



GRANT INFORMATION GUIDE

Prekindergarten Expansion Grant Program

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21211

Deadline
April 8, 2022
No later than 6:00 pm EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The Prekindergarten Expansion Grant is a competitive grant program administered by the Division of Early Childhood at the Maryland State Department of Education (MSDE). It provides funding for local education agencies (LEAs) and private providers to administer high-quality prekindergarten.

Grant funds must be used to serve three- and four- year-old children from families with income at or below 300 percent of the federal poverty guidelines in full-day settings and meet the definition of high-quality prekindergarten programs. Furthermore, the grant extends eligibility to students with disabilities regardless of income, students experiencing homelessness and students from homes in which English is not the primary spoken language.

The Prekindergarten Expansion Grant, previously funded through a combination of federal preschool grant funds and funds provided by the Maryland Prekindergarten Expansion Act of 2014, is now sustained through state funding as a result of House Bill 1300 “Blueprint for Maryland’s Future”.

NAME OF GRANT PROGRAM

Prekindergarten Expansion Grant

AUTHORIZATION

House Bill 1300 “Blueprint for Maryland’s Future”

PURPOSE

Broaden availability and expand access to high-quality prekindergarten and school readiness services for three-year-old and four-year-old students from families with household incomes up to 300 percent of Federal Poverty Guidelines (FPG), students with special education needs regardless of income, and homeless students.

DISSEMINATION

This Grant Information Guide (GIG) was released on February 23, 2022.

DEADLINE

Applications for consideration are due no later than 6pm on April 8, 2022.

GRANT PERIOD

July 1, 2022 – June 30, 2023

PERIOD OF OPERATION

August 2022 – June 2023 (school year 2022-2023)

ESTIMATED NUMBER OF GRANTS

60

ESTIMATED AVERAGE GRANT AMOUNT

\$400,000

FUNDING PER PREKINDERGARTEN STUDENT

\$13,000 per full-day slot for 3-year-olds and 4-year-olds from families earning up to 300 percent of the [Federal Poverty Guidelines \(FPG\)](#), and up to \$13,000 per slot for Head Start program applicants. Students with disabilities regardless of income, students experiencing homelessness and students from homes in which English is not the primary spoken language are eligible regardless of income.

STATE RESPONSIBILITIES

The State is responsible for providing required information, data, documentation, and test data to facilitate the grantee's performance of the work and will provide such additional assistance and services as is specifically set forth.

PROGRAM CONTACT

Nykia Washington
Prekindergarten Program Manager
Division of Early Childhood
Nykia.Washington@maryland.gov
410-767-0088

Eligibility

This funding opportunity is designed for those who deliver prekindergarten services and are accredited and participate in the Maryland EXCELS program, including:

- Local Education Agencies (LEAs) or qualified vendors (as defined in [COMAR 13A.06.02](#))
- Private providers who:
 - Hold a valid license, and
 - Have not incurred any serious health or safety violations
- Head Start programs.

The MSDE will take measures to achieve geographic diversity among participating providers.

Priority will be given to programs with the following Maryland EXCELS ratings (in order of priority):

- Published at Level 5 with a plan to maintain this level,
- Published at Level 4 with a plan to publish at Level 5 by the end of the grant period, or
- Published at Level 3 with a plan approved by the MSDE to achieve Level 5 within five years. A plan must be included as part of your application.

Priority will be given to qualified high-quality programs that:

- Are located in areas of the state that have an unmet need for prekindergarten services;
- Include a robust plan for long-term sustainability, including community partnerships; and
- Incorporate parental engagement and educational activities beyond the classroom.

MEMORANDUM OF UNDERSTANDING

Beginning in 2022-2023, LEAs must submit a signed Memorandum of Understanding (MOU) between the MSDE, the LEA, and the private provider(s). The MOU must outline the roles and responsibilities between the MSDE and

the local education agency, and between the LEA and each eligible private provider who is a grantee in the school system catchment area. Local education agencies and private providers are expected to collaborate on a plan.

An MOU signed by the MSDE, the local education agency and any eligible private providers granted funds is due to the Program Manager no later than July 1, 2022. The MSDE will provide the MOU that must be signed.

The MOU will provide for:

- A plan for providing services for children with disabilities, regardless of family enrollment preference;
- A process by which a parent is able to indicate a preference for eligible prekindergarten providers;
- A plan to centralize prekindergarten enrollment across the county regardless of family enrollment preference;
- The manner for processing the payment of the State share, local share, and family share for each child who is enrolled with an eligible prekindergarten provider;
- Any agreed upon administrative costs to be retained by an agency that is party to this agreement;
- A plan to address racial and socioeconomic integration in prekindergarten classrooms;
- A plan to avoid, to the extent practicable, a disproportionate concentration of students of the same race, ethnicity, disability status, and income within an eligible provider; and
- Any other provisions necessary to meet the goals of the program.

MARYLAND ACCREDITATION AND EXCELS

Maryland accreditation is a process in which licensed child care and early education programs commit to continuous quality improvement. Maryland accreditation is a part of the broader Maryland EXCELS system, in which programs earn quality ratings in targeted areas and commit to continuous quality improvement for the children they serve. [Maryland EXCELS](#) participants receive a rating from 1 to 5. A rating of 1 is awarded to providers and programs that successfully meet initial requirements, while a rating of 5 is awarded to those that have achieved the highest quality rated programs that demonstrate competence in areas such as staffing and professional development, accreditation, developmentally appropriate practice, compliance with licensing regulations, and administrative policies.

In order to be eligible to receive funding, programs must be accredited and participating in the Maryland EXCELS program. Programs with a rating of 1 or 2 will not be considered. Priority will be given to programs with the following rating, on a scale of 3-5 (in order of priority):

EXCELS Rating	Further documentation required
5	Provide your program's EXCELS certificate, and a plan to maintain level 5 rating
4	Provide your program's EXCELS certificate, and a plan to reach a rating of 5 by the end of the grant period
3	Provide your program's EXCELS certificate, and a plan approved by the MSDE to reach a rating of 5 within five years

SPECIAL CONSIDERATIONS

For LEA applicants, local general education and special education leadership are strongly encouraged to collaborate on the development of the grant proposal.

Combining multiple funding streams offers increased opportunities for the inclusion of children with an Extended Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) for whom a regular early childhood program with typically developing peers has been determined by the child's IFSP/IEP team to be the appropriate natural and least restrictive environment (LRE). The participation of children served through an Extended IFSP or an IEP in public prekindergarten programs provides access to the general early childhood education curriculum and instructional program, further supporting a narrowing of the school readiness performance gap with typically developing peers. Fully inclusive options have been shown to work for children across disability groups and levels of severity (children with developmental delays, mild to severe; children with autism spectrum disorder; children with multiple disabilities; children with significant social and emotional needs; children with hearing impairment; and children with limited mobility).

COORDINATION WITH BLUEPRINT FUNDS TO LOCAL EDUCATION AGENCIES (LEA)

LEAs that receive Blueprint for Maryland's Future funds and Prekindergarten Expansion Grants in FY23 will be expected to increase the number of three- and four-year-old children served in full-day prekindergarten as reported in the official September 30, 2021 enrollment count. For example, if the LEA received Blueprint funding in FY22 for serving 100 three- and four-year-old children in full-day prekindergarten the prior year (2021-2022 school year) and is also awarded the Prekindergarten Expansion Grant to serve 40 three- and four-year-olds, the LEA must serve a minimum of 140 three- and four-year-olds in full-day prekindergarten in FY23. The September 30, 2022 (School Year 2022-2023) enrollment data submitted to MSDE must reflect this increase. For a complete enrollment list per county, [click here](#).

Use of Funds

- Salaries, wages, and fringe benefits for teaching staff. State certified teachers must be compensated commensurate with at least the minimum entry salary of the LEA in which the program is located. For a list of minimum teacher salaries for local systems in Maryland, see table 3 of the [Professional Salary Schedules for Maryland Public Schools 2021-2022](#).
- Equipment, materials and supplies (e.g., classroom furniture, instructional materials including MSDE approved curriculum resources to support the [Maryland Early Learning Standards](#), book supplies for family literacy or math activities).
- Reasonable rental costs are allowable and should be reviewed periodically. Contact the grant monitor for this grant program (found on page 4) for specific conditions and requirements if property rental costs are included in the budget narrative.
- Technology costs (may not exceed 10% of the total fund request).
- Costs associated with maintaining Maryland or national accreditation status, or Maryland EXCELS rating
- Costs for contracts to administer screening and intervention services for prekindergarten students.
- Costs associated with the provision of staff and professional development activities to support recertification of qualified teaching staff.
- Costs associated with evaluation and monitoring of the project (may not exceed 5% of the total fund request).

- Indirect costs (may not exceed 10% of the total fund request).
- Costs for at least one meal per day for students.
- Costs for academic field trips.

Funds may not be used for:

- Supplanting existing services.
- Capital Improvements.
- Cost(s) incurred prior to the approval of the grant.

Submission Requirements

- The grant application form can be downloaded from the [MSDE prekindergarten website](#).
- Interested applicants must download the application, attach any supporting documentation as appendices, and submit the package in its entirety in pdf form.
- Applications must be submitted by email to prekexpansiongrant.msde@maryland.gov
- The prescribed cover sheet must be the first page of the proposal.
- The project statement that appears on the cover sheet must not exceed 100 words.
- The original application cover sheet must be signed in blue ink. Copies of the cover sheet must not be color photocopied.
- Application package excluding proposal cover sheet, budget narrative, itemized budget form, signed assurances and appendices must not exceed 10 pages.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting requirement
Ongoing	Fiscal and program monitoring; all invoices must be accompanied with supporting documentation
Jul 1, 2022	Signed MOU is due to the Program Manager. The LEA will meet with each private provider and share the MOU to be signed.
Sep 1, 2022	Plan is due to the Program Manager
Sep - Oct 2022	Initial site visit will be conducted
Oct 15, 2022	Submission of student enrollment data (student demographics, enrollment and income eligibility) from first day of school through Sept 30

Date	Reporting requirement
Jan 30, 2023	1st interim report due (the C-125-C form can be found on the MSDE grants webpage) Submission of student enrollment data (student demographics, enrollment and income eligibility) from Oct 1 through Dec 31 Collaboration check-in form due
Mar - May 2023	Monitoring visit will be conducted
Apr 30, 2023	2nd interim report due (the C-125-C form can be found on the MSDE grants webpage)
Jun 30, 2023	Submission of student enrollment data (student demographics, enrollment and income eligibility) from Jan 1 through end of school year
Jul 31, 2023	Final report due covering the grant period (the C-125-D form can be found on the MSDE grants webpage)
Oct 30, 2023	Annual financial report (AFR) due within 120 days after the grant period ends

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

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.

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

Grant Timeline

This funding opportunity, including all attachments and updates, are found on the [Maryland Prekindergarten Grant Programs](#).

Date	Program Milestone
Feb 23, 2022	The grant application period opens
Feb 18, Mar 1	The MSDE will hold customer service support sessions to review the program and the application for interested applicants
Mar 7, Mar 15	The MSDE will hold customer service support sessions from 1-2pm to review the scoring guide for interested applicants
Mar 3, Mar 9, Mar 16, Mar 29	The MSDE will hold open Q&A sessions from 1-2pm specifically tailored to private providers
Feb 28, Mar 4	The MSDE will hold open Q&A sessions from 11-12pm specifically tailored to local education agencies
Apr 8, 2022	The grant application closes
Apr 11, 2022	The MSDE begins reviewing applications for eligibility and completeness
May 11, 2022	The MSDE will notify applicants of their award status
Jul 1, 2022	The grant period begins
Aug 2022	Program implementation begins
Jul 2022	The MSDE will begin to create Notice of Grant Awards (NOGAs) and send to grantees
Sep 2022	Process grantee payments for those who requested a 15% advance
Jun 30, 2023	The grant period ends

Program Support

The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the program, the requirements, and the proposal. To attend a virtual session, please click on the hyperlinked dates below. Each session will be limited to 1,000 participants. See options below:

- [Feb 28, 2022 from 1pm-2pm](#), overview of the application for participation
- [Mar 1, 2022 from 1pm-2pm](#), overview of the application for participation
- [Mar 7, 2022 from 1pm-2pm](#), overview of the scoring guide
- [Mar 15, 2022 from 1pm-2pm](#), overview of the scoring guide

The MSDE will also hold several tailored customer service office hours for interested private provider applicants. During these sessions, MSDE personnel will be available to answer questions about the grants. To attend a virtual session, please click on the hyperlinked dates below. Each session will be limited to 1,000 participants. See options below:

- [Mar 3, 2022 from 1pm-2pm](#)
- [Mar 9, 2022 from 1pm-2pm](#)
- [Mar 16, 2022 from 1pm-2pm](#)
- [Mar 29, 2022 from 1pm-2pm](#)

The MSDE will also hold several tailored customer service office hours for interested local education agency applicants. During these sessions, MSDE personnel will be available to answer questions about the grants. To attend a virtual session, please click on the hyperlinked dates below. Each session will be limited to 1,000 participants. See options below:

- [Feb 28, 2022 from 11am-12pm](#)
- [Mar 4, 2022 from 11am-12pm](#)

Questions?

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

Nykia Washington
Prekindergarten Program Manager
Division of Early Childhood
Nykia.Washington@maryland.gov
410-767-0088

A list of Frequently Asked Questions (FAQ) and answers will be posted to the [Maryland Prekindergarten Grant Programs](#) page and updated as questions arise through the customer service support sessions.

The Review Process

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

1. Written applications will be prescreened for submission requirements and inclusion of all required sections. Applicants not meeting all prescreen requirements will not be reviewed.
2. A review committee established by MSDE will evaluate applications and assign numerical scores using the scoring guide.
3. Applicants may be scheduled for an oral program presentation as determined by the review committee.
4. Final approval for awards will be determined by the review committee.

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

REVIEW COMMITTEE

The review committee will consist of the MSDE Division of Early Childhood Prekindergarten Program Manager and Prekindergarten Specialists. The review committee will convene and evaluate applications for funding based on the scoring guide for scoring applications. The scoring guide can be found on the [Maryland Prekindergarten Grant Programs](#) webpage.

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 1st; this process can take 6-8 weeks. An invoice template for billing will be sent with the official NOGA.

Applicants meeting all grant requirements may be eligible to receive a 15% advance upon request. Applicants requesting an advance must complete a Request for Payment Advance and submit it with the application. The Request for Payment Advance form can be found on the [Maryland Prekindergarten Grant Programs](#) page. Advance payment requests received after the application has been submitted will not be considered.

Proposal for Funding

REQUIRED COMPONENTS

Proposals for funding must contain the following to be considered for funding:

- Clear goals and objectives that demonstrate how the program will meet the definition of a High-Quality Prekindergarten Program. The definition can be found on the [Maryland Prekindergarten Grant Programs](#) page.
- A description of how the income verification forms and family-provided documents will be collected and maintained on-site. The income eligibility criteria is based on the [Federal Poverty Guidelines \(FPG\)](#).
- A plan for how the needs of students with disabilities will be met.
- A description of the program's family engagement strategies in accordance with the [Maryland Early Childhood Family Engagement Framework](#).
- Verification of published Maryland EXCELS level with a plan in place to maintain or achieve Level 5 by the identified deadline.

- A description of the professional development activities for instructional staff that consist of 15 total of hours and support school readiness, including alignment with the [Maryland Early Learning Standards](#) in early language and literacy, the science of reading, early mathematics and social foundations.
- A list of community partners and specific roles as they relate to the program.
- A qualified individual in Key Personnel listed as responsible for instructional oversight, and whose resume demonstrates their qualification to do so.
- All lead teachers in prekindergarten classrooms must hold a state certification in early childhood education or hold a Bachelor's degree and be enrolled in a [Maryland-approved alternative preparation program](#). If a Lead Teacher hasn't been hired by the date of the proposal submission, a job announcement must be included that demonstrates job requirements and salary. A Director cannot be regarded as the teacher unless he or she is working in the classroom full-time for the 6.5-hour instructional day.
- Lead teachers who have their teaching certificate must be paid a salary commensurate with the LEA.
- For prekindergarten classrooms with more than 10 students, there must be an Assistant Teacher assigned to that classroom.
- Assistant Teachers must hold a Child Development Associate (CDA) accreditation, hold an associate of arts (AA) degree, be enrolled in a program to receive a CDA or AA, or have a plan to receive a CDA or AA by school year 2025-2026.
- Grantees must provide at least one meal per day. It's recommended that meals served meet the Child and Adult Care Food Program ([CACFP](#)) requirements, but not required for this program.
- Private providers: a license check will be performed prior to the final awarding of the grant to ensure a valid child care license is held and there are no major health and safety violations.
- Ulysses Currie Head Start programs only: applicants must submit a letter of support from the Ulysses Currie Head Start Program-funded grantee, if the applicant is not the funded grantee.

Notes:

Final awarding of the grant will be contingent on the applicant meeting all grant requirements.

All grant requirements must be met prior to the start of the school year, including the certification requirements for lead teacher, to avoid a disruption in grant funds.

Lead teacher for full-day prekindergarten classrooms must be hired by July 1, 2022 in order to avoid a disruption in grant funds.

Invoices will not be paid unless all grant requirements have been met.

GOALS AND OBJECTIVES

Clear goals and objectives communicate what your program hopes to achieve by the end of the grant period. Determining the program goals and objectives is an important part of the next step of evaluating your program. Objectives set standards of progress towards meeting the overall goal(s) of the program. Program goals and objectives must align with the [Maryland Early Learning Standards](#) in early language and literacy, the science of reading, early mathematics, and social foundations. Be sure to include a target population, a date, the criterion(a) for success, and how it will be measured. (Two goals are not required.)

The following elements should be found in every goal statement.

- Criteria
- A specific deadline for completion
- A clearly identified target population(s) to be served and evaluated
- A baseline of state, local or school defined data or standards, by which to judge how ambitious and realistic the objective is
- An evaluation tool by which to measure progress

PROPOSED PLAN

The proposed plan provides information about how your program will accomplish its goals and expand high-quality access to prekindergarten to 3-year-olds and 4-year-olds in Maryland. The application is structured in a way that allows applicants to respond to specific questions about required components of eligible full-day prekindergarten programs.

EVALUATION PLAN

Applicants must have a program evaluation in place to ensure continuous program improvement. The evaluation plan must identify the data and instruments will be used to monitor the quality of the program, as well as how this information will be used to support continuous quality improvement. The plan must include how parents will be informed about student progress and areas of concern.

PROGRAM MANAGEMENT AND KEY PERSONNEL

Applicants must list all administrative key personnel responsible for the successful implementation and monitoring of the grant requirements and provide resume(s). Be sure to include the personnel responsible for instructional oversight (supporting the teachers) and a resume demonstrating that they are qualified to do so.

IMPLEMENTATION PLAN

Applicants must complete an implementation plan below that describes the activities that directly support the achievement of the goals proposed earlier in this application. Goals, strategies, and activities should support your proposed plan. If the applicant was previously funded, goals, strategies, and activities should reflect changes based on previous data

COLLABORATION AND SUSTAINABILITY

Applicants that have a long-term plan for sustainability and community and business partnerships, with matching funds to the extent possible, will be prioritized. List any applicable collaborating partners and their respective roles in the successful outcome of this project (i.e. libraries, business partnerships, Department of Social Services, mental health care organizations, Judy Center Early Learning Hub, Early Childhood Advisory Council, etc.).

BUDGET NARRATIVE

The application form includes a space for applicants to provide the program's budget. The budget narrative should include all related project expenses and demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. Group budget line items according to the following categories: Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers. Total each category.

Each line must be detailed and specific. General expenses should be broken down into specific line items. 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.

Clearly show the requested funds and in-kind contributions for each line item if applicable. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. Show how the expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective.

ITEMIZED BUDGET

The [itemized budget form \(C-1-25\)](#) can be accessed through the MSDE grants website, and must be submitted with the application. If difficulties are encountered in categorizing the budget, consult with the appropriate financial agent from your institution. The form must be signed by both the district’s Budget Officer or the program’s financial agent, and the Superintendent or Head of Program.

APPENDIX

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

- Works Cited: A works cited page is required for any sources that are cited in the proposal.
- A description of how the income verification forms and family-provided documents will be collected and maintained on-site. The income eligibility criteria are based on the Federal Poverty Guidelines (FPG).
- Head Start Program programs only: Applicants must submit a letter of support from the principal of Head Start Program-funded grantee, if the applicant is not the principal funded grantee.
- Resumes of Key Personnel: Include a one-page resume for each person playing a key role in the project. Only information relevant to the project should be included in the resume. Resumes for teachers are not necessary. Be sure to include the resume for the individual selected to provide instructional oversight.
- Evidence of lead teacher qualifications: A state certification in early childhood education or hold a Bachelor’s degree and be enrolled in a [Maryland-approved alternative preparation program](#)., or the job announcement showing credential requirement and salary.
- Evidence of assistant teacher credentials: documentation of the CDA or AA degree or evidence the assistant is enrolled in a program to receive CDA or AA, or the plan to receive a CDA or AA by school year 2025-2026, or job announcement.
- Evidence of EXCELS rating, a copy of accreditation certificate, and a description of how you will maintain or achieve a rating of 5.
- Accreditation certificate (if applicable).
- Request for advance payment (optional).
- Signed assurances page.

Assurances

In order to be eligible to receive a grant payment for the Prekindergarten Expansion Grant program, the applicant must agree to the following assurances and attestations. This page must only be signed by the applicant in their designated section. Private providers are only required to sign under the table for private providers.

Commitment of the Maryland State Department of Education (MSDE)		Yes	No
1.	The MSDE will provide to applicants a dedicated staff member to serve as Program Support Specialist for the Prekindergarten Expansion Grant program. The Program Support Specialist will assist applicants, facilitate review of proposals, hold technical assistance meetings, assist in processing of the Notice of Grant Award (NOGA), monitor the progress of ongoing programs, and provide assistance and support as needed.		
2.	The MSDE will hold technical assistance meetings to support local education agencies and providers in jointly developing a plan for meeting the responsibilities in a Memorandum of Understanding (MOU).		
3.	The MSDE will ensure that the grant payments for approved prekindergarten funding are processed in a timely manner and delivered to the approved recipient.		

Signature of State Superintendent

Date

Commitment of Local Education Agency (LEA)		Yes	No
1.	The LEA commits to working with private providers to jointly develop a plan that will meet the provisions within the signed MOU).		
2.	The LEA will commit to facilitate the sharing of enrollment data to any third party, if applicable, to facilitate the enrollment process.		
3.	I understand that the LEA must serve the anticipated estimated total number of 3-year-olds and 4-year-olds stated on this application through June 30, 2023. The September 30, 2023, enrollment data (for school year 2022-23) submitted to MSDE must reflect at a minimum the number of 3-year-olds and 4-year-olds served in prekindergarten.		
4.	I understand that the LEA must have a plan in place in case a certified teacher cannot be placed in the full-day prekindergarten classroom by the start of the school year.		

5.	I understand that I can submit a modification request if the anticipated estimated prekindergarten enrollment figure deviates from what was anticipated. This modification request must be submitted to the MSDE no later than June 1, 2022. I understand that a request of decreased enrollment would also result in a reduction of funding.		
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Signature of Education Agency Superintendent applicant

Date

Commitment of Private Provider		Yes	No
1.	The private provider commits to working with the local education agency to jointly develop a plan that will meet the provisions within the signed MOU.		
2.	I understand that I can submit a modification request if the anticipated estimated prekindergarten enrollment figure deviates from what was anticipated. This modification request must be submitted to the MSDE no later than June 1, 2022. I understand that a request of decreased enrollment would also result in a reduction of funding.		

Signature of Private Provider applicant

Date