MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

GRANT INFORMATION GUIDE

Specialized Training for Caregivers and Child Care Providers

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

Deadline
September 30, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

This grant supports specialized training and technical assistance services for Early Care and Early Childhood (ECEC) providers and families. This includes support for ECEC professionals to achieve high quality program standards that benefit young children, including those with special health care needs for medical, emotional/behavioral, and developmental conditions. Training is designed to address the needs of children, birth to 3 years of age, of all abilities in child care and community settings. Comprehensive training, resources and technical assistance will be offered statewide to families and providers of children enrolled in regulated child care, registered family child care, licensed center-based staff, and appropriate facilities.

Formal training will be available to up to 800 ECEC professionals in the 24 Child Care Licensing Regions of Maryland, with support services available to all Maryland ECEC professionals. These training modules will contain current research and best practices in early intervention in accordance with the Individuals with Disabilities Act. Partnering closely with Child Care Aware of America, comprehensive training modules will be developed containing current research and best practices, and customized to meet regulations, standards and requirements of MSDE Healthy Beginnings, Bright Futures, Caring for Our Children-National Health and Safety Performance Guidelines for Early Care and Education Programs, the Office of Child Care, and Maryland Department of Emergency Management.

NAME OF GRANT PROGRAM

Specialized Training for Caregivers and Child Care Providers

PURPOSE

To provide specialized training and technical assistance to child care providers around supporting the inclusion of children age birth to three with special needs and to support emergency preparedness in community childcare programs. Training and technical assistance are provided by professionals with knowledge, experience, and education on best practices and interventions for children with a variety of physical, developmental, and behavioral needs.

AUTHORIZATION

Annotated Code of Maryland, Education Article, Section 13A-14.08.01 through 13A-14.08.11
CCDBG Act of 2014 658E(c)(2)(U) and Child Care and Development Fund, 45 C.F.R. § 98.16(aa) (2016)

DISSEMINATION

This Grant Information Guide (GIG) was released on September 6, 2022

DEADLINE

Proposals are due no later than 5 p.m. on September 30, 2022.

GRANT PERIOD

8/15/22 - 6/30/25

FUNDING AMOUNT AVAILABLE

$975,000 to be distributed equally over a three-year period.

ESTIMATED NUMBER OF GRANTS

1

GRANT AMOUNT

$325,000 per year

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. September 30, 2022 via email to deborah.langer@maryland.gov.

STATE RESPONSIBILITIES

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 when requested, as well as through a Statewide Coordination Group. MSDE will conduct a site visit as part of ongoing monitoring for the grantee.

PROGRAM CONTACT

> Deborah Langer
> Lead Training Approval Coordinator
> 410-767-7813
> deborah.langer@maryland.gov

Eligibility

This funding opportunity is designed for public and non-profit agencies licensed to do business with the state of Maryland who operate 12 months per year except for holidays. The agency must have significant experience in managing child care information, referral services for families, implementation of professional development, knowledge of servicing children with special needs; as well as training and support services in the emergency management field for childcare educators; and providing technical assistance to improve the quality of child care services.

Priority will be given to agencies who have engaged in collaborative partnerships with child care providers and emergency personnel and have at least 3 years of experience in providing professional development, emergency preparedness training, and technical assistance in the state of Maryland.

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

Use of Funds

Funds may be used for:

- Salary and stipends;
- Cost of materials and supplies;
- Contract services;
- Evaluation services at no more than 5% of the fund request;
- Travel expenses incurred specifically to carry out the award;

- Printing of training materials;

- Room rentals for trainings;

- Public Engagement Campaign/Advertising; and

- Postage.

Funds may not be used for:

- Supplanting of existing funds;

- Purchase of equipment;

- Capitol improvements; and

- Costs incurred prior to grant award.

Application

PROPOSAL COVER PAGE

Proposals must have the Proposal Cover Sheet provided in the application. The cover page should not contain any graphics nor additional information and must be signed by the Head of Agency.

ORGANIZATIONAL CAPACITY & HISTORY OF TRAINING

Describe the ways in which the organization has engaged with the specialized training related to emergency preparedness in community child care programs or a similar applicable field. This section should include an overview of the following as part of their application:

- Organization's capacity, experience, and/or history of providing training and technical assistance in a community setting;

- Understanding of the OCC regulation and licensing office support related to special needs care and outreach efforts with local and state programs that provide emergency management training, such as the Maryland Emergency Management Agency (MEMA);

- Engagement with specialized training related to supporting the inclusion of children age birth to three with special needs and emergency preparedness in community child care programs; and

- Barriers/challenges to successfully implement the proposed activity and plans to resolve of trouble shoot. Provide a sustainability plan beyond the funding period to promote the continuity of services.

Identify specific strategies and work plan that includes clearly specified objectives, activities, timeline, evaluations, and components to be used to train and provide technical assistance to infant/toddler caregivers. Training offerings must include the following:

- Special Needs Training and Technical Assistance: Provide training and technical assistance to providers that serve young children with special health care needs including medical, emotional /behavioral health, adaptive technology and developmental conditions that qualify under the Americans with Disabilities Act and/or Individuals with Disabilities Education Act . Trainings include a focus on accommodations and modifications for infant/toddler developmental areas of focus for Autism Spectrum Disorder (including training for the Medical Home and Community

Based Services Waiver for children with Autism Spectrum Disorder); and special health care needs relating to child development in alignment with MSDE Healthy Beginnings guidelines. Strategies and activities address technical assistance regarding referral and support to programs conducting developmental screenings. The type of special needs care training technical assistance must be clearly written aligning with Bright Futures Guidelines, Caring for Our Children- National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, and the Office of Child Care. Understanding of the OCC regulation and licensing office support related to special needs care and outreach efforts with local and state programs that provide emergency management training, such as the Maryland Emergency Management Agency (MEMA);

- Strategies and activities address technical assistance regarding referral and support to programs conducting developmental screenings. The developmental domains include personal/social/emotional, communication/language; cognitive; and physical. Strategies and activities shall also be described for training to provide medical interventions; and implementing special needs assistance activities resulting from the training provided. Special needs care training and technical assistance must be aligned with Bright Futures Guidelines, Caring for Our Children- National Health and Safety Performance Standards Guidelines for Early Care and Education Programs the Division of Early Childhood Recommended Practices for Environment, and the Office of Child Care regulations. Barriers/challenges to successfully implement the proposed activity and plans to resolve of trouble shoot. Provide a sustainability plan beyond the funding period to promote the continuity of services; and

- Emergency Preparedness Training and Technical Assistance: Provide training and technical assistance to providers on emergency preparedness basics, consistent with Maryland Department of Emergency Management requirements. This must include descriptions of emergencies and disasters and their prevention, elements of an emergency preparedness plan, required emergency documentation, disaster supply kit inventory and additional assistance to participants in developing their own plan. In addition, the following components should be included: guidelines for the continuation of coordination of post-disaster recovery of child care services, subsidies, and operating standards with accommodations of infants, toddlers, and children with disabilities and chronic medical conditions.

Include a brief explanation that provides a historical perspective of the proven strengths of your Specialized Training program. Your explanation should be factual, utilize data, brief, and focused on your program's efforts. Do not assume the reader is familiar with the program's history. The explanation of your historical data should cover the core aspects of your program over the past 3 years, while addressing the following:

- Issue/challenge that have been addressed,
- Populations, schools, or geographic areas that have been served by the program,
- Development process for goals and milestones,
- Goals and objectives of the program that have been met (For brevity, these should be paraphrased),
- Use of research-based effective practices.
- Strategies that have been employed to address the problem,
- Examples of established partnerships, collaborations, and roles of each,
- Past and current training topics,
- Number of training participants serviced, and
- Number of trainings completed.

PLAN OF OPERATION

EXTENT OF NEED

Detail your program's understanding of the type of special needs care and emergency services available in the communities you serve, and your role in either supplementing and/or developing new services to meet any identified gap. Support this information with available local, state, and national data.

Include public awareness activities you have developed to engage providers and the community in promoting the availability, importance, and effectiveness of high quality, accessible, and culturally sensitive special needs services. Include marketing and outreach activities which will promote community resources in high needs areas. Specify how you determined these needs and the development of services.

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

Keeping your historical data in mind, describe how your program plans to use this funding to provide training and technical assistance. Cite research to support the strategies, methods, procedures, and techniques you have chosen to accomplish outcomes. Who are the target clients and partners, and how will they be affected by the project services? Is there a specific group of providers who experience a challenge in accessing needed trainings that your program is targeting? How many clients will ultimately be serviced by the project, both directly and indirectly? Include projected goals for the number of trainings completed, number of participants, and what group of stakeholders they represent, as well as how these numbers were derived. If an MOU or letter of commitment is needed from a partner; give details about what is required for each and what services the partner will provide. It is essential that the project include strategies for each outcome, upon identifying the strategies, and discuss how they will be adapted to fit the particular project.

Include activities with specific steps to be taken to accomplish the project objectives, outcomes and milestones that involve direct service to participants. Examples include: number and types of training modules and technical assistance, areas of the state served, ways to address attendance including challenges, timeline of trainings, scheduling, and delivery of training and technical assistance sessions, virtual or in person, supplies provided, completion assessments and certificates. If a Community of Practice is included in your programming, detail what topics are covered, who will be included, how the sessions will be scheduled and if any incentives or professional development credit is available. List the activities that the project will implement and relate each activity to a strategy. Activities should be grouped with respective strategies.

TECHNICAL ASSISTANCE

Detail course outlines, including outcomes and training methods for all approved training sessions to be offered. Describe the specific strategies and work plan to be used to train and provide technical assistance to infant/toddler caregivers and families. Include copies of the MSDE/OCC approval letters for any training sessions. The training and technical assistance must be provided by the approved personnel and the application must accompany the license (as needed) and resume. The applicant must include personnel responsible for training/TA, reporting and other activities listed under work plan.

Applicants should also provide details as to how the training participants' comprehension of the training material and the skills/competencies will be assessed and documented as a result of giving technical assistance.

EVALUATION AND DISSEMINATION

Describe public awareness activities to engage providers and the community in promoting the availability, importance, and effectiveness of high quality, accessible, and culturally sensitive special needs services. Include marketing and outreach activities which will promote community resources in high needs areas. This should also include a dissemination plan.

Applicants must also describe how medical/expertise consultation and technical assistance shall be offered to infant/toddler caregivers regarding specific issues; how the participating infant/toddler caregivers shall be made aware of community resources regarding services for infants and toddlers with special needs; and technical assistance activities that must be provided and documented for referral support and assistance in conjunction with developmental screening of infants and toddlers and other issues identified during intake/ training.

Evaluation measures are important to determine the effectiveness of the Specialized Training for Caregivers and Child Care Providers program. Your program is also required to submit annual evaluation reports and quarterly progress reports that are consistent with project goal(s) and outcome(s). How have you measured successful programming in the past? Give the rationale for any changes in the evaluation process that you will make moving forward. You must evaluate the following required measures:

Evaluation Measure	Goal
Number of Specialized Training Sessions Offered	
Number of Technical Assistance Sessions Provided	
Number of participants who completed training and technical assistance sessions.	
Pre- and Post-training assessments completed and percentage with passing grades	
Post training satisfaction surveys with follow up sessions	

Detail how your program will disseminate evaluation results to major stakeholders and individuals interested in the Specialized Training for Caregivers and Child Care Providers project. Be sure this information is specific to your program and include if your agency receives requests for training and technical assistance from programs throughout the state or if you need to advertise and promote your services. Describe any partnerships already in place or how you will create any that are needed. Include any dates when your program staff compiles results and information into evaluative reports at any point of time in the grant year. Describe your program's Marketing and Dissemination Activities using the following chart:

Marketing and Dissemination Activities	Goal
Partnership established to promote trainings	
Social media platforms use to post trainings	
Communication with state networks, agencies, and programs (specify agency)	
Attendance at resource fairs and conferences (specify event)	
Information distributed (specify event/location, platform/agency, and delivery system)	

MANAGEMENT PLAN AND KEY PERSONNEL

Provide a clear discussion of Specialized Training for Caregivers and Child Care Providers' partners, their respective roles in the program, and the specific contributions each will make to the program (financial, equipment, personnel, or other resource). Document each essential partner commitment via a signed partnership agreement that outlines the roles, responsibilities, and contributions of each partner.

List your staff or personnel involved in the implementation of your training and technical assistance. Append résumés of key personnel and proof of training certification; include the time devoted to this grant by each staff member and how you calculated this figure. There is enough time allotted to ensure proper implementation.

Applicants will be asked to complete the following management plan chart as part of the proposal.

Management Plan Worksheet

Individual Responsible	Title, Partner Organization	Responsibilities

PROJECT TIMELINE

A Project Timeline should contain three sections: management, implementation, and evaluation. See sample below:

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

BUDGET AND BUDGET NARRATIVE

The program 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.

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	In-Kind	Total
Project Manager, staff member	$50/hr x 40 hrs per week x 52 weeks	$60,000	$2,000	$62,000
Total for salaries & wages:		$60,000	$2,000	$62,000

2. **Contracted Services**

Line item	Calculation	Requested	In-Kind	Total
Consultation for Trainings and Technical Assistance	$1,500 stipends x 4 Trainers	$6,000	0	$6,000
Printing and Training Materials	$5 x 100 bound training manuals	0	$500	$500
Total for contracted services:		$6,000	$500	$6,500

3. **Supplies and Materials**

Line item	Calculation	Requested	In-Kind	Total
Resources and materials for training	$5 x 800 Participants	$40, 000	0	$40,000
Special Needs Training Modules	$5 x 400 Participants	0	$20,000	$20,000
Total for supplies and materials:		$40,000	$20,000	$60,000

4. Fringe Benefits

Line item	Calculation	Requested	In-Kind	Total
FICA	$700 x 5 Employees	$3,500	$500	$4,000
Fringe	$1,300 x 5 employees	$6,500	$1,500	$8,000
Total for fringe benefits:		$10,000	$2,000	$12,000

5. Other Charges

Line item	Calculation	Requested	In-Kind	Total
Communication and IT	$11,000 for phone, internet, and virtual training platforms	$5,000	$6,000	$11,000
Occupancy	$13,000 for utilities and insurance	$6,000	$7,000	$13,000
Total for other charges:		$11,000	$13, 000	$24,000

6. Transfers (Indirect Costs)

Line item	Calculation	Requested	In-Kind	Total
Indirect Costs	$16,000	$6,000	$10,000	$16,000
Total for contracted transfers (indirect costs):		$6,000	$10,000	$16,000

APPENDIX

The following appendices must be included but not apply to the page limit of the Project Narrative. Include other appendices as deemed necessary.

- Trainer's valid MSDE Certificate of Approval valid 4 years from date of issue
- Letters of Commitment or MOU (if applicable) from community partnerships (i.e., child care programs, school districts, non-profit agencies, etc.)
- Resumes and Job Descriptions of all Key Personnel
- Evidence of status of a non-profit 501(c)(3) organization
- A signed C-1-25 MSDE budget form
- A signed recipient assurances page

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. Applicants not meeting all pre-screen requirements of non-profit status, trainer certification and significant experience will not be reviewed.

2. A review committee established by MSDE, will evaluate applications using the attached scoring rubric. The committee will include two representatives from the MSDE Division of Early Childhood, one representative from the Workforce Advancement Training team, one representative from the Special Education Services, and one representative from the MSDE Fiscal Team. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.

3. Final approval for awards will be determined by the review committee.

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

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

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
10/31/22	Quarterly Report #1, include course listings and enrollment count
1/31/23	Quarterly Report #2, include course listings and enrollment count
4/31/23	Quarterly Report #3, include course listings and enrollment count
7/30/23	Final Progress and Financial Report, cumulative program and financial report and final invoice
8/30/23	Annual Evaluation, compiled results from yearlong pre/post-test results, assessments, and surveys
As scheduled	Each grantee must participate in at least one monitoring visit per year, either virtual or in person.

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 Workbook 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

The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

Customer Service Support Sessions

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 a session, contact Deborah Langer at deborah.langer@maryland.gov. You will receive an email invitation with a link to join a virtual Google Meets session. See the dates and times below:

- Thursday, September 8 from 10:00 a.m. - 11:00 a.m.

- Monday, September 19 from 2:00 p.m. – 3:00 p.m.

Questions

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

> Deborah Langer
> Lead Training Approval Coordinator
> 410-767-7813
> deborah.langer@maryland.gov

A list of frequently asked questions (FAQ) and answers will be posted to the MSDE 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 [MSDE Division of Early Childhood website.](#)

Date	Program Milestone
September 6, 2022	The Grant Information Guide and the application for participating are released.
September 8 & 19, 2022	MSDE will hold a virtual customer service support session for interested applicants.
September 30, 2022	The grant application period closes and MSDE will begin to review applications.
October 10, 2022	MSDE will notify applicants of the award status
August 15, 2022	The grant period begins
June 30, 2025	The grant period ends

Appendix

APPLICATION FOR PARTICIPATION

SCORING RUBRIC