



GRANT INFORMATION GUIDE

Infant and Early Childhood Mental Health Support Services Program

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

Deadline

July 21, 2025
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

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, 2025**

Deadline

Proposals are due no later than 5 pm on **July 21, 2025**

Grant Period

July 1, 2025 - June 30, 2026

Funding Amount Available

\$3,000,000

Estimated Number of Grants

Ten (10)

Estimated Average Grant Amount

Range from \$150,000 to \$500,000

Funding will be 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 the 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 or jurisdictional area (i.e., Western MD, Southern MD, Upper Eastern Shore, Lower Eastern Shore, Central MD).

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%
Washington	3%	9%	4%	9%	10%
Wicomico	2%	9%	3%	32%	11%
Worcester ¹	1%	6%	6%	13%	8%

¹ % of total child care providers in MD: Maryland Family Network. (2025). *2025 Child Care Demographics*. Retrieved from https://www.marylandfamilynetwork.org/sites/default/files/2025-03/MFN_Demographics_2025.pdf

² **% of families below poverty level:** 2018–2022 ACS 5-Year Estimates, Table S1702:

<https://data.census.gov/table/ACSST5Y2022.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:

- 2017–2021 ACS 5-Year Estimates - Table S0101

<https://data.census.gov/table/ACSST5Y2021.S0101>

- 2021–2025 ACS 5-Year Estimates - Table B01001B

<https://data.census.gov/table/ACSST5Y2025.S0101>

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

- 2017–2021 ACS 5-Year Estimates - Table S0101

<https://data.census.gov/table/ACSDT5Y2021.B01001B>

- 2021–2025 ACS 5-Year Estimates - Table B01001B

<https://data.census.gov/table/ACSDT5Y2025.B01001B>

Eligibility

This competitive 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. The applicant(s) must operate for the entire year except for federal holidays.

MSDE reserves the right to consider geographic distribution when making award decisions, as well as evaluate an applicant's historical capacity to provide IECMH services. While applicants may apply to provide services in specific counties and jurisdictions, MSDE retains the discretion to adjust award allocations based on distribution needs.

Alignment with Statewide Poverty Reduction Efforts

Maryland is leading a bold, comprehensive initiative to reduce child poverty and promote economic mobility by investing in the communities most affected by economic hardship. On May 9, 2024, Governor Wes Moore signed into law the *Engaging Neighborhoods, Organizations, Unions, Governments, and Households (ENOUGH) Act of 2024*. This landmark legislation establishes Maryland as the first state in the nation to implement a state-led, place-based strategy focused on ending child poverty through locally driven solutions that strengthen families and communities.

As part of this initiative, Maryland has designated [27 ENOUGH communities](#)—areas with high rates of concentrated child poverty—as priority investment zones. Applicants proposing programs that serve one or more of these ENOUGH communities will receive priority consideration. Priority points will be awarded to local education agencies (LEAs), public community schools, and nonprofit organizations [501(c)(3)] that propose to implement Infant and Early Childhood Mental Health Support Services within these targeted communities.

The list of Maryland's 27 ENOUGH communities can be found [here](#). Applicants are strongly encouraged to demonstrate how their proposed services align with this broader statewide effort to disrupt intergenerational poverty and foster thriving childhood outcomes in the communities with the greatest need.

Submission Instructions

Complete the Grant application form and save it as a PDF. The pdf, including all appendices, must be submitted by 5:00 p.m. on **July 21, 2025**, via email to decfss.msde@maryland.gov.

Applications received after the deadline will not be considered for this funding cycle.

Program Contact**Nicholas Miller**

Early Childhood Project Manager

Division of Early Childhood

(410) 767-8959

nicholas.miller1@maryland.gov**State Responsibilities**

MSDE is responsible for providing the required information and technical assistance to facilitate the grantee's performance of the work. MSDE Division of Early Childhood and Office of Family Support Services and Head Start Collaboration staff will be available and make every effort to support on-demand additional assistance when requested throughout the grant period.

In addition, MSDE will monitor program implementation throughout the grant performance period to ensure each grant recipient is on target to meet its goals and fully expend its awarded program resources. Monitoring will take place in the form of progress reports, semi-annual program reports, technical assistance sessions, and at least one site visit. A monitoring tool/rubric will be shared and utilized to monitor program objectives, deliverables, and compliance requirements. All monitoring tools and resources will be shared well in advance of any visits.

Use of Funds

The following are examples of approved uses for the grant funds in accordance with the grant's purpose. Other costs not listed here may be presented to the grant manager for determination of allowable expenditures. Please ensure all funds are tied to the [Maryland Infant & Early Childhood Mental Health Support Services Program: Practice Standards & Recommendations](#).

Funds may be used for:

- Personnel costs, including payroll and salaries to coordinate and implement the grant
- 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.)
- Materials and supplies in support of grant activities
- Professional development
- Indirect Cost

Funds may not be used for:

- Cost(s) incurred prior to the approval of the grant
- Supplanting existing services or program funds
- Capital improvements
- Purchase of gift cards or other incentives
- Purchase of office furniture

Program Requirements

Applications for funding must include the following required grant activities:

- Process for 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 mental and behavioral challenges
- 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
 - Other community stakeholders that serve children facing developmental, social, emotional, or behavioral health issues

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

PROPOSAL COVER PAGE

Proposals must have the Proposal Cover Sheet provided in the application. 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 to implement the services outlined in the program requirements. It should include the core aspects of the proposed project, providing prior experience, describing how the grant funds will be used to serve children and families, to build the capacity of early educators to promote positive mental and behavioral health practices for young children, and building community partnerships and resources.

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

Applicants 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. Applicants 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. 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.

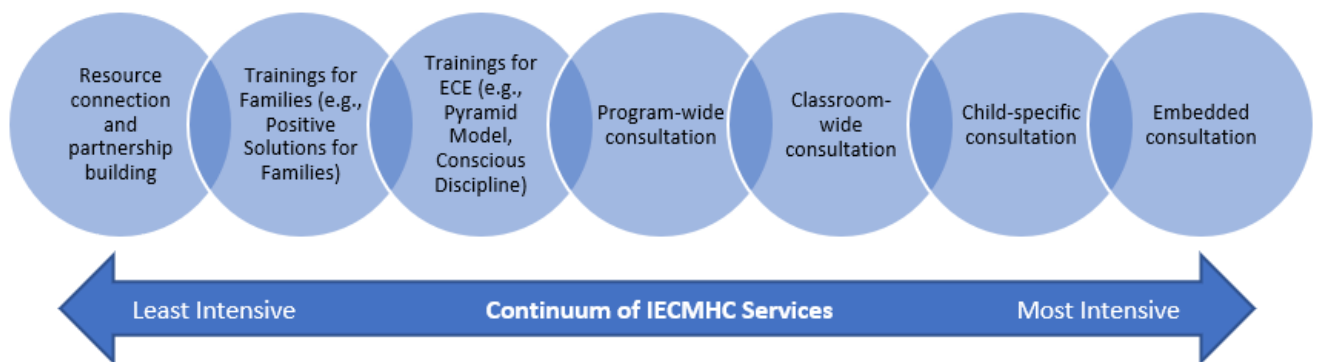
Outcome 1: Children, families, child care educators' behavioral health needs are identified, and have access to behavioral health services through community-based services.

Goal 2: After three (3) months of receiving mental and behavioral health services children, families, child care educators can use coping skills learnt.

Outcome 2: Participants 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 equitable access 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 they serve.

Community partnerships are an important part of providing mental health services to young children. Applicants must 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

- Local Early Childhood Advisory Council (LECAC)
- Judy Centers
- Patty Centers
- Family and adult referral supports
- Other community stakeholders that serve children experiencing developmental, social, emotional, or behavioral health issues.

Key Personnel

Applicants are required to include a list of the staff and 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.

Key Personnel (Name & Title)	Responsibilities	Time Devoted
John Doe, Executive Director	Executive oversight of all programs, operational oversight. And fiscal management.	15% FTE
Frances Jones, IECMH Director	Oversight of consultation services, =operations	100% FTE
Julie Person, IECMH Consultant	Direct services to early educators, children and families	100% FTE

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	Proposed Activities (sample)	Date of Implementation
John Doe	Identify and share communication tools regarding mental health services.	July 5, 2024
Mitzie Smith	Conduct training for families and caregivers.	July 15, 2024
John James	Meet with Judy Center and other partners to coordinate referral services.	July 25, 2024
Cheryl Jones	Evaluate program delivery and customer satisfaction.	January 15, 2025

EVALUATION AND DISSEMINATION

Applicants must explain how success will be determined. Additionally, grant recipients are required to submit annual evaluation reports and quarterly progress reports that are consistent with the project's goals. Grant recipients 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 project may be made available.

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?

Budget and Budget Narrative

The project's budget should be submitted using the MSDE's C-1-25 budget 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.

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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Awarding of Funds

MSDE will initiate notification of grants awards via email no later than August 29, 2025.

DENIAL OF GRANT APPLICATION

Each applicant whose application is denied will receive a Denial Notice that explains the reason for the denial after final award decisions are made.

REASONS FOR DENIAL

Applicants may be denied funding for failure to meet the requirements listed in this document.

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:

Agency Equity Officer
Office of Equity Assurance and Compliance
Office of the Deputy State Superintendent of Operations
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201-2595
Oeac.msde@maryland.gov
Deaf and Hard of Hearing Use Relay

Appendices

The following appendices must be submitted along with the application for funding.

- Appendix A: Resumes & Job Descriptions of key personnel. A one-page resume for each person who plays a significant role in the project.
- Appendix B: Job Descriptions of any new positions that are created for this project (if applicable).
- Appendix C: Project Impact: One page statement describing the impact of previously provided IECMH Support Services (previously funded service providers) or One page statement describing the community/jurisdiction needs assessment (new service providers)
- Appendix D: [A signed \(C-125 MSDE budget form\)](#)
- Appendix E: [A signed recipient assurances page](#)
- Appendix F: Letters of commitment from partner organizations

The Review Process

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

1. Written applications will be pre-screened for submission requirements and the inclusion of all required sections. Applications not meeting all requirements will not be read or reviewed. 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 the awards will be determined by the Division of Early Childhood Leadership based on the overall score and quality of proposals. The Review Committee will recommend 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 Divisions and offices 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
Extent of Need (15 points)	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.	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.	States the main problem but it is unrelated to the project, cites research but it is not aligned to the project, and does not sufficiently address the issues facing families and programs who need mental health support in the narrative.
Program Capacity (15 points)	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.	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.	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.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Integration with Maryland's ENOUGH Communities and Child Poverty Reduction Strategy (10 Priority Points)	The applicant identifies one or more ENOUGH communities as a primary service area and clearly explains how proposed services are designed to meet the needs of children and families in those communities. The proposal explicitly connects to the goals of the ENOUGH Act and demonstrates a commitment to addressing child poverty through community partnership and place-based strategies.	The applicant serves or partially includes an ENOUGH community and makes general reference to addressing poverty-related challenges, but lacks a strong connection to the ENOUGH Act's goals or targeted place-based strategies.	The proposal does not identify or prioritize ENOUGH communities. There is little to no discussion of child poverty or alignment with Maryland's statewide strategy.
Goals and Outcomes (15 points)	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.	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.	Goals are not ambitious, attainable, or are misaligned with the intent of the program and the extent of need.
Plan of Operation, Key Personnel and Timeline (15 points)	All requirements in meets criteria are listed and additional information (e.g., each key personnel's years of experience and job description is provided).	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 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

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
		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.	caregivers. There are missing partnerships.
Evaluation and Dissemination (10 points)	All requirements meets criteria are met, and in addition, the applicant provides additional data and provide a copy of the previous year report sent to stakeholders.	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.	It is not clear how success will be determined. Evaluation measures do not relate to the goal.
Integration with Early Childhood Systems (10 points)	There is clear and robust alignment with B3 Maryland's strategic direction as reflected in its mission, vision, and guiding principles. Demonstrating a strong commitment to advancing equitable, high-quality prenatal-to-three systems	There is general alignment with B3 Maryland's strategic direction. The proposal reflects an understanding of core principles, such as family partnership, equity, and two-generation approaches.	The proposal demonstrates minimal alignment with B3 Maryland's strategic direction as reflected. Key principles may be referenced, but are not well integrated into the proposed approach. Data is limited or not clearly connected to the proposal's rationale.
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	Includes a specific sustainability plan that furthers the work amongst active partners.	Relies on grant funds to sustain the project.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	sources for additional funding are discussed.		
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.

Categories that are not addressed or are missing will not be scored.

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.
Monthly	Submission of program data as determined by MSDE
Statewide Data Reporting / Monthly Program Survey	Submission of program data using Statewide system as determined by MSDE
January 31, 2026	Semi-Annual Programmatic Report
August 2026	Final Evaluation/Program Narrative and Fiscal Reports (C-1-25-D)
As scheduled	In addition, each grantee must participate in: <ol style="list-style-type: none">1. At least one monitoring visit per year, either virtual or in person.2. Monthly Programmatic Meetings with Program Manager

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:

Agency Equity Officer
Office of Equity Assurance and Compliance
Office of the Deputy State Superintendent of Operations
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201-2595
Oeac.msde@maryland.gov
Deaf and Hard of Hearing Use Relay

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 two (2) customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide technical assistance and review of fiscal processes, forms, and timelines. To register for a session, please complete the RSVP using this link:

<https://forms.gle/WE7pgHobLMogMQbC8>.

Meeting details will be sent separately.

<p>Customer Service Support Session 1 June 20, 2025 12 PM – 1 PM</p>	<p>Customer Service Support Session 2 June 30, 2025 2 PM – 3 PM</p>
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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, Nicholas Miller at nicholas.miller1@maryland.gov with your request or if you have questions related to the Infant & Early Childhood Mental Health Support Services Grant.

Nicholas Miller

Early Childhood Project Manager
 Division of Early Childhood
 (410) 767-8959
nicholas.miller1@maryland.gov

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 12, 2025	The Grant Information Guide and Application are released, and the application window opens
Session 1 June 20, 2025 12 PM – 1 PM Session 2 June 30, 2025 2 PM – 3 PM	MSDE will hold virtual customer service support sessions for interested applicants.
July 21 st , 2025: 5 PM EDT	Applications and all attachments are due to MSDE no later than 5:00 p.m. The grant application period closes and MSDE begins reviewing applications.
July 31 st , 2025	MSDE completes application reviews and notifies applicants of the award status and begins to create Notice of Grant Awards for approved applications.
July 1, 2025	The grant period begins
June 30, 2026	The grant period ends

AWARD NOTIFICATION

The official Notice of Grant Awards (NOGA) will begin immediately after the Award Notification and can take 2-3 weeks to process.