# MARYLAND STATE DEPARTMENT OF EDUCATION
## EQUITY AND EXCELLENCE

## GRANT INFORMATION GUIDE

# Ulysses Currie Head Start
# State Supplemental Funding Grant
# Fiscal Year 2024

## MARYLAND STATE DEPARTMENT OF EDUCATION

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# Program Description

Head Start and Early Head Start programs promote the school readiness of infants, toddlers, and preschool-aged children from low-income families. Programs provide key resources to promote early learning and a smooth transition to a school environment. Head Start programs focus on the school readiness of children ages 3 to 5, while Early Head Start programs target services to infants, toddlers, and pregnant women. Head Start programs engage parents or other key family members to promote positive relationships, with a focus on family wellbeing. Meanwhile, Early Head Start programs are available to the family until the child turns 3 years old and is ready to transition into Head Start or another Pre-K program. Beyond the benefits for children, these programs offer resources to parents and families as well as foster positive learning environments.

The Ulysses Currie Head Start State Supplemental Funding Grant, administered by the Division of Early Childhood at the Maryland State Department of Education (MSDE), provides funding for existing Head Start and Early Head Start programs to enhance service delivery, instructional practices, and school readiness by expanding services. Currently, these programs operate within general business hours by providing either a half-day or full-day program. Funding from the Ulysses Currie Head Start State Supplemental Funding Grant program allows existing programs to either extend the daily hours of operation, expand program operation into the summer months, and/or provide additional school readiness interventions.

The Blueprint for Maryland's Future (Blueprint) seeks to ensure all students enter kindergarten ready to learn. The Ulysses Currie Head Start State Supplemental Funding Grant is a vital resource toward Blueprint's efforts to expand high quality publicly funded full-day prekindergarten and increase access to support for families with young children.

### Authorization

Ulysses Currie Head Start Program MD Code, Education, § 5-231

Head Start Programs 42 U.S.C. § 9831

### GRANT OVERVIEW

### Name of Grant Program

Ulysses Currie Head Start State Supplemental Funding Grant

### Purpose

To increase access to high-quality early care and education services and promote continuous improvement toward school readiness by expanding hours of service, adding summer programming, and/or providing quality improvement measures such as professional learning and development, program improvement, and salary enhancement.

### Dissemination

This Grant Information Guide (GIG) will be released on June 20, 2023

## Deadline

Proposals are due no later than 5 p.m. on August 22, 2023

## Grant Period

July 1, 2023 – September 30, 2024

## Funding Amount Available

Approximately $3,000,000

## Estimated Number of Grants

Twenty-Four (24)

## Submission Instructions

The Ulysses Currie Head Start State Supplemental Grant application can be downloaded from the MSDE grants website. A signed electronic copy in PDF format must be submitted by email to vanessa.jones1@maryland.gov no later than 5 p.m. EST on August 22, 2023.

## State Responsibilities

MSDE will monitor grantee progress through project updates, financial reports, and an evaluation of outcomes based on grant goals.

## Program Contact

**Vanessa Jones**
Early Childhood Program Specialist
Division of Early Childhood
410-767-0602
vanessa.jones1@maryland.gov

## Eligibility

This funding opportunity is open only to existing Head Start and Early Head Start programs in good standing. Applicants must demonstrate current federal Head Start and/or Early Head Start compliance status as a grantee or delegate. This is not a competitive grant; however, all applicants must meet all program requirements to receive grant funds.

All Head Start or Early Head Start programs funded under this program must be participants in the Maryland EXCELS program. The award amount is formula-based, which is the product of the number of children served by an existing Early Head Start or Head Start program and the calculated per child dollar amount (the total funding amount divided by the total number of children enrolled across all programs). The table below displays the breakdown by eligible program based on this formula.

| Program Name | Head Start Enrollment | Early Head Start Enrollment | Total Amount |
|---|---|---|---|
| Allegany County Human Resources Development Corp | 277 | 40 | $103,291 |
| Associated Catholic Charities – Baltimore City | 667 | 0 | $217,335 |
| Associated Catholic Charities – Carroll County | 119 | 62 | $58,977 |
| Associated Catholic Charities – Harford County | 0 | 60 | $19,550 |
| Board of Education Calvert County | 172 | 0 | $56,044 |
| Board of Education St Mary's County | 165 | 0 | $53,764 |
| CentroNia, Inc – Montgomery County | 0 | 144 | $46,921 |
| Community Action Council of Howard County, MD Inc | 264 | 0 | $86,022 |
| Easterseals DC MD VA – Prince George's County | 162 | 136 | $97,100 |
| Family Services, Inc – Montgomery County | 0 | 124 | $40,404 |
| Garrett County Community Action Commission | 180 | 109 | $94,168 |
| Head Start of Washington County | 315 | 127 | $144,021 |
| Maryland Family Network | 0 | 620 | $202,021 |
| Maryland Rural Development Corp – Cecil County | 403 | 0 | $131,314 |
| Mayor & City Council of Baltimore City | 759 | 0 | $247,313 |
| Montgomery Co MD - Community Action / Head Start | 648 | 0 | $211,144 |

| Program Name | Head Start Enrollment | Early Head Start Enrollment | Total Amount |
| --- | --- | --- | --- |
| Reginald S. Lourie Center for Infants & Young Children | 153 | 199 | $114,696 |
| Shore Up, Inc | 170 | 402 | $186,380 |
| Southern MD Tri County Community Action Council | 68 | 82 | $48,876 |
| St. Vincent de Paul of Baltimore City | 620 | 0 | $202,021 |
| Y Maryland – Anne Arundel County | 316 | 40 | $115,999 |
| Y Maryland - Baltimore City | 652 | 0 | $212,448 |
| Y Maryland - Baltimore County | 546 | 164 | $231,346 |
| Y Maryland - Frederick County | 242 | 0 | $78,853 |

# Use of Funds

Funds may be used for:

- Extending the program or service day.

- Summer programming for children and families (4-6 weeks).

- Salaries, wages, and fringe benefits for staff to coordinate and implement the program/service delivery.

- Classroom materials and supplies to support school readiness interventions.

- Academic field trips.

- Indirect costs.


Funds may not be used for:

- Supplanting existing services.

- Capital improvements.

- Gift cards.

- Cost(s) incurred before the approval of the grant.

# Program Requirements

Applications for funding must meet the following requirements:

- Programs must expand Head Start by extending number of days the program is offered by four (4) to six (6) weeks or lengthening service delivery hours from three (3) hours to six and one-half (6.5) hours per day;

- Programs must expand Early Head Start services by lengthening the service delivery hours from six (6) hours to ten (10) hours per day; and

- Head Start or Early Head Start programs must participate in Maryland EXCELS program.

Additionally, applicants must specify how the proposed program aligns with the statewide system development goals:

- Strengthen availability and access by increasing availability and choice for all families, especially vulnerable families, decreasing barriers, serving more children with disabilities in inclusive settings, and improving coordination between early childhood education (ECE) and health services.

- 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.

- Deepen family engagement by increasing families' awareness of high-quality programs, expanding two-generational programming, and enhancing families' opportunities to engage.

- Ensure successful transition experience by strengthening institutional support for transitions, supporting families through transitions, and improving transition-focused professional development opportunities.

- Expand and enhance workforce development by improving professional development opportunities, strengthening equity, improving coordination and alignment efforts, and increasing compensation for ECE professionals.

- 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.

# Application Requirements

## PROPOSAL COVER PAGE

Applications must complete the cover page provided in the application for participation. The cover page must include all contact information, total amount of the grant, and the organization's Employer Identification Number (EIN), and Unique Entity Identifier (UEI) number. The cover page should not contain any graphics or additional information and must be signed by the Head of Agency.

## PROJECT ABSTRACT (1 PAGE)

In the Project Abstract, introduce the program and project to the reader. It should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The Project Abstract should cover the core aspects of the project, such as the population served, brief description of the goals, strategies to meet them, and how the program intends to enhance early care and education services and improve school readiness in keeping with Early Head Start and Head Start program standards.

## EXTENT OF NEED

Describe the scope of needs in the existing program and how the use of these funds will address these needs. Applicants should make use of relevant data that adds context to stated needs, describe the populations which are in need of greater services, and address what outcomes may be expected. The Extent of Need should also discuss how funds will be used to support the program, children, families, and staff as appropriate.

## EVIDENCE OF IMPACT

The Evidence of Impact should involve an in-depth discussion of the applicant's history of implementing evidence- and/or research-based practices and achieving designated outcomes and goals based upon them. Pertinent data should be discussed to establish a firm connection between these practices and goals. If prior work did not achieve intended outcomes, applicants should discuss what they have learned from these experiences, how that informs current practices, and what impact that has had in developing the goals and outcomes established in this application. Additionally, applicants are expected to identify how the goals and outcomes established are evidence- or research-based and will lead to the desired impact.

## PROGRAM INFORMATION AND PROJECTED ENROLLMENT

Early Head Start or Head Start programs must provide the name(s) of the site(s) that will be funded under this project, including the Maryland EXCELS rating for each site, whether it will be implementing an extended day or expanded year, and the projected number of children served through the expansion of services. Applicants should explain what data were used to develop these projections.

## GOALS, OUTCOMES, AND MILESTONES

Applicants must articulate clear goals and outcomes that will drive achievement for each goal. Goals and outcomes should be specific, ambitious, and measurable. Explain how success will be determined, including

what methods will be used to evaluate progress towards success. Stated goals and outcomes are expected to build on identified needs and address solutions to them. If the Early Head Start and Head Start program is not currently at EXCELS level 5, at least one goal must be geared towards plans to move up at least one level in Maryland EXCELS.

## Goals

State the overall goal of the project. The goal should address the main challenge identified within the needs assessment. While there should be at least one goal, it is possible to have multiple goals; however, the more goals established the more complex the project becomes. Goals must have interim and long-term deadlines. If the plan period extends multiple years, the stated goal(s) should be set for the end of this grant period. Below are tips for writing goals:

- The strongest applications will directly align the Early Head Start or Head Start Program to the intended outcomes of the Blueprint for Maryland's Future.

- Goals should directly align with the extent of need.

- All relevant groups and individuals in your target population should be represented.

- Think about how you will measure the change projected in each objective. If there is no way to measure a goal, it is not measurable and should be rewritten.

## Measurable Outcomes

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

## Milestones

Ongoing evaluation is essential to the management of a project. Since goals and outcomes are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

Since milestones are intended to indicate progress towards an outcome, each milestone must be related to a stated outcome. Keep in mind that milestones are indicators of progress and may not use the same measurement tool as the objective to which they are related. A project may take months before there is an impact on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Be sure that milestones are ambitious, yet attainable.

## PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

The Plan of Operation includes how sites will be selected for extended hours, children/families will be selected for extended summer programming, or the summer programming will reinforce and complement the regular program year.

In this section, justify why the strategies detailed above were chosen and how they will help to achieve the outcomes. How will grant funds support these strategies and the number of children/families that will be served? In the application, please list, in chronological order, all major key personnel actions necessary to implement the project during the funding cycle. Indicate the key personnel responsible for accomplishing each action and the estimated timeline for completion.

Additionally, applicants must specify how the proposed program aligns with the statewide system development goals for early childhood in Maryland:

- Strengthen availability and access by increasing availability and choice for all families, especially vulnerable families, decreasing barriers, serving more children with disabilities in inclusive settings, and improving coordination between ECE and health services.

- 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.

- Deepen family engagement by increasing families' awareness of high-quality programs, expanding two-generational programming, and enhancing families' opportunities.

- Ensure successful transition experiences by strengthening institutional support for transitions, supporting families through transitions, and improving transition-focused professional development opportunities.

- Expand and enhance workforce development by improving professional development opportunities, strengthening equity, improving coordination and alignment efforts, and increasing compensation for ECE professionals.

- 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.

## Key Personnel

Applicants are required to include a list of the staff or personnel responsible for the successful implementation and monitoring of the grant requirements. The following management plan chart must be completed as part of the proposal.

| Person Responsible | Title, Organization | Responsibilities | Time Devoted |
|---|---|---|---|
| Sara Smith | Director/Grant Manager | Ensure goals and objectives are being met.<br><br>Ensure fiscal reports are completed and submitted within the identified timeline. | .25 FTE |

| Person Responsible | Title, Organization | Responsibilities | Time Devoted |
|---|---|---|---|
| Jesse Cook | Lead Teacher | Conduct child screening and assessment.<br><br>Plan and implement developmentally appropriate academic plans for each child.<br><br>Ensures the health and safety of the classroom. | 1.0 FTE |

## Timeline

The Project Timeline tells the reader when key activities will take place during the grant period. Applicants should consider all the key tasks or activities that need to be conducted to implement the program successfully, whether each task can realistically begin and end in the proposed time frame, and how long each task will take to complete. It should contain three sections: management, implementation, and evaluation. Activities should be listed in chronological order from their start date. See a sample timeline table below.

| Proposed Activities | Individual Responsible | Date of Implementation |
|---|---|---|
| **Management Activity** | | |
| Select Summer Teaching Staff | Director<br><br>Human Resources | April 1, 2024 – May 31, 2024 |
| **Implementation Activity** | | |
| Conduct baseline child assessment for each child | Lead Teacher | June 22,2024 or at enrollment |
| **Evaluation Activity** | | |
| Analyze child data and create final report | Education Manager | August 10, 2024 – September 10, 2024 |

## EVALUATION AND DISSEMINATION

Applicants should discuss the ways in which progress towards stated goals and outcomes will be measured over the course of the grant. Be explicit in the methods of evaluation and data collection that will be used during the grant period and the methods that will be used to analyze it. It is also important to note that

grantees are required to submit an annual evaluation report and quarterly progress reports, which should integrate any collected data that are consistent with the project's goals and objective(s). Keep in mind the final evaluation will consider the entire project, beginning to end. Reports are intended to be an integral element in the project's planning, design, and implementation and should be reflective in nature, discussing progress towards outcomes and what additional steps may be needed to achieve goals. Additionally, grantees are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project's goals.

Applicants must also discuss how data, findings, and reports will be made available to pertinent stakeholders in the community.

## 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. 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. Reviewers should be able to see a clear connection between the project activities and the budget line items.

In addition to the Budget Narrative, the MSDE Grant Budget C-1-25 form must accompany this application (Appendix C). Line items in the Budget Narrative should be grouped according to the corresponding category where they are allocated on the C-1-25. There is no page limit for the budget, so be as detailed as possible. The project's budget should detail all related project expenses. Please refer to the sample tables below for examples.

| Item/Description | Quantity | Unit Cost | Subtotal |
|---|---|---|---|
| Teacher for extended summer weeks (1) | 40 hours *8 weeks | $25/hr. | $8,000 |
| Teacher Assistant for extended summer weeks (1) | 40 hours *8 weeks | $15/hour | $4,800 |
| Children's Adventure Theater Field Trip | 30 people | $9.50/person | $285 |
| Bus Service for Field Trip | 4 hours | $190/hour | $760 |
| | | Total | $13,845.00 |

Refer to page 7, Use of Funds, for examples of allowable expenses.

# Appendices

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

Appendix A:     A signed recipient assurances page

Appendix B:     Current federal Early Head Start or Head Start compliance status as a grantee or delegate.

Appendix C:     A signed (C-125 MSDE budget form)

Appendix D:     Evidence of participation in Maryland EXCELS program.

# Scoring Rubric

| Areas | Level 3<br>Exceeds Criteria | Level 2<br>Meets Criteria | Level 1<br>Does Not Meet Criteria |
|---|---|---|---|
| **Project Abstract** | The Project Abstract succinctly summarizes the overarching program activities being proposed. The reader has a clear understanding of the most important content of the application.<br><br>The abstract is concise and focused, does not assume prior knowledge, and covers all core aspects of the project including discussion of past experiences and reasonable justification for proposed plans. | The Project Abstract provides an adequate summary of the proposed activities. The reader has a basic understanding of the content in the application.<br><br>The abstract adequately introduces the project to the reader, is generally concise and focused, provides some context for those unfamiliar with the project, and covers most of the core aspects of the project. | The Project Abstract does not provide a sufficient summary of the proposed activities. It is unclear what is in the application.<br><br>The abstract does not effectively introduce the project to the reader, lacks concision and focus, assumes too much prior knowledge, and/or does not cover the core aspects of the project. |
| **Extent of Need** | The Extent of Need section clearly establishes existing needs exist. The unique needs of specific populations are discussed in depth, aligned with evidence- or research-based strategies, and beneficial outcomes discussed.<br><br>The section includes both quantitative and qualitative data. Data sources are described, and collections methods are logical and rational. | The Extent of Need for the project adequately defines current needs within the program. The unique needs of specific populations are addressed, and some beneficial outcomes are mentioned.<br><br>The section references relevant data. | The Extent of Need for the project section does not adequately define existing needs, address the unique needs of specific populations, or possible beneficial outcomes.<br><br>Data is not appropriately used or no data is provided. |
| **Evidence of Impact** | The applicant includes effective practices leading | The applicant includes practices leading to | The applicant does not adequately demonstrate |

| Areas | Level 3 Exceeds Criteria | Level 2 Meets Criteria | Level 1 Does Not Meet Criteria |
|---|---|---|---|
| | to desired outcomes and demonstrates a history of utilizing evidence- and/or research-based practices effectively and adapting as necessary for programs to progress. Supporting data is utilized as a tool for continuous assessment of impact. | desired outcomes and/or demonstrates knowledge of utilizing evidence- and/or research-based practices Supporting data is included as applicable. | that they have a history of engaging in programming that leads to attainment of desired outcomes nor in utilizing evidence- or research-based practices. No data is included. |
| **Program Information and Projected Enrollment** | The applicant provides a full list of sites to be funded under this grant, Maryland EXCELS ratings and documentation to support Maryland EXCELS participation.<br><br>Information on whether sites will be expanding day or year programming is provided.<br><br>The projected number of children served is provided.<br><br>There is no criteria for exceeds for this category. | A full list of sites to be funded under this grant is provided along with its EXCELS rating.<br><br>Information on whether sites will be expanding day or year programs is provided.<br><br>The projected number of children served is provided. | A full list of sites to be funded under this grant is not provided and/or their EXCELS ratings are not listed.<br><br>There is no clear indication of whether sites will be expanding year or day coverage.<br><br>The projected number of children served is not provided. |
| **Goals, Measurable Outcomes, and Milestones** | The application articulates multiple ambitious, measurable goals outcomes, and milestones. Outcome statements align with stated needs and are clearly tied to benefiting target populations. Milestones demonstrate a clear effort toward continuous improvement. | The application lists goals, outcomes, and milestones and includes measures of progress towards meeting the goal. Outcome statements align to stated needs.<br><br>There is a clear goal for achieving the next level of Maryland EXCELS for | The application includes an incomplete identification of goals, outcomes, and milestones. Stated goals, outcomes, and milestones are vague or not measurable.<br><br>There is no goal for achieving the next level of Maryland EXCELS for |

| Areas | Level 3<br>Exceeds Criteria | Level 2<br>Meets Criteria | Level 1<br>Does Not Meet Criteria |
|---|---|---|---|
| | | programs not currently at Level 5. | programs not currently at Level 5. |
| **Plan of Operation, Key Personnel, and Project Timeline** | The Plan of Operations clearly addresses the issues identified in the Extent of Need with detailed strategies for ensuring equitable access to programs. Activities detailed flow naturally from stated goals, outcomes, are a fluid extension of existing programs, and all activities align with objectives detailed within the application.<br><br>Application includes existing highly qualified key personnel, detailing individual responsibilities to account for the full scope of proposed grant activities.<br><br>The proposed timeline falls within the grant period. It is achievable and ambitious. | The Plan of Operations addresses the issues identified in the Extent of Need. Stated goals, outcomes, and activities align with objectives detailed within the application.<br><br>All key personnel information is provided and responsibilities generally algin with proposed grant activities.<br><br>The proposed timeline is achievable and falls within the grant period. | The Plan of Operations does not sufficiently address the Extent of Need. At least some of the stated goals, outcomes, and activities detailed within the application are unaccounted for in the narrative.<br><br>Key personnel information is missing, and responsibilities do not align well with proposed grant activities.<br><br>The proposed timeline is not achievable and/or does not fall within the grant period. |
| **Evaluation and Dissemination** | The application clearly and significantly identifies measurable program improvements, the data that will be reviewed, and includes a plan to collect, evaluate, and regularly report on outcomes.<br><br>There is a specific and detailed plan that explains | The application adequately identifies measurable program improvements and how data will be reviewed.<br><br>There is a plan to communicate findings and other significant information to | The application does not identify measurable program improvements. There is a limited plan to report on outcomes.<br><br>There is not an adequate plan to communicate findings or other significant information. |

| Areas | Level 3<br>Exceeds Criteria | Level 2<br>Meets Criteria | Level 1<br>Does Not Meet Criteria |
|---|---|---|---|
|  | how findings and significant information will be communicated successfully to pertinent stakeholders and the public. | stakeholders and the public. |  |
| **Budget Narrative and Worksheet** | The application includes a complete budget narrative indicating all costs associated with program implementation grouped by budget categories. Cost calculations are clearly identifiable and accurate, there is evidence that costs are aligned with reasonable market value.<br><br>No mathematical errors. | The application includes an adequate budget narrative that groups budget categories and shows how the cost of each item was calculated.<br><br>No mathematical errors. | The application lacks an adequate budget narrative or lacks detail and is not itemized.<br><br>Budget contains mathematical errors. |

# Reporting Requirements

Grantees must comply with the following reporting requirements:

| Date | Reporting Requirements for Each Year |
|---|---|
| Ongoing | Fiscal and program monitoring; all invoices must be accompanied by supporting documentation |
| December 5, 2023 | 1st Interim Progress Report (MSDE C-1-25-C) which covers the period of July 1, 2023 – November 30, 2023 |
| May 5, 2024 | 2nd Interim Progress Report (MSDE C-1-25-C) which covers the period of December 1, 2023 – April 30, 2024 |
| November 30, 2024 | Project Evaluation, Final Invoice, and Final Progress Report due covering the grant period (MSDE C-1-25-D can be found on the MSDE grants webpage) |

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-1-25-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.

# Grant Timeline

| Date | Program Milestone |
|------|-------------------|
| June 20, 2023 | The Grant Information Guide and the application for participating are released |
| June 26, 2023<br><br>June 28, 2023<br><br>July 6, 2023 | MSDE will hold a virtual customer service support sessions for interested applicants |
| August 22, 2023 | The grant application period closes |
| August 23, 2023 | MSDE begins reviewing applications on a rolling basis for completeness and minimum requirements. MSDE Review Committee will evaluate proposals |
| July 1, 2023 | The grant period begins. |
| August 29, 2023 | All award notification will be provided to eligible programs. |
| September 30, 2024 | 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 to overcome barriers to equitable participation.

# Customer Service Support Sessions

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

**Monday, June 26, 2023**
10:00 a.m. – 11:00 a.m.

**Wednesday, June 28, 2023**
2:00 p.m. – 3:00 p.m.

**Thursday, July 6, 2023**
10:00 a.m. – 11:00 a.m.

Google Meet joining info.
Video call link: https://meet.google.com/dmv-eazj-yjw
Or dial: (US) +1 413-453-2003 PIN: 805 686 223#
More phone numbers can be found here: https://tel.meet/dmv-eazj-yjw?pin=5028924239443

MSDE staff will also be available to provide technical assistance throughout the grant application process. Contact Vanessa Jones at vanessa.jones1@maryland.gov with questions related to the Ulysses Currie Head Start Supplemental Funding Grant.

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

## Attachments

Ulysses Currie Head Start State Supplemental Funding Grant Applications for Funding