



GRANT INFORMATION GUIDE

Infant & Early Childhood Mental Health Support Services Program

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

Deadline
August 9, 2023
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

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

Authorization

[Article – Education §9.5–116](#) - Infant and Early Childhood Mental Health Support Services Program

GRANT OVERVIEW

Name of Grant Program

Infant & Early Childhood Mental Health Support Services

Purpose

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

Dissemination

This Grant Information Guide (GIG) was released on June 12, 2023.

Deadline

Proposals are due no later than 5 p.m. on August 9, 2023

Grant Period

July 1, 2023 - June 30, 2024

Funding Amount Available

\$4,000,000

Article – Education §9.5–116 allocates \$3,000,000 and encourages MSDE to use additional funding sources to support the program. MSDE will use \$1,000,000 from federal funds.

Estimated Number of Grants

10

Estimated Average Grant Amount

Range from \$165,400 to \$760,000

Funding will be equitably distributed based on the level of need and readiness in each area. Factors under consideration related to level of need may include, but are not limited to, the number of child care programs, geographic area, % of families living below the poverty level, % of historically underserved populations (e.g., % Black, % Latinx, etc.). See table below for county level data. Factors under consideration related to readiness include staff capacity and willingness to expand services (if applicable). To avoid duplication, the goal is to only have one Infant & Early Childhood Mental Health Support Services Program (IECMH Consultation) program functioning in each county.

County	% of total child care providers in MD	% Families below poverty level	Geographic Area (% of total in MD)	% Black under 5 yrs.	% Latinx under 5 yrs.
Allegany	1%	10%	3%	4%	3%
Anne Arundel	8%	4%	5%	16%	14%
Baltimore City	9%	15%	1%	62%	12%
Baltimore County	13%	6%	5%	32%	11%
Calvert	2%	3%	3%	8%	6%
Caroline	1%	10%	3%	15%	17%
Carroll	2%	3%	4%	3%	6%
Cecil	1%	6%	3%	7%	8%
Charles	3%	5%	5%	47%	12%
Dorchester	1%	11%	8%	32%	14%
Frederick	6%	4%	5%	11%	16%
Garrett	< 0.5%	6%	5%	0%	4%
Harford	4%	4%	4%	15%	7%
Howard	6%	4%	2%	20%	12%
Kent	< 0.5%	6%	3%	17%	9%
Montgomery	18%	4%	4%	19%	28%
Prince George's	14%	6%	4%	52%	31%
Queen Anne's	1%	3%	4%	3%	10%
Somerset	< 0.5%	15%	5%	34%	9%
St. Mary's	3%	7%	6%	17%	8%
Talbot	1%	6%	4%	15%	11%

County	% of total child care providers in MD	% Families below poverty level	Geographic Area (% of total in MD)	% Black under 5 yrs.	% Latinx under 5 yrs.
Washington	3%	9%	4%	9%	10%
Wicomico	2%	9%	3%	32%	11%
Worcester ¹	1%	6%	6%	13%	8%

Submission Instructions

Grant applications must be submitted by 5:00 p.m. on August 9, 2023, 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 into the program contact.

Program Contact

Don Corbin
 Education Program Specialist
 (410)-767-0792
donald.corbin@maryland.gov

¹ % of total child care providers in MD: Percentages were derived using Maryland Family Network data on child care providers as of May 2022.

² % of families below poverty level: 2016 – 2020 ACS 5-year estimates Table S1702 ([https://data.census.gov/table?q=s1702&g=040XX00US24\\$0500000&tid=ACSST5Y2020.S1702](https://data.census.gov/table?q=s1702&g=040XX00US24$0500000&tid=ACSST5Y2020.S1702))

³ Geographic Area (% of total in MD): <https://msa.maryland.gov/msa/mdmanual/01glance/html/area.html>

⁴ % Black under 5 yrs.: Percentages were derived using the data from two ACS tables:

- 2016 – 2020 ACS 5-year estimates Table S0101 ([https://data.census.gov/table?q=S0101:+AGE+AND+SEX&g=040XX00US24\\$0500000&tid=ACSST5Y2020.S0101](https://data.census.gov/table?q=S0101:+AGE+AND+SEX&g=040XX00US24$0500000&tid=ACSST5Y2020.S0101))
- 2016 – 2020 ACS 5-year estimates Table B01001B ([https://data.census.gov/table?q=B01001B:+SEX+BY+AGE+\(BLACK+OR+AFRICAN+AMERICAN+ALONE\)&g=040XX00US24\\$0500000&tid=ACSST5Y2020.B01001B](https://data.census.gov/table?q=B01001B:+SEX+BY+AGE+(BLACK+OR+AFRICAN+AMERICAN+ALONE)&g=040XX00US24$0500000&tid=ACSST5Y2020.B01001B))

⁵ % Latino under 5 yrs.: Percentages were derived using data from two ACS tables:

- 2016 – 2020 ACS 5-year estimates Table S0101 ([https://data.census.gov/table?q=S0101:+AGE+AND+SEX&g=040XX00US24\\$0500000&tid=ACSST5Y2020.S0101](https://data.census.gov/table?q=S0101:+AGE+AND+SEX&g=040XX00US24$0500000&tid=ACSST5Y2020.S0101))
- 2016 – 2020 ACS 5-year estimates Table B01001I ([https://data.census.gov/table?q=B01001I:+SEX+BY+AGE+\(HISPANIC+OR+LATINO\)&g=040XX00US24\\$0500000&tid=ACSST5Y2020.B01001I](https://data.census.gov/table?q=B01001I:+SEX+BY+AGE+(HISPANIC+OR+LATINO)&g=040XX00US24$0500000&tid=ACSST5Y2020.B01001I))

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 Support Services. Applicant(s) must operate for the entire year, except for federal holidays.

Use of Funds

Funds may be used for:

- Staff to coordinate and implement the project;
- Infant and early childhood mental health support services provided in child care settings and in other early childhood settings (e.g., Judy Centers, Early Intervention services, etc.);
- Adaptive equipment, educational materials, and supplies;
- Staff development, recruitment, and mentoring;
- Administrative and indirect costs 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 and assistant teacher salaries and benefits; and
- Purchase of office furniture.

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](#) is embedded within all 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 childhood educators, families, and other professionals);
- 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:
 - Child Care Resource Centers;
 - Maryland Infants and Toddlers Program providers;
 - Local Early Childhood Advisory Councils (LECAC);
 - Judy Centers;
 - Patty Centers;
 - Family/adult referral supports; 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](#):

- Strengthen availability and access by increasing availability and choice for all families, especially vulnerable families, decreasing barriers, serving more children with special needs in inclusive settings, and improving coordination between Early Care and 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 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, coordination, and alignment efforts, and improving 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.

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](#).

Application Requirements

COVER PAGE

Proposals must have the Proposal Cover Sheet provided in the application for participation. The cover page should not contain any graphics or 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 build the capacity of early childhood educators to promote positive mental and behavioral health practices for young children engaged in services within early care and education and related settings.

EXTENT 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. Discuss the applicant's history or expertise in dealing with the problem within the targeted county(s). Based on the county(s) chosen, describe the broad level of need for IECMH Consultation services. Consider the following:

- The total number of child care centers, family child care programs, etc.
- The number of providers that accept the Maryland Child Care Scholarship.
- Rates of families living below the poverty level.
- Language(s) spoken by families in the county(s) served.
- Historically underserved populations (e.g., Latinx, Black, Migrant/seasonal, Tribal, military, etc.).

PROGRAM CAPACITY

Programs seeking funding must provide evidence of capacity by describing the history in providing IECMH Consultation within the identified county(s) and in working with child care, family child care, Judy Centers, Part C early intervention teams, and other community settings and services. Programs must also illustrate their history in providing IECMH Consultation and professional learning that employs developmentally appropriate practices, and describe their experience working with historically underserved populations, including specific strategies or adaptations made to engage and support these populations.

GOALS AND OUTCOMES

Applicants are required to set an overall goal for the project. Determining the program goal is an important part of evaluating your program. Applicants must complete the chart with SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound) program goals that must be aligned with the Plan of Operation and the Blueprint Pillar 4 Objective 5. Examples of Goals and Outcomes are below:

Goal 1: All new referrals with identified mental and behavioral health needs are obtaining support services at least once per week.

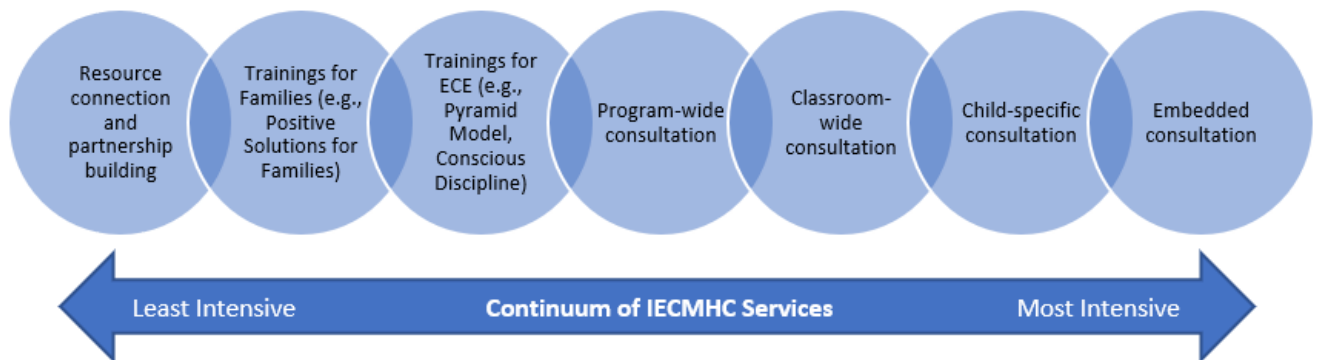
Outcome 1: Student behavioral health needs are identified, and all students have access to behavioral health services through school-based or community-based services.

Goal 2: After three (3) months of receiving mental and behavioral health services students can use coping skills learnt.

Outcome 2: Students can appropriately respond to a difficult situation without posing a danger to themselves or others.

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

Based on the needs of the identified county or counties, applicants must describe their plan to provide some, if not all, of the IECMHC services on the continuum illustrated below. Applicants will need to describe the setting(s) (e.g., child care centers, family child care programs, Judy centers, early intervention, etc.) in which IECMH Consultants will provide services along the IECMHC continuum and include information on how the [Pyramid Model](#) and Diversity, Equity, and Inclusion (DEI) practices will be incorporated in services.



Applicants must describe how they will build awareness of IECMH consultation in their area(s), regularly provide outreach to families and providers supporting children birth to kindergarten, and how referrals and services will be provided for children, families, teachers, and caregivers of the children it serves.

Community partnerships are an important part of providing mental health services to young children. 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. Applicants must describe how they are partnering with the following community resources:

- Child Care Resource Centers (CCRC's);

- Maryland Infants and Toddlers Program providers;
- Local Early Childhood Advisory Council (LECAC);
- Judy Centers;
- Patty Centers;
- Family and adult referral supports; 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.

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, as well as providing a one-page resume for each key personnel as an appendix.

Timeline

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

Name of Personnel Responsible for Proposed Activity & %FTE	Proposed Activities (sample)	Date of Implementation
John Doe 15% FTE	Identify and share communication tools regarding mental health services.	July 5, 2023
Mitzie Smith 100% FTE	Conduct training for families and caregivers.	July 15, 2023
John James 50% FTE	Meet with Judy Center and other partners to coordinate referral services.	July 25, 2023
Cheryl Jones 10% FTE	Evaluate program delivery and customer satisfaction.	January 15, 2024

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. Grantees are also required to participate in state level evaluations as determined by MSDE.

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.

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 the 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 sustaining the infrastructure and reach of the project beyond the funding cycle. How will the project's partnerships be maintained beyond the funding cycle?

EQUITY ASSURANCE

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](#) (e.g., academic achievement and growth; leadership and human capital; school climate and culture; educator and staff capacity)

Budget and Budget Narrative

The project’s budget (10 points) should be submitted on MSDE’s C-1-25 form. The budget narrative 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. 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. See a sample budget 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
Total for contracted services:		\$6,500	\$6,500

3. Supplies and Materials

Line item	Calculation	Requested	Total
Copy paper	5 cases x 12 months x 100 per case	\$6,000	\$6,000
Total for supplies and materials:		\$6,000	\$6,000

4. Other Charges

Line item	Calculation	Requested	Total
Conference registration fees for 4 staff members	\$1000 * 4 staff members	\$4,000	\$4,000
Total for Other Charges:		\$4,000	\$4,000

5. Equipment

Line item	Calculation	Requested	Total
Laptop for 4 staff members	\$1000 * 4 staff members	\$4,000	\$4,000
Total for Other Charges:		\$4,000	\$4,000

6. Transfers

Line item	Calculation	Requested	Total
Indirect Cost	10% of MTDC (total award-equipment-contracts over \$30,000-transfers to non-publics)	\$10,481.82	\$10,481.82
Total for Transfers:		\$10,481.82	\$10,481.82

Total Requested	\$129,781.82
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Appendices

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 of 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. Applications 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 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 offices within the Division of Early Childhood that will evaluate written applications and assign a numerical score based on the rubric.

Infant & Early Childhood Mental Health Support Services Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Extent of Need (15 points)</p>	<p>Clearly states multiple problems, cites research supporting the need for the project, and addresses the issues facing families and programs who need mental health support in the chosen county/counties in the narrative.</p>	<p>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 in the chosen county/counties in the narrative.</p>	<p>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 in the narrative.</p>
<p>Program Capacity (10 points)</p>	<p>The applicant has a long and robust history of working with underserved populations and working with child care, Part C Infants & Toddlers, Judy Centers and other community settings/services in the identified county(s). The applicant has established experience providing consultation and professional development in developmentally appropriate practices.</p>	<p>The applicant has at least two years of experience working with underserved populations and working with child care, Part C Infants & Toddlers, Judy Centers, and other community settings/services in the identified county(s). The applicant has a minimum of 2 years of experience providing consultation and professional development in developmentally appropriate practices.</p>	<p>The applicant has limited experience working underserved populations and working with child care, Part C Infants & Toddlers, Judy Centers, and other community settings/services in the identified county(s). The applicant has limited experience providing consultation and professional development in developmentally appropriate practices.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Goals and Outcomes (15 points)</p>	<p>Identifies more than four clear goals and outcomes that are ambitious, attainable, and aligned with the intent of the program and the extent of need. The goals are also aligned with Blueprint Pillar 4 Object 5. They also provide milestone data.</p>	<p>Identifies four clear goals and outcomes that are ambitious and attainable, they align with the intent of the program and the extent of need. The goals are also aligned with Blueprint Pillar 4 Object 5.</p>	<p>Goals are not ambitious, attainable, or are misaligned with the intent of the program and the extent of need.</p>
<p>Plan of Operation, Key Personnel and Timeline (20 points)</p>	<p>All requirements in meets criteria are listed and additional information (e.g., each key personnel's years of experience and job description is provided).</p>	<p>There is a plan to provide a continuum of IECMHC services and is aligned with the specific needs of the community. There is a Professional Development (PD) plan aligned with the Pyramid Model. PD is offered to teachers and caregivers. There are community partnerships listed. Key Personnel, responsibility, %FTE is listed. Staff are fully trained, and there is a plan to address turnover. A clear timeline with dates for each activity, and person assigned is listed.</p>	<p>There is not a clear plan to provide a continuum of IECMHC services. The professional development plan is not aligned with the Pyramid Model. The PD is not targeted to teachers and caregivers. There are missing partnerships.</p>
<p>Evaluation and Dissemination (10 points)</p>	<p>All requirements in meets criteria are met, and in addition, the applicant provides additional data and provide a copy of the previous year report sent to stakeholders.</p>	<p>The applicant is clear in how success will be determined and provides specific evaluation measures that align to each goal. There is a dissemination plan for all stakeholders.</p>	<p>It is not clear how success will be determined. Evaluation measures do not relate to the goal.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Integration with Early Childhood Systems (10 points)	There is clear and robust alignment with the B3 initiative strategic goals and objectives . Additional data is also provided and discussed.	There is clear and robust alignment with the B3 initiative strategic goals and objectives .	There is clear and robust alignment with the B3 initiative strategic goals and objectives .
Sustainability Plan (10 points)	Includes a specific sustainability plan that furthers the work amongst active partners. Efforts to get more partners on board and application to other sources for additional funding are discussed.	Includes a specific sustainability plan that furthers the work amongst active partners.	Relies on grant funds to sustain the project.
Budget and Budget Narrative (10 points)	All grant activities are present in the budget. Costs are reasonable. There are no calculation errors. All personnel funded through the grant are paid a competitive salary (minimum of \$45,760 or \$22/hour). A justification is provided for each expenditure. They list measures to ensure the program does not go over the federal salary cap.	All grant activities are present in the budget. Costs are reasonable, allowable, and allocable. There are no calculation errors. All personnel funded through the grant are paid a competitive salary (minimum of \$45,760 or \$22/hour). A justification is provided for each expenditure.	Many grant activities are missing from the budget. Costs are not reasonable. There are calculation errors. Not all personnel funded through the grant are paid a competitive salary and there is no plan in place to increase wages.

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-1-25C) must accompany every invoice submitted
October 15, 2023 January 15, 2024 April 15, 2024	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 July 2023-September 2023, due October 15, 2023 • Quarter 2 will report on October 2023-December 2023, due January 15, 2024 • Quarter 3 will report on January 2024-March 2024, due April 15, 2024
July 31, 2024	Final Evaluation/Program Narrative and Fiscal Reports (C-1-25-D)

Notes: Any requests for 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 30 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)

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 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:

- **Customer Service Support Session 1**
Friday, June 23 · 10:00 – 11:00 a.m.
Google Meet joining info
Video call link: <https://meet.google.com/pmn-kkxm-asc>
Or dial: (US) +1 352-453-0784 PIN: 313 556 106#
More phone numbers: <https://tel.meet/pmn-kkxm-asc?pin=6984346071657>
- **Customer Service Support Session 2**
Friday, June 30 · 10:00 – 11:00 a.m.
Google Meet joining info
Video call link: <https://meet.google.com/pmn-kkxm-asc>
Or dial: (US) +1 352-453-0784 PIN: 313 556 106#
More phone numbers: <https://tel.meet/pmn-kkxm-asc?pin=6984346071657>
- **Customer Service Support Session 3**
Friday, July 7 · 10:00 – 11:00 a.m.
Google Meet joining info
Video call link: <https://meet.google.com/pmn-kkxm-asc>
Or dial: (US) +1 352-453-0784 PIN: 313 556 106#
More phone numbers: <https://tel.meet/pmn-kkxm-asc?pin=6984346071657>

MSDE staff will also be available to provide technical assistance throughout the grant application process. If an individual requires an interpreter, MSDE will provide one for you. Please contact the program monitor, Don Corbin at donald.corbin@maryland.gov with your request or if you have questions related to the Infant & Early Childhood Mental Health Support Services Grant.

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	Grant Application Timeline
June 21, 2023	The Grant Information Guide and Application are released, and the application window opens
June 23, 2023 June 30, 2023 July 7, 2023	The MSDE will hold three information sessions from 10:00am – 11:00 a.m. to answer questions and provide customer service and support
August 9, 2023	Applications and all attachments are due to MSDE no later than 5:00 p.m.
August 10 - August 31, 2023	MSDE completes application reviews and notifies applicants of the award status and begins to create Notice of Grant Awards for approved applications.

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 August 31, 2023. This process can take 2-3 weeks.

APPENDIX

Infant & Early Childhood Mental Health Support Services Application for Funding