



## GRANT INFORMATION GUIDE

# Prekindergarten Capacity Building Grant Fiscal Year 2024

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

**Deadline**  
September 8, 2023  
No later than 5:00 p.m. EDT

## MARYLAND STATE DEPARTMENT OF EDUCATION

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## Program Description

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The Prekindergarten Capacity Building Grant is a competitive grant program administered by the Division of Early Childhood at the Maryland State Department of Education (MSDE). It provides a pathway for new and/or existing programs to prepare to access the Maryland State Prekindergarten grant opportunities. This grant provides funding for local education agencies (LEAs) and private providers to build the capacity to administer high-quality Prekindergarten and school readiness services throughout the State for children and their families in coordination with the Blueprint for Maryland's Future.

The Blueprint granted all three- and four-year-old children from families earning incomes at or below 300% Federal Poverty Level access to high-quality full-day Pre-K at no cost. The Prekindergarten Capacity Building Grant is part of Maryland's plan for expanding access to high-quality Prekindergarten. This is a new grant opportunity provided through state and federal funding as a result of the Blueprint for Maryland's Future and the American Rescue Plan Act.

### GRANT OVERVIEW

#### Name of Grant Program

Prekindergarten Capacity Building Grant

#### Purpose

Build the capacity of new and/or existing programs to meet the requirements to be eligible for Maryland State Prekindergarten grants thereby broadening availability and expanding access to high-quality Prekindergarten educational programming and school readiness services for three-year-old and four-year-old students from families with household incomes up to 300% of Federal Poverty Level (FPL), students with special education needs regardless of income, students with a home language other than English regardless of income, and students experiencing homelessness regardless of income.

#### Authorization

[House Bill 1300/Chapter 36 \(2020\)](#), as amended [House Bill 1372/Chapter 55](#) – the Blueprint for Maryland's Future and [American Rescue Plan Act of 2021](#)

#### Dissemination

This Grant Information Guide (GIG) was released on July 27, 2023

#### Deadline

Proposals are due no later than 5pm on September 8, 2023, but MSDE will begin reviewing applications on a rolling basis starting July 31, 2023.

### Grant Period

August 1, 2023 – June 30, 2024 (one-time, one-year grant opportunity)

### Funding Amount Available

\$10,000,000

### Estimated number of Grants

Approximately fifty (50) awards

### Grant Amount

Up to \$200,000 per classroom

### Submission Instructions

The Prekindergarten Capacity Building Grant Program is a competitive grant opportunity. To expedite the award process and ensure grantees can move without interruption into the 2023 – 2024 school year, MSDE will review applications on a rolling basis beginning July 31, 2023. MSDE encourages timely submission to increase an applicant's likelihood of receiving an award. Grant applications must be submitted no later than 5:00pm September 8, 2023, via email to: [prekexpansiongrant.msde@maryland.gov](mailto:prekexpansiongrant.msde@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. MSDE program 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 site is in progress to meet its goals and fully expend its awarded program resources. In cases where the grantee is found to be high risk, MSDE will impose special conditions in accordance with 2 CFR Part 200.208.

### Program Contact

#### Nykia Washington

Prekindergarten Program Manager  
Division of Early Childhood Development  
Phone: (410) 767-0088  
[nykia.washington@maryland.gov](mailto:nykia.washington@maryland.gov)

### Eligibility

This funding opportunity is designed for those who will deliver Prekindergarten services, including Local Education Agencies (LEAs) or qualified vendors (as defined in [COMAR 13a.06.02](#)) and/or private providers who:

- hold a valid license.

- have not incurred any serious health or safety violations.
- are Head Start programs.

## Use of Funds

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Funds may be used for:

- Salaries, wages, and fringe benefits for teaching staff. Lead teachers must be paid a salary commensurate with the LEA in the respective county based upon their education, role and experience level. For a list of minimum teacher salaries for local education agencies in Maryland, see table 3 of the [Professional Salary Schedules Maryland Public Schools](#).
- Equipment, materials, and supplies (e.g., classroom furniture, instructional materials including MSDE approved curriculum resources to support the Maryland Early Learning Standards, book supplies for family literacy or math activities).
- Reasonable rental costs are allowable and should be reviewed periodically. Contact the Prekindergarten Capacity Building Grant program contact for this grant program for specific conditions and requirements if property rental costs are included in the budget narrative.
- Technology costs (may not exceed 10% of the total fund request).
- Costs associated with achieving Maryland or national accreditation status, or Maryland EXCELS rating.
- Costs for contracts to administer screening and intervention services for Prekindergarten students.
- Costs associated with evaluation and monitoring of the project (may not exceed 5% of the total fund request).
- Indirect costs (may not exceed 10% of the total fund request).
- Costs for at least one meal per day for students.
- Costs for academic field trips.
- Costs associated with the provision of staff and professional learning activities to support seeking certification or recertification of qualified teaching staff.

Funds may not be used for:

- Supplanting existing services.
- Capital Improvements.
- Cost(s) incurred prior to grant approval.

## Program Requirements

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Grant funds must be used to serve three- and four- year-old children from families with an income at or below 300 percent of the federal poverty level in full-day settings and meet the definition of high-quality Prekindergarten programs. Furthermore, the grant extends eligibility to students with disabilities regardless of income, students experiencing homelessness, and students from homes in which English is not the primary spoken language.

Grant funds must be used to provide an educational program designed to provide high-quality learning experiences for children in Prekindergarten. These educational programs are led by highly qualified teaching staff and include curriculum that is:

- Evidence-based and developmentally appropriate
- Aligned with [Maryland's birth-to- three years early learning standards](#) and [Maryland college and career ready standards](#)
- Implements formative and summative assessments.

Maryland Prekindergarten programs must have developmentally appropriate classrooms that are well-equipped to address the needs of all children, including those with disabilities, English and multilingual learners, and students experiencing homelessness. Programs are committed to ongoing program evaluation to ensure continuous quality improvement for the children and families they serve.

### Coordination with Blueprint funds to local education agencies (LEA)

LEAs that receive Blueprint for Maryland's Future funds and Prekindergarten Capacity Building Grants in Fiscal Year 2024 will be expected to increase the number of three- and four-year-old children served in full-day Prekindergarten as reported in the official September 30, 2022, enrollment count. For example, if the LEA received Blueprint funding in Fiscal Year 2024 for serving 100 three- and four-year-old children in full-day Prekindergarten the prior year (2022-2023 school year) and is also awarded the Prekindergarten Capacity Building Grant to serve 40 three- and four-year-olds, the LEA must serve a minimum of 140 three- and four-year-olds in full-day Prekindergarten in FY24. The September 30, 2023 (School Year 2023-2024) enrollment data submitted to MSDE must reflect this increase.

### Special Considerations

For LEA applicants, local general education, English and multilingual learner education, and special education leadership are strongly encouraged to collaborate on the development of the grant proposal.

Combining multiple funding streams offers increased opportunities for the inclusion of children with an Extended Individualized Family Service Plan (Ext IFSP) or Individualized Education Program (IEP) for whom a regular early childhood program with typically developing peers has been determined by the child's Ext IFSP/IEP team to be the appropriate natural and least restrictive environment (LRE). The participation of children served through an Ext IFSP or an IEP in public Prekindergarten programs provides access to the general early childhood education curriculum and instructional program, further supporting a narrowing of the school readiness performance gap with typically developing peers. Fully inclusive options have been shown to work for children across disability groups and levels of severity (children with developmental delays, mild to severe; children with autism spectrum disorder; children with multiple disabilities; children with significant social and emotional needs; children with hearing impairment; and children with limited



mobility). Further, the Prekindergarten Capacity Building Grant Program also supports students who are experiencing homelessness and students who speak a home language other than English. In addition, [McKinney-Vento](#) funding can be used to support children experiencing homelessness in combination with these grant funds. For children who speak a language other than English, the Home Language Survey should be used when children are enrolled in either an LEA school or within a private provider setting. Professional development should be offered to educators to support all these populations.

## REQUIRED COMPONENTS

Proposals for funding must contain the following to be considered for funding:

- Clear goals and objectives demonstrate how the program will provide an educational program and meet the definition of a high-quality Prekindergarten program. The definition can be found on the [Maryland Prekindergarten Grant Programs](#) page.
- A description of how the income verification forms and family-provided documents will be collected and maintained on-site. The income eligibility criteria are based on the [Federal Poverty Levels \(FPL\)](#).
- A plan for how the needs of students with disabilities, students experiencing homelessness, and students who speak a home language other than English will be met.
- A description of the program's family engagement strategies in accordance with the [Maryland Early Childhood Family Engagement Framework](#).
- Maryland EXCELS level (if applicable) and work plan to publish at Level 3 by the end of the grant period.
- A description of the professional learning activities for instructional staff (teacher and assistant) that consist of 15 total of hours and support school readiness, including alignment with the [Maryland Early Learning Standards](#) in early language and literacy, the science of reading, early mathematics and social foundations.
- A list of community partners and specific roles as they relate to the program.

### Maryland EXCELS and Accreditation

Maryland accreditation is a process in which licensed childcare and early education programs commit to continuous quality improvement. Maryland accreditation is a part of the broader Maryland EXCELS system, in which programs earn quality ratings in targeted areas and commit to continuous quality improvement for the children they serve. Maryland EXCELS participants receive a rating from 1 to 5. A rating of 1 is awarded to providers and programs that successfully meet initial requirements, while a rating of 5 is awarded to those that have achieved the highest quality rated programs that demonstrate competence in areas such as staffing and professional development, accreditation, developmentally appropriate practice, compliance with licensing regulations, and administrative policies.

Participation in Maryland EXCELS is not required at the time of application; however, programs must publish at Level 3 in Maryland EXCELS by the end of the grant year. A Maryland EXCELS work plan must be submitted with the application. The applicant should utilize the Maryland EXCELS Quick Guide to Quality Ratings 1-3 to inform the development of the work plan. The work plan will be monitored monthly by Maryland EXCELS Quality Assurance Specialists.

## Teachers and Staff

All lead teachers in Prekindergarten classrooms must hold a bachelor's degree.

If a Lead Teacher has not been hired by the date of the proposal submission, a job announcement must be included that demonstrates appropriate education and experience requirements and salary.

A Director cannot be regarded as the teacher unless he or she is working in the classroom full-time for the 6.5-hour instructional day.

Lead teachers must be paid a salary commensurate with the LEA in the respective county based upon their education, role and experience level.

For Prekindergarten classrooms with more than 10 students, there must be an Assistant Teacher assigned to that classroom.

Assistant Teachers must hold a high school diploma.

Lead Teachers for full-day Prekindergarten classrooms must be hired by September 30, 2023, to avoid a disruption in grant funds.

## Additional Information

Grantees must provide at least one meal per day. It's recommended that meals served meet the [Child and Adult Care Food Program \(CACFP\)](#) requirements, but not required.

For all private providers, a license check will be performed prior to the final awarding of the grant to ensure a valid childcare license is held and there are no major health and safety violations.

For Head Start programs only, applicants must submit a letter of support from the Head Start Program-funded grantee, if the applicant is not the funded grantee.

All grant requirements must be met prior to the start of the grant year to avoid a disruption in grant funds.

Invoices will not be paid unless all grant requirements have been met.

Note: Final awarding of the grant will be contingent on the applicant meeting all grant requirements.

## Application Requirements

The Prekindergarten Capacity Building Grant Program is a competitive grant opportunity. As such, MSDE highly encourages applicants to put their best effort forward in crafting an application. To expedite the award process and ensure grantees can move without interruption into the 2023 – 2024 school year, MSDE will review applications on a rolling basis beginning July 31, 2023. MSDE encourages timely submission to increase an applicant’s likelihood of receiving an award.

The grant application form can be downloaded from the [Office of Grants Administration and Compliance website](#) and the [MSDE Prekindergarten website](#). Interested applicants must download the application, attach any supporting documentation as appendices, and submit the package in its entirety in pdf form. Applications must be typed and presented in an organized and professional manner. Applications must be submitted by email to [prekexpansiongrant.msde@maryland.gov](mailto:prekexpansiongrant.msde@maryland.gov).

Proposals for funding must contain the following to be considered for funding:

### COVER PAGE

Proposals must have the Proposal Cover Sheet provided in the application for participation. The cover page must be the first page of the proposal. The cover page should not contain any graphics nor additional information and must be signed by the head of the agency. The project statement that appears on the cover page must not exceed 100 words. The original application cover page must be signed in blue ink. Copies of the cover page must not be color photocopied.

### PREKINDERGARTEN SLOTS REQUESTED

All applicants must indicate the number of full-day Prekindergarten slots being requested within the table that is appropriate to their agency type.

For Private Providers

Program Name	Number of full-day Prekindergarten 3-year-old slots 2023-2024 school year	Number of full-day Prekindergarten 4-year-old slots 2023-2024 school year
ABC Montessori School	15	15

For Local Education Agencies

Number of Prekindergarten slots reported on September 30, 2022, enrollment	Additional full-day Prekindergarten 3-year-old slots being requested	Additional full-day Prekindergarten 4-year-old slots being requested	Total number of full-day slots reported on September 30, 2023, enrollment (minimum)
County Name – 1,000	150	150	1,300

For a complete list of local education agency September 30, 2022 full-day three-year-old and four-year-old enrollment totals, click [here](#).

The total number of slots requested represents the minimum number of full-day 3-year-olds and 4-year-olds to be served during the 2023-2024 school year. This figure must align with the number reported in the September 30, 2023, enrollment count.

For Head Start Programs

Program Name	Number of full-day Prekindergarten 3-year-old slots 2023-2024 school year	Number of full-day Prekindergarten 4-year-old slots 2023-2024 school year
123 Head Start Agency	20	20

For Head Start Programs, the applicant must also include the following information in the application.

- How many federally funded slots are being supplemented with state funds?
- Of the total number of slots requested for the FY24 school year, estimate how many are full-day three-year-old slots and how many are full-day four-year-old slots.
- What is the amount per slot that you are requesting? (Up to \$10,000 per slot)
- A brief description of how the state supplemental funds awarded under the Prekindergarten Capacity Building Grant will be used. (i.e., half-day to full-day, professional development, additional quality enhancements, etc.) This will be addressed more fully in the proposed plan.

### EXTENT OF NEED

Using a previous program evaluation or a needs assessment, describe how your program can use these funds to increase access to high-quality, full-day Prekindergarten and school readiness services.

Applicants should include the target audience and expected objectives. Applicants are required to have completed a needs assessment that clearly identifies areas of attention or barriers to achieving high-quality, full-day Pre-K. For a quality response, at least one data source must be used for analysis.

### EVIDENCE OF IMPACT

Applicants must describe how implementation of the proposed Prekindergarten program will lead to the desired goal(s). Applicants must include a description of the program’s experience in implementing an effective Pre-K program or how chosen curricula, materials, and instructional strategies are tied directly to research with a record of improving student objectives. Discuss how this experience or existing research aligns with the definition of high-quality Pre-K and the impact your proposed activities are likely to have on the target population(s).

### GOALS AND OBJECTIVES

Applicants are required to identify clear goals and objectives that their program will achieve. Goals communicate the final impact the program will bring about. Objectives set standards of progress towards meeting the overall goal(s) of the program. A sample goal is below:

<p><b>Goal 1:</b> By the end of the school year 80% of Pre-K 4 students will demonstrate school readiness as measured by attaining level 4 on the Early Learning Assessment (ELA).</p>
<p><b>Objective(s):</b></p>

By the end of November 2023 70% of Pre-K 4 students will attain level 2 in at least two learning progressions in the Language and Literacy domain of the ELA.

By the end of March 2024 80% of Pre-K 4 students will attain level 3 in at least two learning progressions in the mathematics domain of the ELA.

**Goal 2:** The program will show 20% improvement in positive responses on a parent/guardian and staff program satisfaction survey by the end of the school year indicating an improvement in family engagement efforts.

**Objective(s):**

Pre-K staff and at least 80% of parents/guardians will complete a program satisfaction survey by mid-October 2023 and data will be collected and collated by the end of October.

Pre-K staff and at least 80% of parents/guardians will complete a program satisfaction survey by mid-May 2024 and data collected and collated by June 1,2024.

**Goal 3:** The program will establish a strong collaborative partnership with the LEA by the end of June 2024.

**Objective(s):**

Lead Teachers and teacher assistants will attend Frog Street Curriculum Training in August 2024, and all follow up support sessions hosted by the LEA during the 2024 school year.

The program will attend at least three Blueprint support sessions and centralized enrollment training sessions by December 2023.

Program and LEA will host joint parent/guardian engagement events targeting incoming kindergarten students and their families/guardians by May 2024.

**Goal 4:** Lead Teachers and Teachers will confidently manage challenging behaviors of children in their classroom setting by December 2023.

**Objective(s):**

Lead Teachers will complete online Pyramid Model training for Preschoolers modules by December 2023.

By the end of February 2024, Lead Teachers will complete training, mentoring and coaching offered by their local Infant and Early Childhood Mental Health Consultants (IECMHC) to support the social emotional development of their students and parents/guardians.

## PLAN OF OPERATION

The plan of operation provides information about how your program will accomplish its goals and expand access to high-quality Prekindergarten educational programs for 3-year-olds and 4-year-olds in Maryland. The applicant must respond to specific questions in the application that address required components of eligible full-day Prekindergarten programs including recruitment and eligibility, curriculum implementation, professional learning, coordinated services, and family engagement.

- How will the program ensure that all eligible children are provided access to the program?
- What evidence-based curriculum will be used for all age groups and how will instructional staff be supported to ensure fidelity of implementation?
- What professional learning (PL) activities will be offered to instructional staff (teachers and assistant teachers)? Professional learning activities must consist of 15 total hours and support school readiness, including alignment with the [Maryland Early Learning Standards](#) in early language and literacy, the science of reading, early mathematics, and social foundations.
- How will the program meet the requirement to provide full-day instruction (at least 6.5 hours), 180 school days per year? Also, if necessary, provide the program schedule, including hours of instruction.

*Note: Tuition may not be charged for the 6.5-hour day; tuition may be charged only for additional wrap-around services when applicable.*

- How will both screening and referral services covering at least vision, hearing, speech and language, health, and physical development be provided?
- What are the program's family engagement strategies in accordance with the [Maryland Early Childhood Family Engagement Framework](#)? Programs that implement a comprehensive family engagement plan and that incorporate educational activities beyond the classroom into the program will be prioritized.

## EVALUATION AND DISSEMINATION

Evaluation is an important part of determining the success of the program. Applicants will be required to describe in detail what success will look like and the criteria that will be used to determine and measure success. Applicants must have a program evaluation in place to ensure continuous program improvement. The evaluation plan must identify the data and instruments that will be used to monitor the quality of the program, as well as how this information will be used to support continuous quality improvement. The plan must also include how parents and guardians will be informed and engaged about student progress and areas of concern to support student learning and growth.

**Reporting:** Grantees are required to submit interim progress reports and a final report consistent with the project's goal and objective(s). Additionally, grantees will be expected to complete a program evaluation report that is to be shared during the Annual Review.

## STAFFING, MANAGEMENT PLAN AND KEY PERSONNEL

Applicants should complete all staffing and site selection information and must list all administrative key personnel responsible for the successful implementation and monitoring of the grant requirements including resumes.

Applicants are required to complete a management plan as part of the proposal. See a sample below.

### Sample Management Plan Worksheet

Person Responsible	Title, Organization	Responsibilities	Time Devoted
Ms. Smith	Grant Manager	Oversee grant program, observations, complete reports, support director and staff	80%
Mr. Phillips	Accountant	Oversee grant budget, invoices, supporting documentation and deadlines	40%
Ms. Waters	Instructional Coach	Mentor and support teachers with classroom instruction	50%

Note: Teaching staff will be captured in the Staffing and Site Selection portion of the application.

### Staffing and Site Selection

Applicants must communicate the staffing of Prekindergarten classrooms to ensure that classrooms are led by staff with high qualifications. Applicants must also include staffing qualification supporting documentation so that MSDE can ensure all staff meet qualification requirements, as indicated in the list of appendices.

By September 30, 2023, each classroom under this program must be staffed with a qualified lead teacher that holds a bachelor's degree. Lead teachers must be paid a salary commensurate with the LEA in the respective county based upon their education, role and experience level.

Additionally, if the classroom has more than 10 children enrolled, it must be staffed with an Assistant Teacher who holds at minimum a high school diploma.

### Sample Staffing and Site Selection Table

Name of school or private provider	Address	Number of slots anticipated	Has a Lead Teacher been hired?	Lead Teacher salary or posted salary in job announcement	Has an Assistant Teacher been hired?
ABC Childcare	123 Learning Lane, Baltimore, MD 21201	20	Yes, and I will provide evidence of a bachelor's degree.	\$42,000	No, but will be hired by September 15, 2023. I will submit a copy of the job announcement with the credential requirement.



## PROJECT TIMELINE

A Project Timeline tells the reviewer when key activities will take place during the grant period. Applicants should consider all the key tasks or activities that need to be conducted to implement the program successfully. The key activities should be aligned with the grant goals and objectives and proposed plan. It should contain the following categories: management, implementation, and evaluation. Management activities provide oversight and monitor grant requirements. Implementation activities directly support grant objectives. Evaluation activities assess program quality and student progress. The project timeline should cover the entire grant year. See a sample timeline below:

### Sample Project Timeline

Key Activities	Individual Responsible	Time Frame
<b>Management Activity</b>		
Disseminate Recruitment flyers to county agencies that serve EL students and those with IEPs/Ext IFSPs	Grant Manager and Director	March 2023
Recruit and hire qualified staff	Director	April -June 2023
Attend and participate in partner meetings	Grant Manager and Director	October 2023 January 2024 March 2024

Key Activities	Individual Responsible	Time Frame
<b>Implementation Activity</b>		
Purchase supplies and materials to support curriculum, classroom instruction, accreditation and MD EXCELS	Director, Teachers	July 2023
Staff will attend curriculum training	Director, Teachers	August 2023
<b>Evaluation Activity</b>		
Conduct Classroom Assessment Scoring System (CLASS) observations	CLASS observer	October 2023 and March 2024
Administer Early Learning Assessments	Teachers	October 2023 – May 2024

## COLLABORATION AND SUSTAINABILITY

Applicants must have a long-term plan for sustainability and community and business partnerships to support high-quality programming, expand resources, and provide students access to social, health, and academic support. The plan may include braiding funds and/or matching funds to the extent possible.

List any applicable collaborating partners and their respective roles in the successful outcome of this project (i.e., libraries, business partnerships, Department of Social Services, mental health care organizations, Judy Center Early Learning Hub, Early Childhood Advisory Council, etc.).

Sample:

Business / Agency Name	Do they provide matching funds?	Responsibilities
Local Early Childhood Advisory Council	Yes	Needs assessment and professional development support

## 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, allowable, and cost-effective. All projected costs should appear in the budget narrative and must be included on the budget form (C-1-25). Reviewers should be able to see a clear connection between the proposed activities and the budget line items. Clearly show the requested funds and in-kind contributions for each line item if applicable. Please note in-kind contributions are not required.

The funding per Prekindergarten student will be \$10,000 per full-day slot for three-year-olds and four-year-olds from families earning up to 300% of the [Federal Poverty Level \(FPL\)](#), and up to \$10,000 per slot for Head Start program applicants. Students with disabilities regardless of income, students experiencing homelessness and students from homes in which English is not the primary spoken language are eligible regardless of income.

Each line must be detailed and specific. Budget categories should be broken down into specific line items. For example, "meeting expenses" can be captured in the "Other" category and the line items can be broken down into room rental, photocopying and AV equipment. There is no page limit for the budget, so be as detailed as possible. See a sample below:

### Salaries & wages (list separately for each position)

Line item	Calculation	Requested	In-Kind	Total
Project Manager	\$50/hour x 40 hours per week x 52 weeks	\$83,200	\$20,800	\$104,000
Total for Salaries &Wages:		\$83,200	\$20,800	\$104,000

### Contracted Services

Line item	Calculation	Requested	In-Kind	Total
Music Therapy	10 weeks @\$65/session x 2 times a year	\$1,300		\$1,300
Total for Contracted Services:		\$1,300		\$1,300

## Appendices

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

- Works Cited: A works cited page is required for any sources that are cited in the proposal.
- A description of how the income verification forms and family-provided documents will be collected and maintained on-site. The income eligibility criteria are based on the [Federal Poverty Levels \(FPL\)](#).
- Resumes of Key Personnel: Include a one-page resume for each person playing a key role in the project. Only information relevant to the project should be included in the resume. Resumes for teachers are not necessary.
- Evidence of Lead Teacher qualifications: hold a bachelor's or the job announcement showing education and experience, and salary requirement.
- Evidence of assistant teacher credentials: minimum of a high school diploma.
- Evidence of Strong Financial Management: Annual Audit Report and/or Annual Financial Statement
- Maryland EXCELS work plan.
- [Signed recipient assurances page](#)
- [Signed C-1-25 MSDE budget form](#)
- GEPA, Section 427 Statement
- Head Start Program only: Applicants must submit a letter of support from the principal of Head Start Program-funded grantee if the applicant is not the principal funded grantee.
- Request for advance payment (optional). A 15% advancement of the grant award amount will be issued upon request and all supporting receipts will be required. Applicants who are approved for funding and meet all grant requirements are eligible to receive a 15% advance upon request. Applicants requesting an advance must complete the following [Request for Payment Advance](#) and submit it with the application. Advance requests received after the application has been submitted will not be considered. and submit it with the application. Advance requests received after the application has been submitted will not be considered.

## The Review Process

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The Prekindergarten Capacity Building Grant program is a competitive grant program with limited funds.

Applications will be pre-screened for submission requirements and inclusion of all required sections and appendices. Applications not meeting all pre-screen requirements will not be reviewed.

A review committee established by MSDE will evaluate applications using a scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.

Note: MSDE reserves the right to take into consideration geographic distribution.

### REVIEW COMMITTEE

The committee will be composed of three (3) representatives from the MSDE. Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric below. Applications must receive a minimum score of 65 to be considered for funding. MSDE will return an award determination within 30 days of close of application.

## Scoring Rubric

Plan Criteria (100 Possible Total Points)	Level 3 Exceeds Criteria (8-10pts)	Level 2 Meets Criteria (4-7pts)	Level 1 Does Not Meet (1-3pts)
Maryland EXCELS work plan	The MD EXCELS work plan addresses all criteria in the Quick Guide, provides a detailed timeline, and identifies all responsible parties and their respective roles. In addition, includes a management plan to identify benchmarks and ensure that the timeline remains on track.	The MD EXCELS work plan addresses all criteria in the Quick Guide, provides a detailed timeline, and identifies all responsible parties and their respective roles.	The MD EXCELS work plan is vague, does not address all criteria in the Quick Guide, and/or does not provide a detailed timeline or identify the responsible parties and their respective roles.
Extent of Need	<p>A needs assessment or previous/existing program evaluation was conducted that identifies multiple related problems.</p> <p>Multiple data sources are used, including both quantitative and qualitative data. These data are presented and clearly identify areas of growth that connect to clear implementation strategies.</p>	<p>A needs assessment or previous/existing program evaluation was conducted, and the application addresses any identified area of growth or attention.</p> <p>However, only one data source is used for analysis.</p>	No needs assessment or previous/existing program evaluation was done, or the applicant provides a problem, but the data presented does not align to the problem.

Plan Criteria (100 Possible Total Points)	Level 3 Exceeds Criteria (8-10pts)	Level 2 Meets Criteria (4-7pts)	Level 1 Does Not Meet (1-3pts)
Evidence of Impact	<p>The application describes how the proposed Prekindergarten program implementation will lead to the desired goal(s). The application includes a detailed description of the program’s experience in implementing an effective Pre-K program; and how this experience fully aligns with the definition of high-quality Pre-K and the impact the proposed activities are likely to have on the target population(s). The application goes further, citing data and research specific to chosen curricula, interventions, and strategies to link planned programming to a likely impact on student success.</p>	<p>The application describes how the proposed Prekindergarten program implementation will lead to the desired goal(s). The application includes a description of the program’s experience in implementing an effective Pre-K program; and how this experience aligns with the definition of high-quality Pre-K and the impact the proposed activities are likely to have on the target population(s).</p>	<p>The application partially describes how the proposed Prekindergarten program implementation will lead to the desired goal(s) and description of the program’s experience in implementing an effective Pre-K program.</p>
Goals and Objectives	<p>The application contains more than one goal and objective that aligns with the Maryland Early Learning Standards. The goals are clear, and objectives are specific, measurable, achievable, realistic, and timely (S.M.A.R.T.).</p>	<p>The application contains at least one goal that aligns with the Maryland Early Learning Standards.</p>	<p>The application’s goals and objectives are not clearly identified, not measurable, and/or not aligned with the Maryland Early Learning Standards.</p>

Plan Criteria (100 Possible Total Points)	Level 3 Exceeds Criteria (8-10pts)	Level 2 Meets Criteria (4-7pts)	Level 1 Does Not Meet (1-3pts)
Plan of Operation	<p>The application is comprehensive and fully addresses each of the seven questions in describing how all proposed activities will lead to the successful implementation of full-day, high-quality Pre-K for all eligible students.</p>	<p>The application addresses each of the seven questions with some details for how each of the proposed activities will lead to the successful implementation of full-day, high-quality Pre-K for all eligible students.</p>	<p>The application partially describes how all proposed activities will lead to the successful implementation of full-day, high-quality Pre-K for all eligible students.</p>
Evaluation and Dissemination	<p>The application provides a distinct plan for program evaluation to ensure continuous improvement and inform future decisions.</p> <p>This includes identifying the data and instruments, how the information will be used, and how families/parents/guardians will be informed of program and student(s) progress and areas of concern. The plan implements multiple data collection methods.</p>	<p>The application provides a plan for program evaluation to ensure continuous improvement and inform future decisions.</p> <p>The plan includes some details of how success will be determined. The plan identifies data and instruments, how the information will be used, and how families/parents/guardians will be informed of student(s) progress and areas of concern.</p>	<p>The application does not include a clear plan for program evaluation and continuous improvement, and details are limited.</p>



Plan Criteria (100 Possible Total Points)	Level 3 Exceeds Criteria (8-10pts)	Level 2 Meets Criteria (4-7pts)	Level 1 Does Not Meet (1-3pts)
Staffing, Management Plan and Key Personnel	<p>All the requirements under meets criteria are met. In addition, a resume including information relevant to the project is provided for all key personnel.</p> <p>The staffing qualification table is also correct and complete, and multiple staff exceed qualification requirements. All supporting documentation is provided.</p>	<p>All aspects of this section of the application are addressed, including information relevant to all key personnel.</p> <p>The staffing qualification table is also correct and complete, and staff meet qualification requirements. All supporting documentation is provided.</p>	<p>Administrative and key personnel are not listed in the chart, responsibilities are vague, or time devoted is missing. Some or no resumes are provided.</p> <p>The staffing qualification table is incomplete or incorrect. The teacher(s) and/or teacher assistant(s) do not meet qualification requirements and/or partial documentation is provided.</p>
Project Timeline	<p>The project timeline chart lists all key activities, individuals responsible, and time frame. The key activities are aligned with the grant goals, objectives, proposed plan and correspond with the correct categories. The timeline covers the entire grant year. In addition, a management plan has been developed to ensure that the timeline remains on track.</p>	<p>The project timeline chart lists all key activities, individuals responsible, and time frame. The key activities are aligned with the grant goals, objectives, proposed plan and correspond with the correct categories. The timeline covers the entire grant year.</p>	<p>The project timeline chart is missing either key activities, the individual responsible or time frame; or contains vague activities that may not correspond with the correct categories. The timeline partially covers the grant year.</p>

Plan Criteria (100 Possible Total Points)	Level 3 Exceeds Criteria (8-10pts)	Level 2 Meets Criteria (4-7pts)	Level 1 Does Not Meet (1-3pts)
<p>Collaboration and Sustainability</p>	<p>The application contains a thorough plan for sustainability with blending and braiding federal, state, and local funding streams.</p> <p>The plan includes extensive community and business partnerships.</p> <p>Responsibilities of collaborating partners are provided in detail. The plan may or may not include matching funds to the extent possible.</p>	<p>The application contains a thorough plan for sustainability with extensive community and business partnerships. Responsibilities of collaborating partners are provided in detail. The plan may or may not include matching funds to the extent possible.</p>	<p>The application contains a vague plan for sustainability. A list of partners is included but without their respective roles.</p>

Plan Criteria (100 Possible Total Points)	Level 3 Exceeds Criteria (8-10pts)	Level 2 Meets Criteria (4-7pts)	Level 1 Does Not Meet (1-3pts)
Budget and Budget Narrative	<p>The application includes a budget and budget narrative that follows the prescribed budget categories. Each line-item is specific and shows calculations. All line items are calculated correctly, and budget forms are free of errors. Items on the budget narrative are reasonable, allowable, and allocable with justification. The budget narrative and C-1-25 are aligned. The budget narrative aligns with the proposed activities.</p> <p>The application includes additional sources of funding or revenue to supplement activities in the proposed budget and budget narrative that tie back to corresponding community and business partnerships.</p>	<p>The application includes a budget and budget narrative that follows the prescribed budget categories. Each line-item is specific and shows calculations. All line items are calculated correctly, and budget forms are free of errors. Items on the budget narrative are reasonable, allowable, and allocable with justification. The budget narrative and C-1-25 are aligned. The budget narrative aligns with the proposed activities.</p>	<p>The application includes budget expenses with limited justification and/or does not align with the prescribed categories or the proposed activities. Costs may not be reasonable, allowable, or allocable. Budget contains errors and/or missing calculations.</p>

### AWARD NOTIFICATION

Notification of awards will be sent by email on or by 30 days after the application submission deadline. MSDE will be reviewing all applications on a rolling basis beginning July 31, 2023. Processing of the official Notice of Grant Awards (NOGA) will begin on August 15. This process can take 6-8 weeks. An invoice template for billing will be sent along with the official NOGA. No costs may be encumbered to this grant prior to award notification.

Applicants meeting all grant requirements may be eligible to receive a 15% advance upon request. Applicants requesting an advance must complete a [Request for Payment Advance](#) and submit it with the application. The Request for Payment Advance form can be found on the [MSDE Prekindergarten website](#). Advance payment requests received after the application has been submitted will not be considered.

## Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring; all invoices must be accompanied by supporting documentation.
September – October 2023	Initial site visit will be conducted.
October 15, 2023	Submission of student enrollment data (student demographics, enrollment, and income eligibility) from the first day of school through Sept 30.
January 30, 2024	First interim report due (the C-125-C form can be found on the MSDE grants webpage) Submission of student enrollment data (student demographics, enrollment, and income eligibility) from Oct 1 through Dec 31. Collaboration check-ins form due.
March – May, 2024	Monitoring visit will be conducted.
April 30, 2024	Second interim report due (the C-125-C form can be found on the MSDE grants webpage).
June 30, 2024	Submission of student enrollment data (student demographics, enrollment, and income eligibility) from Jan 1 through end of school year.
July 31, 2024	Final report due covering the grant period (the C-125-D form can be found on the MSDE grants webpage).
October 30, 2024	Annual financial report (AFR) due within 120 days after the grant period ends.

**Notes:**

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends and must be submitted using the C-1-25-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE Office of Grants Administration and Compliance webpage](#). Final invoices must be submitted no later than 60 days after the grant period ends.

**Additional Grant Requirements**

In addition to the reporting requirements above, grantees must comply with the following mandatory grant requirements:

- Attend fiscal overview training.
- Attend bi-monthly training sessions re: curriculum, instruction, assessment, Early Learning Standards, etc.
- Participate in ongoing coaching.
- Monthly meetings with Quality Assurance Specialists to monitor progress on the MD EXCELS work plan.
- More frequent on-site technical assistance visit

## Non-Discrimination Statement

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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.

## Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the [Maryland State Department of Education Office of Grants Administration and Compliance website](#).

Date	Program Milestone
July 27, 2023	The grant application period opens
July 31 – August 3, 2023	The MSDE will hold a virtual customer service support session for interested applicants and the review/notification period for modified short form applications begins
July 31, 2023	MSDE will begin reviewing submitted applications on a rolling basis
September 8, 2023	The grant application period closes
September 22, 2023	The MSDE will complete notifying applicants of the award status
Beginning on August 15, 2023	The MSDE will process Notices of Grant Awards (NOGAs) as grant awardees are identified.
August 1, 2023	The grant period begins
June 30, 2024	The grant period ends



## Customer Service Support Sessions

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The MSDE will hold 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 attend a virtual session, please see the dates, times, and registration links below:

**July 31, 2023**

1:00-2:30 pm

[Registration link](#) (registration required)**July 31, 2023**

6:30-8:00pm

[Registration link](#) (registration required)**August 1, 2023**

1:00-2:30 pm

[Registration link](#) (registration required)**August 2, 2023**

1:00-2:00 pm (Office Hours)

[Video link](#) (open link, no registration required)**August 3, 2023**

1:00-2:00 pm (Office Hours)

[Video link](#) - (open link, no registration required)

### Questions

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

**Nykia Washington**

Prekindergarten Program Manager

Division of Early Childhood Development

Phone: (410) 767-0088

[nykia.washington@maryland.gov](mailto:nykia.washington@maryland.gov)

A list of frequently asked questions (FAQ) and answers will be posted to the [MSDE website](#) following the customer support sessions.