the Infant & Early Childhood Mental Health Support Services Program. Document current or past efforts to address the problem to address the problem. Discuss the applicant’s history or expertise in dealing with the problem.

PROGRAM CAPACITY

Programs seeking funding must provide evidence of capacity by describing the history of working with community partners, in providing consultation on developmentally appropriate practices, the Pyramid Model or Conscious Discipline, and the applicant’s history in working with underserved student populations.

GOALS

Applicants are required to set an overall goal for the project. Determining the program goals is an important part of evaluating your program. Applicants must complete the chart below with program goals.

Goal 1: The number of children and families served will increase from _____ to _____, constituting an increase of _____% from last year.

Goal 2: The number of programs served in the geographical location will increase from _____ to _____, constituting an increase of _____% from last year.

Goal 3: The program will provide high-quality professional development to _____ caregivers to address challenging behaviors, constituting an increase of _____% families from last year.

Goal 4: The program will provide high-quality professional development to _____ teachers who serve children in childcare settings.

PLAN OF OPERATION

Applicants must describe the plan to expand their reach in the community and increase the number of young children served who have developmental, social, emotional or behavioral issues. As part of the plan, applicants must describe how referrals and services will be provided for children, families, teachers, and caregivers of the children it serves as well as how it is working to ensure that the children served have a stable and quality child care program.

A part of the Infant & Early Childhood Mental Health Support Services program, training, coaching and mentoring must be provided to teachers and caregivers to address challenging behaviors. Additionally, applicants must demonstrate that the [Pyramid Model](#) or [Conscious Discipline](#) are embedded within all tiered support services.

In addition to expanding the children served and training opportunities, applicants must also describe how partnerships with community resources are being built into the service delivery model. The following partnerships are required:

- Judy Centers (Applicants must assign a consultant to a Judy Center in their catchment area. The consultant assigned will be required to provide consultation services to the child care programs in the Judy Center, and its connecting Title I elementary school.)
- Patty Centers;
- Head Start or Early Head Start Centers;
- Maryland Infant and Toddlers Program providers; and
- Other community stakeholders that serve children facing developmental, social, emotional, or behavioral health issues.

Additionally, applicants must specify how the proposed program aligns with the [statewide system development goals](#) for the infant and early childhood mental health system in Maryland:

1. Strengthen availability and access by increasing availability and choice for all families and especially vulnerable families, decreasing barriers, serving more children with special needs in inclusive settings, and improving coordination between ECE and health services.
2. Improve and support program quality by increasing quality across sectors, focusing on equity, increasing kindergarten readiness for all children, and improving capacity to meet infants' and children's mental health needs.

3. Deepen family engagement by increasing families’ awareness of high-quality programs, expanding two-generational programming, and enhancing families’ opportunities to engage.
4. Ensure successful transition experiences by strengthening institutional support for transitions, supporting families through transitions, and improving transition-focused professional development opportunities.
5. Expand and enhance workforce development by improving professional development opportunities, strengthening equity, coordination and alignment efforts, and improving compensation for ECE professionals.
6. Improve systems for infrastructure, data and resource management by improving coordination across agencies, modernizing the data system, using resources in ways that promote equity, and streamlining funding mechanisms.

EVALUATION AND DISSEMINATION

Applicants must explain how success will be determined. Additionally, grantees are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project’s goals.

Dissemination: Applicants must describe how they will communicate services as well as how the evaluation results will be communicated to major stakeholders. Descriptions of the types of reports and other by-products developed during the course of the project may be made available.

MANAGEMENT PLAN AND KEY PERSONNEL

Grantees are required to include a list of the staff or personnel responsible for the successful implementation and monitoring of the grant requirements, as well as provide a one-page resume for each key personnel as an appendix.

PROJECT TIMELINE

Applicants must provide a timeline for all proposed activities using the chart provided in the application. See a sample timeline below:

Proposed Activities (sample)	Date of Implementation
Identify and share communication tools regarding mental health services.	July 5, 2022
Conduct training for families and caregivers on...	July 15, 2022
Meet with Judy Center and other partners to coordinate referral services.	July 25, 2022
Evaluate program delivery and customer satisfaction.	January 15, 2023

INTEGRATION WITH EARLY CHILDHOOD SYSTEM AND STRATEGIC PLANNING

Maryland’s Building Better Beginnings ([B3](#)) initiative aims to expand high-quality services available for expectant families and families with children birth to age 3 who are living at or below 200% of the Federal Poverty Level. B3 is a collaborative effort supported by the Pritzker Children’s Initiative and led by Maryland Family Network. Work is conducted in partnership with key leaders from state agencies that oversee early childhood programs along with local agencies, nonprofit organizations, and academic

institutions. Applicants must describe how their project aligns with the B3 initiative's strategic [goals and objectives](#) for the state of Maryland, as well as any other local efforts underway.

SUSTAINABILITY PLAN

Applicants must describe plans for continuing the project beyond the funding cycle. How will the project be sustained after the funding ends? How will the project’s partnerships be maintained beyond the funding cycle?

EQUITY ASSURANCE

The Maryland State Department of Education (MSDE) and the Division of Early Childhood (DEC) are committed to implementing a system development approach based on Maryland’s [Guide to Educational Equity framework](#), in compliance with [COMAR 13A.01.06y](#), Educational Equity. There are critical issues related to the access to and availability of high-quality early childhood education programs based on the diverse backgrounds and experiences of children and their families, including race, ethnic origin, family income, immigration status, disabilities and special needs, multilingual status, and geographic area.

Applicants must describe how the proposed project will support the commitment to implementing system development based on the four focus areas within Maryland’s [Guide to Educational Equity framework](#) (academic achievement & growth; leadership & human capital; school climate & culture; educator & staff capacity)

BUDGET AND BUDGET NARRATIVE

The project’s budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, “meeting expenses” can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible. See a sample below:

1. Salaries & wages (list separately for each position)

Line item	Calculation	Requested	Total
Program Manager	\$35/hour * 20 hours per week * 52 weeks	\$36,400	\$36,400
A Behavioral Consultant	\$40/hr * 30 hours per week * 52 weeks	\$62,400	\$62,400
Total for salaries & wages:		\$98,800	\$98,800

2. Contracted Services

Line item	Calculation	Requested	Total
Clinical Supervision	\$65/ hr x 100 hours	\$6,500	\$6,500
Conference fees for 4 staff members	\$1,000 * 4 staff members	\$4,000	\$4,000
Total for contracted services:		\$10,500	\$10,500

APPENDIX

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative.

- Resumes of Key Personnel: A one-page resume for each person playing a key role in the project, only information relevant to the project should be included.
- Job descriptions for any new positions that are created for this project.
- A [signed recipient assurances page](#)
- A [signed C-1-25 MSDE budget form](#)
- Letters of commitment from your project partners (as appropriate).

The Review Process

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all requirements will not be read. MSDE will review applications using the criteria found on the scoring rubric.
2. A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. Reviewers will evaluate applications and assign a numerical score. Please review the scoring rubric in advance.
3. Final approval for awards will be determined by the review committee based on the overall score and quality of proposals. The Review Committee will determine the final approval for awards and alignment with the intention and purpose of the grant program.

REVIEW COMMITTEE

The review committee will consist of MSDE personnel from various departments within the Division of Early Childhood that will evaluate written applications and assign a numerical score based on the rubric below.

Program Capacity (10 total points)

Exemplary 8-10 points	Meets Standard 7-10 points	Does Not Meet Standard 0-6 points
The applicant has a long and robust history of working underserved populations and working with child care, Head Start and Judy Centers. The applicant has established experience providing consultation and professional development in developmentally appropriate practices.	The applicant has some experience working underserved populations and working with child care, Head Start and Judy Centers. The applicant has some experience providing consultation and professional development in developmentally appropriate practices.	The applicant has limited experience working underserved populations and working with child care, Head Start and Judy Centers. The applicant has limited experience providing consultation and professional development in developmentally appropriate practices.

Statement of Need (5 total points)

Exemplary 4-5 points	Meets Standard 2-3 points	Does Not Meet Standard 0-1 points
Clearly states the main problem, cites research supporting the need for the project, and addresses the issues facing families and programs who need mental health support.	States the main problem, cites research related to the need for the project, and addresses the issues facing families and programs who need mental health support the narrative.	States the main problem but it is unrelated to the project, cites research but it is not aligned to the project, and does not address the issues facing families and programs who need mental health support the narrative.

Goals and Outcomes (15 total points)

Exemplary 11-15 points	Meets Standard 7-10 points	Does Not Meet Standard 0-6 points
Identifies four clear goals that are ambitious, attainable and aligned with the intent of the program.	Identifies four clear goals that align with the intent of the program, but are not necessarily ambitious or attainable.	Goals are not ambitious, attainable, or are misaligned with the intent of the program.

Plan of Operation (20 total points)

Exemplary 15-20 points	Meets Standard 7-14 points	Does Not Meet Standard 0-6 points
There is a clear and robust plan to expand reach and increase the number of children served with developmental, social, emotional, or behavioral issues. There is a clear professional development plan aligned with the Pyramid Model or Conscious Discipline . The PD is offered and advertised to teachers and caregivers. There are strong community partnerships.	There is a plan to expand reach and increase the number of children served with developmental, social, emotional, or behavioral issues. There is a professional development plan aligned with the Pyramid Model or Conscious Discipline . The PD is offered to teachers and caregivers. There are community partnerships listed.	There is not a clear plan to expand reach and increase the number of children served with developmental, social, emotional, or behavioral issues. The professional development plan is not aligned with the Pyramid Model or Conscious Discipline . The PD is not targeted to teachers and caregivers. There are missing partnerships.

Evaluation and Dissemination (10 total points)

Exemplary 8-10 points	Meets Standard 5-7 points	Does Not Meet Standard 0-4 points
The applicant is clear in how success will be determined, and provides specific evaluation measures that align to each related statewide goal.	The applicant stated how success will be determined. Evaluation measures are included but are not specific or do not align with the goal.	It's not clear how success will be determined. Evaluation measures do not relate to the goal.

Management Plan/Key Personnel (10 total points)

Exemplary 8-10 points	Meets Standard 5-7 points	Does Not Meet Standard 0-4 points

There are ample qualified staff assigned to responsibilities to ensure project success. There is a clear plan to address staff turnover.	There are staff assigned to responsibilities to ensure project success. There is a loose plan to address staff turnover.	There does not seem to be ample staff to ensure project success. There is a loose plan to address staff turnover.
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Integration with Early Childhood Systems (10 total points)

Exemplary 8-10 points	Meets Standard 5-7 points	Does Not Meet Standard 0-4 points
There is clear and robust alignment with the B3 initiative strategic goals and objectives .	There is alignment with the B3 initiative strategic goals and objectives .	There is not an alignment with the B3 initiative strategic goals and objectives .

Future Plans and Sustainability (10 total points)

Exemplary 8-10 points	Meets Standard 5-7 points	Does Not Meet Standard 0-4 points
Includes a specific sustainability plan that furthers the work amongst active partners.	Addresses the need for a sustainability plan, but without specifics.	Relies on grant funds to sustain the project.

Budget Narrative (10 total points)

Exemplary 8-10 points	Meets Standard 5-7 points	Does Not Meet Standard 0-4 points
All grant activities are present in the budget. Costs are reasonable. There are no calculation errors.	Most grant activities are present in the budget. Costs are reasonable. There are a few calculation errors.	Many grant activities are missing from the budget. Costs are not reasonable. There are calculation errors.

AWARD NOTIFICATION

Notification of awards will be sent by email in the spring. Processing of the official Notice of Grant Awards (NOGA) will begin on July 1, 2022. This process can take 2-3 weeks.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
Ongoing	Fiscal and program monitoring
Ongoing	An interim progress report (MSDE C-125C) must accompany every invoice submitted
October 14, 2022 January 13, 2023 April 14, 2023	A quarterly evaluation and progress report that are consistent with the project's statewide system development goals and objectives. <ul style="list-style-type: none"> • Quarter 1 will report on Jul 2022 - Sept. 2022, due Oct 14, 2022 • Quarter 2 will report on Oct 2022- Dec 2022, due on Jan 13, 2023

<p>July 14, 2023</p>	<ul style="list-style-type: none"> ● Quarter 3 will report on Jan 2023 - Mar 2023, due Apr 14, 2023 ● Quarter 4 will report on Apr 2023 - Jun 2023, due Jul 14, 2023
<p>August 31, 2023</p>	<p>A final progress report (Form C-125D) and evaluation is due</p>

Notes:

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#).

Final invoices must be submitted no later than 60 days after the grant period ends.

Non-Discrimination Statement

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

Equity Assurance and Compliance Office
 Office of the Deputy State Superintendent for Operations
 Maryland State Department of Education
 200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595
 410-767-0123 - voice
 410-767-0431 - fax
 410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPA), Section 427

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

Customer Service Support Sessions

The MSDE will hold a virtual customer service support session for interested applicants. During this session, MSDE personnel will provide an overview of the program, the requirements, and the proposal. To attend these sessions, please use the links below:

- June 9, 2022, from 1:00 p.m. – 2:00 p.m.
 - Video call link: meet.google.com/hxn-dnkw-afv
 - Or dial: (US) +1 216-525-9261 PIN: 322 082910#
- June 17, 2022 from 1:00 p.m. – 2:00 p.m.
 - Video call link: meet.google.com/mgd-ktnt-gvb
 - Or dial: (US) +1 224-814-1215 PIN: 691 832 257#

If an individual requires an interpreter, the MSDE will provide one for you. Please contact the program monitor, Don Corbin, to submit your request.

Questions

If you have questions about the application or the process, please contact the Program Monitor:

Don Corbin
 Education Program Specialist
 Division of Early Childhood
 410-767-0240
donald.corbin@maryland.gov

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

Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the Division of Early Childhood [website](#).

Date	Program Milestone
May 27, 2022	The Grant Information Guide and Application are released, and the application window opens
June 9, 2022 June 17, 2022	The MSDE will hold two information sessions from 1:00pm – 2:00pm to answer questions and provide customer service and support
June 27, 2022	Applications and all attachments are due to MSDE no later than 5:00pm
June 28 -July 11, 2022	MSDE completes application reviews and notifies applicants of the award status and begins to create Notice of Grant Awards for approved applications.

Appendix

APPLICATION FOR PARTICIPATION