

**APPLICATION FOR PARTICIPATION**

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

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

Infant & Early Childhood Mental Health Support Services Program

**MARYLAND STATE DEPARTMENT OF EDUCATION**

**Mohammed Choudhury**State Superintendent of Schools   
Secretary-Treasurer, Maryland State Board of Education

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**Shayna Cook, Ed.D.**Assistant State Superintendent

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# Instructions

1. Complete this application electronically by typing directly into the fillable fields and charts.
2. Do not alter or remove sections.
3. When finished, save the application document as a pdf to your computer and obtain appropriate signatures.
4. The completed application should be saved as a pdf and emailed to donald.corbin@maryland.gov.

# Proposal Cover Page

Program Title:

Project/Program Director:

Director Phone:

Director email:

Institution/Agency Name:

Institution/Agency Address:

Federal Tax ID Number:

UEI Number:

County/Counties in which services will be provided:

Amount of the request for grant period (July 1, 2023 – June 30, 2024): $

Estimated Annual Cost of Program/Project and Type of Funds

Federal $

State/Local $

Other $

(Should agree with Proposed Budget)

Name and Title of Program Director

Signature of Program Director Date

# Project Narrative

## Project Abstract (1-page limit)

Summarize the project for the reader, 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.

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## EXTENT OF NEED - (15 POINTS)

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. Based on the county(s) chosen, describe the broad level of need for IECMH Consultation services. Address the questions for each strategy that you identified on the cover page. Refer to the grant information guide for a full description of each strategy.

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.)

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## Program Capacity – (10 points)

Describe your 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.

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Describe your history in providing IECMH Consultation and professional learning that employs developmentally appropriate practices.

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Describe your experience working with historically underserved populations, including specific strategies or adaptations made to engage and support these populations.

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## GOALS and OUTCOMES - (15 POINTS)

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](https://blueprint.marylandpublicschools.org/about/). Refer to the GIG for examples of goals and outcome.

|  |
| --- |
| **Goal 1:** |
| **Outcome:** |

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| **Goal 2:** |
| **Outcome:** |

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| **Goal 3:** |
| **Outcome:** |

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| **Goal 4:** |
| **Outcome:** |

## Plan of Operation, Key Personnel, and Timeline - (20 Pts, 3-page limit)

Based on the needs of your community or communities and the continuum of IECMHC services below, describe the setting(s) (e.g., child care centers, family child care programs, Judy centers, early intervention, etc.) in which IECMH Consultants will provide consultation and/or related activities to adults providing care for children birth to kindergarten. Please include information on how you will align/incorporate Pyramid Model and Diversity, Equity, and Inclusion (DEI) practices in your services.

Diagram

Description automatically generated

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Describe how referrals and services will be provided for children, families, teachers, and caregivers of the children served.

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Explain how you will build awareness of IECMH consultation in your area(s) and regularly provide outreach to families and providers supporting children birth to kindergarten.

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As stated in the IECMHC standards and guidelines, all Maryland programs will participate in reflective supervision, demonstrate the consultative stance, and participate in workforce development and technical assistance. Aside from the professional development opportunities offered by the Parent, Infant, and Early Childhood (PIEC) team, what other support will be provided to state-funded IECMH Consultants to facilitate their professional growth and development in the role?

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Describe how you will build relationships, collaborate with other early childhood entities, and leverage resources in your community to meet the needs of families, children, and early childhood providers.

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Community partnerships are an important part of providing mental health services to young children. Complete the chart below with a description of how a partnership with each of the following community resources is a part of the service delivery and/or outreach model.

| **Partner** | **Description of Partnership (e.g., referral source, family engagement, dissemination of resources, etc.)** |
| --- | --- |
| CCRC’s (Child Care Resource Centers) |  |
| Maryland Infants and Toddlers Program |  |
| Local Early Childhood Advisory Council (LECAC) |  |
| Judy Centers |  |
| Patty Centers |  |
| Family/adult referral supports |  |
| \*Other community stakeholders that serve children facing developmental, social, emotional, or behavioral health issues. |  |

*\*Name the other community partnership or stakeholder.*

Explain how the project aligns to the [statewide system development goals](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/20/final.ecmh_report_08.08.19_final_1.pdf) for the infant and early childhood mental health system in Maryland.

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### Key Personnel

Complete the chart below with a list of the staff or personnel responsible for the successful implementation and monitoring of the grant requirements, as well as provide a one-page resume for each key personnel as an appendix.

**Project Leaders**

| **Name and %FTE** | **Title** | **Qualifications  (or plan to achieve qualification within grant period)** | **Responsibilities specific to program activities and goals** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

*\*Add more rows if necessary*

What mechanisms are in place to ensure all IECMH Consultation staff are fully trained and demonstrate capacity consistent with the [Maryland Infant & Early Childhood Mental Health Support Services Program: Practice Standards and](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/2/md_iecmhss_standards_guidelines_3.5.2020_1_3.pdf) [Recommendations guide](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/2/md_iecmhss_standards_guidelines_3.5.2020_1_3.pdf) (e.g., using standardized assessments such as Teaching Pyramid Observation Tool (TPOT), Teaching Pyramid Infant-Toddler Observation Scale (TPITOS), Climate of Healthy Interactions for Learning & Development (CHILD), Ages and Stages Questionnaires – Social – Emotional (ASQ-SE), and Devereux Early Childhood Assessment (DECA), engaging in cycles of practice-based coaching, utilizing reflective practice, etc.)?

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What plans are in place to ensure the project will continue if there are problems with staff turnover (including both frontline IECMH Consultation staff and supervisor/managers)?

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### 

### Project Timeline

Applicants must provide a timeline for all proposed activities using the chart below:

| **Name of Person Responsible for Completing Activity** | **Proposed Activities** | **Date of Implementation** |
| --- | --- | --- |
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*\*Add more rows if necessary*

## Evaluation and Dissemination Plan – (10 points)

How will the applicant evaluate and determine the success of the program?

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Describe how the evaluation results will be communicated to major stakeholders.

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## Integration with Early Childhood System and Strategic Plan (1-page limit) – (10 points)

Describe how the project aligns with the B3 initiative [strategic goals and objectives](https://www.b3maryland.org/strategicgoals) for the state of Maryland, as well as any other local efforts underway.

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## Sustainability Plan (1-page limit) – (10 points)

Describe the plans for sustaining the infrastructure and reach of the project beyond the funding cycle, and how partnerships will be maintained.

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## Equity Assurance (1-page limit)

Describe how the proposed project will support MSDE’s and the Division of Early Childhood’s commitment to implementing system development based on the four focus areas within Maryland’s [Guide to Educational Equity framework](https://marylandpublicschools.org/programs/Pages/EEE/index.aspx) (e.g., academic achievement & growth; leadership & human capital; school climate & culture; educator & staff capacity).

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## Budget and Budget Narrative – (10 points)

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.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  | Total for salaries & wages: |  |  |  |

Personnel funded through this grant should be paid a competitive salary. Based on a Maryland IECMHC salary study, it was determined that at a minimum, Infant & Early Childhood Mental Health Support Services staff should receive an annual salary of at least $45,760 (equivalent to $22 per hour). If unable to meet the minimum threshold for FY24, please detail plans to work towards this standard and reach the minimum by FY26.

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Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

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| Type response here. |

**2. Contracted Services**

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| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  | Total for contracted services: |  |  |  |

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

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**3. Supplies and Materials**

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| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
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|  | Total for supplies and materials: |  |  |  |

Using the space below, explain how the costs for supplies & materials above are necessary, reasonable, and cost-effective.

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**4. Other Charges**

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| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
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|  | Total for Other Charges: |  |  |  |

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

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**5. Equipment**

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| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
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|  | Total for Equipment: |  |  |  |

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

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**6. Transfers**

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| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  | Total for Transfers: |  |  |  |

\**Add more rows to categories 1-6 if necessary.*

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

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| **Total amount requested: $** |

# 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 description for any new positions that are created for this project. Please review the [Maryland Infant & Early Childhood Mental Health Support Services Program: Practice Standards and Recommendations guide.](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/2/md_iecmhss_standards_guidelines_3.5.2020_1_3.pdf)
* A [signed recipient assurances page.](https://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf)
* A [signed C-1-25 MSDE budget form](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls)
* Letters of commitment from your project partners (as appropriate).
* Letter of commitment or MOU with the Judy Center which is to include information pertaining to the Title I Public Elementary School and the child care providers.