MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

GRANT INFORMATION GUIDE

Maryland Elevates Grant: Early Childhood for Children with Developmental Delays and Disabilities

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

Deadline
October 21, 2022
No later than 5:00 pm EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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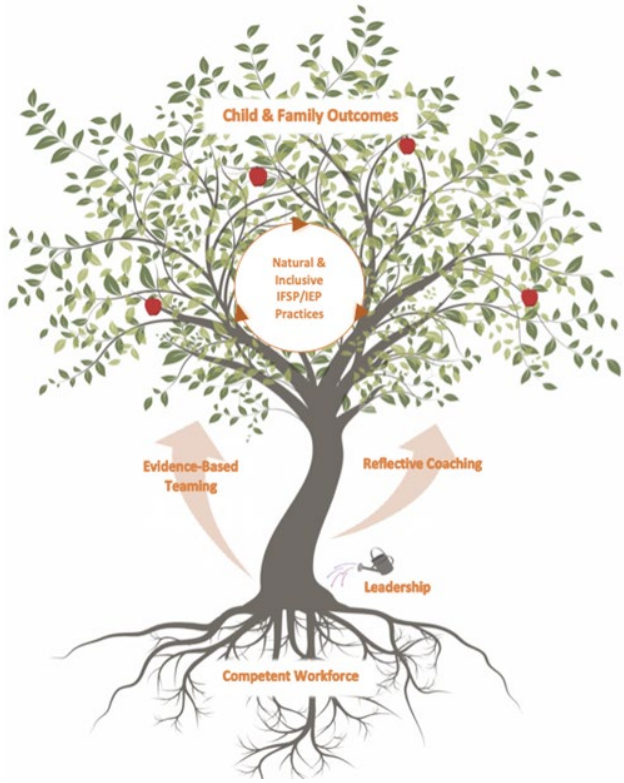
Strategic Plan: *Moving Maryland Forward*

The Division of Early Intervention and Special Education Services is committed to *Narrow the Gap* between children and youth with disabilities and their non-disabled peers with the implementation of key measures of success and key strategies for implementation, through the use of innovative tools and resources.

Maryland Elevates Grant: Early Childhood for Children with Developmental Delays and Disabilities



Early Childhood: *Coordinated Services Implemented in Natural & Inclusive Environments*

A seamless and comprehensive statewide system of early intervening supports, and evidence-based practices provided to children with disabilities – *birth to kindergarten* – improves outcomes for children and their families.

Program Description

The early childhood period from birth through Kindergarten entry is a formative period of a child's life. During this time of rapid growth and development, the foundation is laid for the child's future success in school and beyond. For infants, toddlers, and preschoolers with developmental delays and disabilities, these early years are even more critical. Early intervention and special education services are focused on three primary areas of growth: social-emotional skills; acquiring and using knowledge and skills and taking appropriate actions to meet their needs.

Early intervention and early childhood special education services make a tremendous difference in the lives of thousands of Maryland children and families each year. In the 2020 - 2021 school year, more than 60% of children exiting birth-three services showed accelerated growth in each of the three child outcome summary areas of social-emotional skills, acquiring and using knowledge and skills, and taking appropriate actions to meet their needs. For children exiting preschool special education, more than 70% showed accelerated growth in each of these areas. Maryland consistently meets targets for providing early intervention services in the natural environment of the home and community settings with typical peers and has steadily increased the percentage of preschool children receiving their special education services in typical early childhood settings. The Extended Individual Family Service Plan (IFSP) option available to Maryland families is a national model.

While Maryland has much to be proud of in our provision of services to young children with developmental delays and disabilities, we still have critical work to do. In the fall of 2021, only 17% of Maryland kindergarteners with disabilities demonstrated readiness on the Kindergarten Readiness assessment, as compared to 42% of children without disabilities. A child's growth and development, as measured through the Child Outcome Summary (COS) process, varies by jurisdiction and student group, and many children are not receiving services in settings with typical peers, even though research and experience reveal that inclusion is a best practice.

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) provides leadership, accountability, technical assistance, and resource management to local education agencies (LEAs), public agencies (PA), and stakeholders through a seamless, comprehensive, coordinated system of services to children and students with disabilities, birth through 21, and their families. See the DEI/SES Strategic Plan - Moving Maryland Forward, updated June 2021.

To address these needs and elevate school readiness for children with disabilities, grants will be awarded under three high-leverage strategies:

Inclusive Early Childhood Education	Kindergarten Readiness Interventions	Social Emotional Learning

Each key high-leverage strategy is further defined with specific requirements. Applicants must choose at least one of the strategies and provide a description of how planned activities align with the strategy, what products and/or services will be delivered, and the expected impact of the work.

NAME OF GRANT PROGRAM

Maryland Elevates Grant: Early Childhood for Children with Developmental Delays and Disabilities

PURPOSE

To support a seamless and comprehensive statewide system of coordinated services for children with disabilities, birth to kindergarten, and their families implemented in home, community, and early childhood settings to narrow the school readiness gap.

AUTHORIZATION

Public Law 108-446, Part B of Individuals with Disabilities Education Act

DISSEMINATION

This Grant Information Guide (GIG) was released on September 19, 2022.

DEADLINE

Proposals are due no later than 5:00 p.m. on October 21, 2022.

GRANT PERIOD

September 1, 2022 - September 30, 2023

FUNDING AMOUNT AVAILABLE

$750,000

ESTIMATED NUMBER OF GRANTS

5-10

AVERAGE GRANT AMOUNT

$10,000 - $250,000

SUBMISSION INSTRUCTIONS

The Maryland Elevates Grant: Early Childhood for Children with Developmental Delays and Disabilities electronic application can be downloaded here. Download and complete the application. Attach any required appendices. An electronic copy with all required signatures must be uploaded in PDF format to the program's designated email address DEI-SES-grant.submissions@Maryland.gov.

STATE RESPONSIBILITIES

The MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance as requested.

PROGRAM CONTACT

Alicia Palmer, Section Chief, Resource Management and Monitoring Branch
Division of Early Intervention and Special Education Services
(410) 767-0946
Alicia.Palmer@maryland.gov

Eligibility

This funding opportunity is designed for non-profit organizations, community-based partners, and Institutions of Higher Education. Priority will be given to exceptional applications that address more than one high-leverage strategy.

Notes:

Recipients of federal funds are required to register and maintain active status on the federal government's System for Award Management (SAM) website. Active status will ensure that the applicant has been assigned a Unique Entity Identifier (UEI).

For entities expending federal funds of $750,000 or more in a single fiscal year a copy of the most recent Single Audit Report is required with the grant application. A Request for Taxpayer Identification Number and Certification (W-9 Form) is completed for first time applicants and/or grantees requiring a change of address or contact information.

It is required that applicants attend a general information session.

Use of Funds

Funds may be used for:

- Tuition and fees
- Salaries
- Stipends
- Professional learning and coaching
- Partnerships
- Supplies and materials
- Technology and equipment
- Project management, consulting, technical assistance

Funds may not be used for:

- Construction of temporary or permanent structures
- Food or meals
- Renting or maintaining building space
- Supplementing salaries and/or stipends during the regular workday

Getting Started

Learn

- Read this document in its entirety as it provides a comprehensive overview of the grant's purpose, opportunities, process, and timeline. Continue to monitor the Maryland Elevates webpage for more information and updates.
- Explore the links to additional resources and readings identified as "Inspiration from the Field" for each of the grant strategies
- Learn more by attending live information sessions which will be recorded and posted online for asynchronous viewing.

Consider

- Assess the early childhood needs to be addressed by reviewing the high-leverage strategies and Focus Areas identified in this grant.
- Identify how you could support one or more of the Focus Areas.
- Plan to use grant funds to inspire and initiate activities and programs that will move secondary transition forward in Maryland.

Collaborate

- Identify your primary point of contact and key collaborators.
- Build-in opportunities to gather input from key stakeholders.
- Utilize your Early Childhood Liaisons to pressure test grant ideas, gain new insights, and refine grant plans.

Apply

- Attend the General Information Session. (Required)
- Submit the online grant application. (Required)

NAVIGATING COMPETITIVE AND NON-COMPETITIVE OPPORTUNITIES

Maryland Elevates is comprised of two types of grant program opportunities across the high-leverage strategies within: competitive grants and non-competitive grants. Each grant program in Elevates has an icon, indicating whether the grant program is competitive or non-competitive.

Competitive Grants – These are grants for which any eligible applicant may apply and be considered for award

Non-Competitive Grants – These are grant programs that reflect expanded investment in existing MSDE programs. Consequently, program awards are only available to the identified organization.

High-Leverage Strategies

Inclusive Early Childhood Education

Overview: Learning with and from typically developing peers is an evidence-based practice that accelerates the development of children with disabilities and builds a foundation for a lifetime of inclusion in school and the community. Through this key strategy, the applicant will create a partnership with at least 2 Local Education Agencies (LEAs), local Infants and Toddlers Programs, and/or Judy Centers (or a combination of the three) to develop a systemic model for the expansion of inclusive service delivery options available to children with development delays or disabilities and their families.

Requirements: Applicants will strengthen opportunities for infants, toddlers, preschoolers, and families receiving Individual Family Service Plan (IFSP) and/or Individual Education Plan (IEP) services to learn with and from children without disabilities with the development and implementation of expanded community-based learning opportunities. **The applicant must address one or both priorities identified below**:

- Build the capacity of early childhood educators and/or community-based childcare providers to include children with developmental delays and disabilities in their learning and care environments using innovative professional learning opportunities (e.g., modules, micro-credentials, etc.) for early childhood educators on effective inclusive practices.
    - Provide mentoring, coaching and collaborative planning to community-based early childhood educators (e.g., family and center-based childcare providers, Head Start teachers, etc.) to implement specially designed instruction and supports for children with disabilities.
    - Provide professional learning and coaching for early childhood general education teachers, special education teachers, and related service providers on the use of equitable, culturally responsive assessment, evaluation, and service delivery in natural environments rather than relying on a clinical/pull-out model.
    - Provide statewide targeted consultation and coaching to build the capacity of LEAs to support the inclusion of young children with complex support needs who have previously been served in separate settings using replicable tools and resources for adapting activities for participation in the least restrictive environment.
- Develop a scalable model for creating opportunities, connections, and relationships among families of children with and without disabilities that are culturally responsive and accessible for all families, including those who do not speak English as their primary language (e.g., play group experiences at libraries, Judy Centers, etc.).
    - Deliverables must include accessible resources, training modules, and/or toolkits to be used statewide by teachers and families to improve child outcomes in the natural environment.
    - Create and pilot a resource library of accessible assistive technology tools, toolkits, and instructional resources for use in the home to support IFSP/IEP goals and child outcomes in the natural environment.

Requirements: Continue LOCATE Child Care (Maryland Family Network) services for statewide access to high quality, inclusive childcare services to families of children with developmental delays and/or disabilities.

Inspiration from the Field

- Meaningful Inclusion in Early Childhood

  WisconsinDPI

- Rocking and Rolling: Promoting Inclusion in Infant and Toddler Settings

  naeyc

- Samantha's Story: Preschool Inclusion Success

  earlyinclusion

Additional Readings

- Inclusive Early Childhood Services in the LRE (*MSDE, DEI/SES*)
- Preschool Inclusion: Key Findings from Research and Implications for Policy *(National Center for Children in Poverty)*
- Core Consideration to Inform Decision Making *(naeyc)*
- Brief Summary: Fact Sheet of Research on Preschool Inclusion (EC-LRE)
- Interprofessional Education/Interprofessional Practice (*IPE/IPP*)

Kindergarten Readiness Interventions

Overview: Building a strong foundation for success in kindergarten starts at birth and is an important indicator of later school success. Pre-literacy, numeracy, and language development are the foundational skills upon which more advanced kindergarten skills are built. Interventions that incorporate these skills and professionals' capacity to apply them are contributing to positive outcomes for the birth through age 5 population of children with developmental delays and disabilities.

Requirements: Applicants will develop intervention programs that can be implemented statewide to promote kindergarten readiness that include the following required activities:

- Develop and implement modules, professional learning (including training, coaching, and implementation of fidelity measures) and/or ready resources for the effective use of evidence-based interventions to accelerate pre-literacy, numeracy, and/or language development in young children with developmental delays and disabilities.
- Build capacity in educators and other service providers to assist families in understanding the importance of incorporating language, pre-literacy, and numeracy activities with their children and ways to adapt these activities to meet their child's individual needs, including resource materials and activities to be shared with families.

Provide an external evaluation of the implementation of evidence-based early childhood practices at the local and state level, including the reporting on the State Systemic Improvement Plan to ensure that MSDE is improving results for children with disabilities for Part C.

Inspiration from the Field

- Literacy Opens the World to a Child with Disabilities — *PACER*
- Rocking and Rolling: DAP in Action in an Infant-Toddler Setting — *naeyc*
- Indicators and Elements of High-Quality Inclusion – Indicator 6 (Field Review) — *ecta*

Additional Readings

- Tip Sheet: Evaluating the Implementation of Evidence-based Practices (*The Center for IDEA Early Childhood Data Systems*)
- Guidelines for Developmentally Appropriate Practice in Action: Using Knowledge of Child Development and Learning in Context (*naeyc*)
- Kindergarten Readiness Assessment Report *(ready at five)*
- Emergent Literacy for Children with Disabilities *(AOTA)*
- Characteristics Related to Parent-Child Literacy and Numeracy Practices in Preschool (*Frontiers)*

Social-Emotional Learning (SEL)

Overview: Strong social and emotional skills, including forming positive relationships with adults and other children, regulating emotional responses, and expressing feelings appropriately, are a key part of the foundation for success in kindergarten and beyond. Young children with developmental delays and disabilities often experience difficulties in these areas, which place them at risk for learning difficulties, challenging behavior, disciplinary exclusion, and other negative outcomes that impact their ability to reach their potential. Building the capacity of parents, other caregivers, and early childhood educators to implement specially designed instruction to support social-emotional learning for these children is a critical component of an effective Birth-5 system of supports.

Requirements: Applicants will create and enhance statewide opportunities to support the social and emotional development of infants, toddlers, and preschoolers with development delays and disabilities as well as support the well-being of their support systems.

- Expand statewide capacity building programs in partnership with Local Infant and Toddler Agencies and/or LEAs for educators and related service personnel grounded in the prevention and positive response to challenging behaviors in young children with disabilities using evidence-based practices and trauma-informed care (e.g., National Pyramid Model (NPM), Infant and Early Childhood Mental Health Consultation) across a continuum of home, school, and community environments or underserved geographic locations. MSDE will give priority to plans demonstrating clearly defined needs supported by local program/child outcome data**. The design must address all of the following**:
    - Implement differentiated technical assistance, ongoing facilitation of a Master Cadre of Trainers and Coaches, as well as resources from district-level NPM leadership teams using virtual, hybrid, and in-person training modes and "train the trainer" events, resources, and coaching support for state, district, and school leadership personnel;
    - Create modules or other professional learning resources utilizing evidence-based resources and/or content to enhance providers' and families' ability to recognize and continuously monitor key indicators of social-emotional health of young children (e.g., screening, assessment) and how typical and atypical development presents across a range of diverse family systems and learning environments; and
    - Establish and monitor key outcome measures, data collection, and methods for maintaining fidelity of a layered continuum of academic, social-emotional, and behavioral supports.

Inspiration from the Field

Early Childhood Social and Emotional Learning	PBS Case Study: Brendan	Teaching Emotional Intelligence in Early Childhood
WisconsinDPI	*NCPMI*	*naeyc*

Additional Readings

- Social-Emotional Foundations for Early Learning *(CSEFEL)*
- Promoting Social and Emotional Learning in Preschool: Programs and Practices that Work *(Penn State)*
- Helping young children who have experienced trauma *(NCCP)*
- Early Childhood Mental Health Consultation: Policies and Practices to Foster the Social-Emotional Development of Young Children *(Zero to Three)*

Application

Applicants must complete the Maryland Elevates Grant: Early Childhood electronic application.

APPLICATION COVER PAGE

Applications must include the Cover Page. The cover page should not contain any graphics or additional information and must be signed by the Head of Agency. The Cover Page must include a screenshot of the SAM.GOV UEI verification.

PROJECT ABSTRACT

The Project Abstract summarizes the overall project and includes a description of impact as it relates to one or more of the high-leverage strategies. The Project Abstract should also contain the number of children birth to age 5 with identified disabilities to be served, the anticipated number of participants for capacity building activities or professional learning with coaching, and/or the course content to be developed. If this proposal is to support a continuing project, provide an excerpt of the successes of the previous year and state plans for expanding the project or for implementing a complementary project. Limit to a one-page summary.

STATEMENT OF NEED

Provide a description of the proposed activities and how they will address the problem, root cause factor(s) and result in improved outcomes for children and youth with disabilities, and their families and/or their service providers. Any proposed strategies must be evidence-based practices (EBP) and include specific references to research supporting plan implementation.

EVIDENCE OF IMPACT

Describe how the proposed activities will address the problem and root cause factor(s), and result in improved outcomes for families of children with disabilities (birth to 5), educators, and service providers. Proposed strategies must be evidence-based practices (EBP) and include specific references to research supporting plan implementation. Applicants must also describe their history and capacity to complete the proposed work. Include a description of the applicant's experience and history in terms of effective practices leading to the desired outcomes. Discuss how past performance has informed the proposed activities, and the future impact your proposed key activities are likely to have on the target population.

GOALS, OUTCOMES AND STRATEGIES

Goals and outcomes must be stated in measurable/quantifiable changes in student outcomes and/or professional practices with projected timelines for completion. Evidence-Based Strategies (EBSs) identify the specific actions that will be implemented to achieve the goals and objectives by addressing root causes. Number each goal statement. EBPs should include citations or references documenting evidence or research in support of implementation.

Goal #1:
Measurable Outcome:

Evidence-based strategy:

BENCHMARKS

The application for funding must provide benchmarks to measure quantifiable changes related to child, student, family outcomes and/or professional practices. Benchmarks represent a clear progression of outcomes and/or outputs aligned with plan implementation. Progress benchmarks include qualitative and quantitative data. Applicants will be required to complete the following chart in the electronic application:

Benchmark / Outcome: How will it be known that progress is made?	**Data**: What data will be used to measure progress?	**Frequency**: How often will benchmark data be collected?	**Evaluator**: Who is responsible for conducting the evaluation?

PROJECT NARRATIVE

Applicants must provide a description of the proposed activities and how they will address the problem and result in improved outcomes for children and youth with disabilities, and their families and/or their service providers. Any proposed strategies must be evidence-based practices (EBP) and include specific references to research supporting plan implementation. Additionally, the Project Narrative must provide information that demonstrates the applicant's history and capacity to complete the proposed work.

Project Timeline

A Project Timeline tells the reader when key activities will take place during the grant period. Applicants should consider all of 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. See sample below:

Key Activities	**Individual Responsible**	**Time Frame**
Management Activity		
Implementation Activity		

Key Activities	Individual Responsible	Time Frame
Evaluation Activity		

IMPLEMENTATION TEAM

Applicants are required to provide a list of the key staff or personnel responsible for the successful implementation and monitoring of the grant requirements. Attach a one-page resume for new staff only. Applicants are required to complete the following management plan chart as part of the proposal.

Name	Title	Roles & Responsibilities

EVALUATION AND REPORTING

Evaluation is an important part of determining the success of the program. Applicants are required to describe in detail what success will look like and the criteria that will be used to determine and measure success. Furthermore, grantees are required to submit annual evaluation reports and interim progress reports that are consistent with the project's goal and outcome(s).

Evaluation Measure	Goal

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

ACCESSIBILITY PLAN

The grant applicant shall ensure that programs and projects offering paper, web or technology-based instructional products or programs funded in part or total through this grant operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973. The narrative must include documentation of the accessibility criteria embedded within the proposed products.

GENERAL EDUCATION PROVISIONS ACT (GEPA), SECTION 427

Section 427 of the U. S. Department of Education's General Education Provisions Act (GEPA) requires any applicant receiving federal funds to include in its application a statement that includes the steps the applicant proposes to take to ensure equitable access to and participation in its federally assisted program for learners, teachers, and other program beneficiaries with special needs. The GEPA allows applicants'

discretion in developing the required statement. The statute highlights six (6) types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

BUDGET AND BUDGET NARRATIVE

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

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

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

Line item	Calculation	Requested	In-Kind	Total
Stipends for 3 experts for curriculum development of modules	$2,500 * 3	$7,500	$0	$7,500
1/3 Salaries and wages for 1 project manager providing oversight, data collection and coaching supports to participants	$25,000 (1/3 of $75,000 FTE project manager salary)	$25,000	$50,000	$75,000
	Total for salaries & wages:	$32,500	$50,000	$82,500

APPENDIX

The following appendices must be included. Include other appendices as deemed necessary.

- A signed Recipient Assurances page (see Maryland Elevates Grant Program)
- A signed Non-LEA/IHE Certification page (see Maryland Elevates Grant Program)
- A signed certifications page regarding Lobbying, Debarment, Suspension, other responsibility matters, and Drug-free Workplace (see Maryland Elevates Grant Program)
- A signed C-1-25 MSDE budget form
- One-page resumes of key personnel
- A copy of the W-9 Form (Applicable for first time grant applicants and/or grantees requiring a change of address/contact)

The Review Process

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed.
2. A review committee established by the MSDE, will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.
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.

Note:

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

REVIEW COMMITTEE

The committee will be composed of representatives from the MSDE. Reviewers will assign numerical scores to each proposal based on the criteria on the following scoring rubric.

Need and Impact (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
The applicant demonstrates a compelling and urgent need supported by evidence from the field and data within Maryland. Historically underserved groups are included in the needs assessment. The applicant has a demonstrated a history of experience and sustained positive outcomes.	The applicant demonstrates a need for the proposed activities and provides some data but may not be directly related to the need. Either research or local data may be provided but may not address historically underserved groups. The applicant has experience and reports positive outcomes.	The stated need is not clearly defined, and data is not clearly related to the need. The applicant has not committed to including historically underserved groups. The evidence of impact is weak.

Goals, Outcomes and Strategies (20 total points)

Exemplary 13-20 points	Meets Standard 7-12 points	Does Not Meet Standard 0-6 points
Program goals are clearly stated, ambitious and attainable. There is a direct and robust alignment to the purpose and intent of the strategy. Clear milestones are provided that measure progress towards meeting the goal(s). All goals and objectives are measurable having a clear alignment with the root cause factor(s) or need identified.	Program goals are clear and measurable. Program goals align with the purpose and intent of the strategy. Milestones are provided that measure progress towards meeting the goal(s).	Program goals are stated, but they are not measurable. There is a not a clear alignment to the strategy selected. Milestones do not measure progress towards the goal(s).

Project Narrative (20 total points)

Exemplary 13-20 points	Meets Standard 7-12 points	Does Not Meet Standard 0-6 points
All proposed activities clearly support at least one high leverage strategy. Activities reflect an evidence-based approach as demonstrated in research in the fields of specially designed instruction; an integrated, tiered system of interventions; and/or inclusive education. The applicant shows a commitment to sustaining the work beyond the grant period, and how it will result in transforming Early Childhood.	Activities align with one high-leverage strategy and reflect evidence-based practices in the fields of specially designed instruction; an integrated, tiered system of interventions; and/or inclusive education. There is a commitment to sustain the activities beyond the grant period. The applicant connects the work to the MSDE priority for Early Childhood.	Activities do not align with the identified strategy or research that demonstrates the activity will result in the intended goal. There is not a commitment to sustain the activities beyond the grant period. The applicant may reference the Early Childhood priority but does not connect it to the activities.

Benchmarks / Measuring Success (20 total points)

Exemplary 13-20 points	Meets Standard 7-12 points	Does Not Meet Standard 0-6 points
The benchmarks clearly identify, measurable, realistic, short-term outcomes aligned with the objectives. The benchmarks directly relate to the project and represent a clear progression for plan implementation over time.	There are benchmarks to measure progress on project activities and achievement of outcomes. These benchmarks directly relate to the project and demonstrate a progression for plan implementation over time.	There are benchmarks to measure progress, but not a clear relationship between the project activities and the outcomes. Benchmarks are process driven rather than indications of completion of activities or outcomes achieved.

Implementation Team (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
There is a clear and robust management plan to ensure successful completion of the project. Highly qualified key personnel have been identified and have experience in conducting the activities and achieving the proposed outcomes. Roles and responsibilities of all key personnel are directly aligned to the proposed activities. Evaluation of the project activities and goals is an important part of the management plan presented. Resumes are provided.	There is a management plan to ensure execution and completion of the project. Qualified key personnel have been identified to provide oversight. Roles and responsibilities of key personnel are directly aligned to the activities and strategy. Program evaluation is an integral part of the management plan. One-page resumes are provided for all key personnel.	There is a limited management plan. Key personnel have been identified to provide oversight. Roles and responsibilities of key personnel are not aligned to the activities and/or strategy. Program evaluation is only loosely addressed in the management plan. One-page resumes may or may not be provided but personnel skill and experience does not match the requirements for implementing the proposed work.

Evaluation (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
There is a clear plan for how the applicant will measure the success of the program. There are clear evaluation measures that align to the program requirements and goals.	There is a plan for how the applicant will measure the success of the program. There are evaluation measures that loosely align to the program requirements and goals.	There is not a clear plan for how the applicant will measure the success of the program. Limited evaluation measures that do not align with program requirements and goals.

Budget (10 total points)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
The budget directly reflects program activities and includes sufficient resources for successful execution within the proposed timeline. Justification has been provided for all expenses. There is a clear explanation of costs and demonstrates cost-effectiveness. All line items contain the calculations.	The budget reflects most program activities. Justification has been provided for most expenses. There is a clear explanation of costs and demonstrates cost-effectiveness. Most line items contain the calculations used to derive the expected cost. There may be a few mathematical errors.	The budget reflects some grant activities and/or includes erroneous costs. Some line items are missing the calculations used to derive the expected cost. Some line items may not be justified for implementation of the proposal.

AWARD NOTIFICATION

Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

Reporting Requirements

Progress monitoring and reporting is an essential component of grant management. Required reports include a comprehensive summary of expenditures to-date and programmatic outcomes related to the implementation of goals, objectives, and related evidence-based practices. All reports are inclusive of qualitative and quantitative measures of success with outcomes aligned to projected timelines.

Date	Reporting Requirements
Jan 31, 2023	Interim Cumulative Variance and Programmatic Progress Report is due
Aug 15, 2023	Deadline for the submission of any requests for grant amendment
Sep 30, 2023	Grant period ends
Nov 30, 2023	The following reports are due: • Final Cumulative Variance and Programmatic Progress Report; • Final Financial Report (inclusive of all liquidations as of 9/30/2023); and • Final Invoice

Notes:

Submit a PDF copy of the fully executed grant reports and invoices to DEI-SES-grant.submissions@Maryland.gov.

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 on the MSDE grants webpage.

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

Non-Discrimination Statement

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

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

Customer Service Support Sessions

The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will review what applicants need to get started, the program requirements, as well as a walk-through of the application. To register for the initial session and see other available dates and resources, visit the Maryland Elevates Grants website.

- September 16, 2022, from 9:00 a.m. – 10:00 a.m.

Questions

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

Alicia Palmer, Section Chief, Resource Management and Monitoring Branch
Division of Early Intervention and Special Education Services
(410) 767-0946
Alicia.Palmer@Maryland.gov

A list of frequently asked questions (FAQ) and answers will be posted to the Maryland Elevates Grants webpage following customer service support sessions.

Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the Maryland Elevates Grants webpage.

Date	Program Milestone
September 19, 2022	The Grant Information Guide and the application for participating are released
September 16, 2022 from 9 a.m. - 10 a.m.	The MSDE will hold a virtual customer service support session for interested applicants (Session 1)
See Maryland Elevates Grants webpage for additional dates and times.	The MSDE will hold a virtual customer service support session for interested applicants (Session 2)
October 21, 2022 at 5 p.m.	The grant application period closes
November 1- 21, 2022	The MSDE Review Committee will convene and evaluate complete proposal
November 21, 2022	The MSDE will notify applicants of the award status
October 1, 2022 – September 30, 2023	The grant program period

Appendix

APPLICATION FOR PARTICIPATION