



## GRANT INFORMATION GUIDE

# Judy Center Early Learning Hub Expansion Grant

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

May 31, 2023

No later than 5:00 p.m. ET

## MARYLAND STATE DEPARTMENT OF EDUCATION

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## Program Description

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The Judy Center Early Learning Hub Expansion Grant program is a competitive grant program which builds on the strong foundation laid by existing Centers. Administered by the Division of Early Childhood (DEC) at the Maryland State Department of Education (MSDE), it provides funding for Local Education Agencies (LEAs) to establish additional new Judy Centers. Judy Centers serve a vital function within the scope of early childhood education in the State of Maryland. Grant funds must be used to serve children ages birth through five years of age and their families within a catchment area by providing comprehensive early care and education services to promote continuous improvement toward child development and school readiness.

Judy Center Early Learning Hubs prepare children for success in school and life. Through community partnerships, Judy Centers enhance and increase school readiness for children by connecting families to comprehensive full-day, full-year early care and education services. Judy Centers use a multigenerational approach for families and children, especially those that come from the most historically underserved communities.

Judy Centers offer a wide range of services to support families and children with school readiness. For instance, Judy Centers provide career services and adult education, developmental and health screenings, parenting classes, parent/child playgroups, early intervention identification, and support for Pre-K and kindergarten to enhance current programming.

This grant is designed to fund nine additional Judy Centers with preference going to communities with Title 1 schools or communities designated as high need as indicated by a score of 0.6 or above on the Center for Disease Control and Prevention's Social Vulnerability Index (SVI). By placing Judy Centers in these communities, they can serve children and families with a wide array of needs and are a key component in preventing and remedying early learning gaps.

The Blueprint for Maryland's Future grants nine additional Judy Centers each year through fiscal year 2025 and eighteen additional Centers per year between fiscal years 2026 and 2030. Priority is given to Judy Centers established in communities supported by Title 1 schools or communities designated as high need as indicated by a score of 0.6 or above on the Center for Disease Control's Social Vulnerability Index (SVI). By placing Judy Centers in these communities, they can serve children and families with a wide array of needs and are a key component in preventing and remedying early learning gaps.

### Name of the Grant

Judy Center Early Learning Hub Expansion Grant

### Purpose

To promote child development and school readiness through the development and expansion of Judy Centers. These centers use collaborative approaches to deliver high-quality, comprehensive, full-day early childhood education programs and family support services.

### **Authorization**

The Blueprint for Maryland's Future  
[House Bill 1300/Chapter 36 \(2020\)](#), as amended [House Bill 1372/Chapter 55](#)

Judith P. Hoyer Early Child Care and Education Enhancement Program  
[Md. Code Ann., Code Education §5-230 \(2021\)](#)

### **DISSEMINATION**

This Grant Information Guide (GIG) was released on May 1, 2023.

### **Deadline**

Proposals are due no later than 5:00 p.m. on May 31, 2023.

### **Grant Period**

July 1, 2023 – August 31, 2026

### **Funding Amount Available**

\$990,000 per multi-year grant award.

### **Estimated Number of Grants**

MSDE anticipates awarding up to three (3) grants.

### **Grant Amount**

The total 3-year award is \$990,000; each year is limited to \$330,000.

Note: Funding for years 2 and 3 is contingent upon available funding and Judy Center performance.

### **Submission Instructions**

Grant applications must be submitted by 5:00 p.m. May 31, 2023, via email to [judycentergrants.msde@maryland.gov](mailto:judycentergrants.msde@maryland.gov).

### **State Responsibilities**

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

### **Program Contact**

Kaymi Plank, Judy Center Program Manager  
Division of Early Childhood Development  
Phone: 410-767-0675  
[judycentergrants.msde@maryland.gov](mailto:judycentergrants.msde@maryland.gov)

## ELIGIBILITY

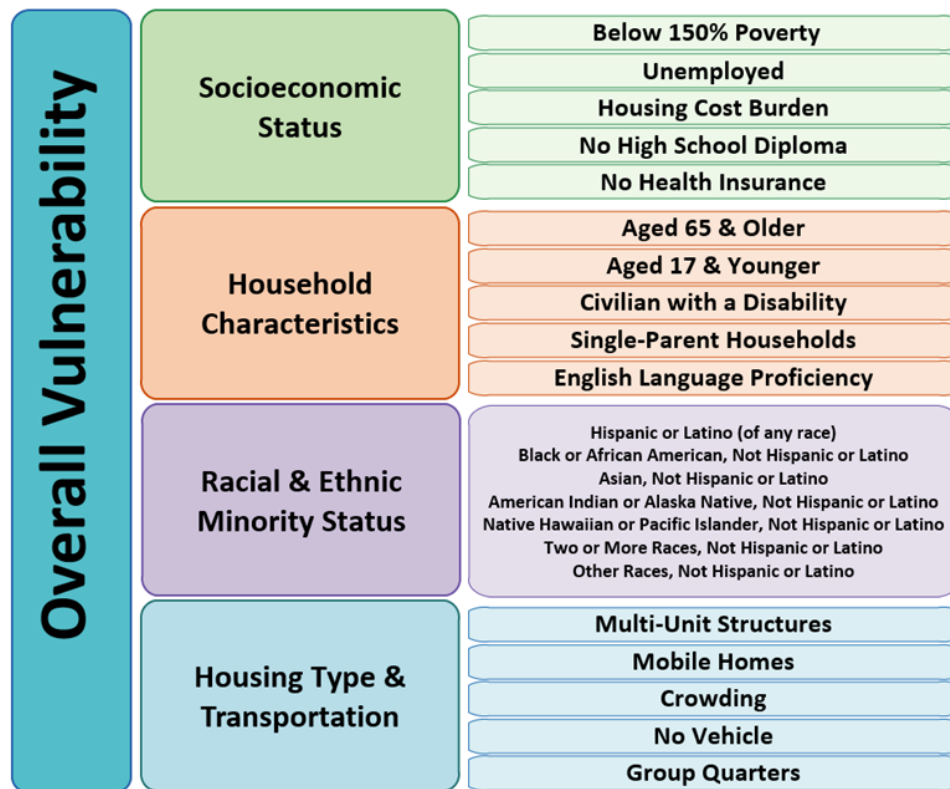
This funding opportunity is designed for LEAs to establish new Judy Centers. Priority will be given to programs that establish a Judy Center:

- Located in communities with Title 1 schools; or
- Located in a community designated as high need as indicated by a score of 0.6 or above on the Center for Disease Control’s (CDC) SVI.

Note: Additional priority will be given to LEAs who apply and provide at least 50% of in-kind funding for Judy Center staff salaries.

### Social Vulnerability Index (SVI)

The Centers for Disease Control and Prevention (CDC) states “social vulnerability refers to the potential negative effects on communities caused by external stresses on human health.” The Social Vulnerability Index (SVI) tracks data by census tract and rates vulnerability based on 15 key social and demographic indicators. “Census tracts” are subdivisions of counties and are ranked on 15 social factors, including poverty, lack of vehicle access, and crowded housing. Specifically, this measure uses various socioeconomic, household, racial & ethnic, housing, and transportation factors as part of its calculations. The graphic below provides a more in-depth explanation of these factors.



Source obtained (03/10/23):

[https://www.atsdr.cdc.gov/placeandhealth/svi/documentation/SVI\\_documentation\\_2018.htm](https://www.atsdr.cdc.gov/placeandhealth/svi/documentation/SVI_documentation_2018.htm)

Applicants can find their community’s SVI score by searching an address in the [CDC’s interactive map](#)

### Requirement for Memorandum of Understanding

Applicants must submit a signed memorandum of understanding (MOU) between the county board and the participating agencies and programs no more than 60 days after receiving their Notice of Grant Award (NOGA). The MOU must include:

- The terms of the collaboration to be undertaken by the county board, the participating agencies, and programs, and, if applicable, the local management board. Include the roles and responsibilities of each of these entities and a plan for establishing ongoing communication between private service providers and public-school early education programs. All parties must address the following items:
- Provision for the representation of collaboration partners on the Judy Center Steering Committee. Each representative will cooperatively work to integrate services and bring to fruition the overall goals of the grant.
  - Provision for collaboration partners to provide input in developing strategies implemented by the Local Early Childhood Advisory Council to ensure that all children enter school ready to learn.
  - Provision for collecting and sharing any data required for program evaluation in a timely manner.
  - Provision for the planning and implementing activities that address the needs of the Judy Center and the families they serve.
- The MOU must specify the following roles and responsibilities for the LEA. LEAs must:
  - Place a Judy Center in a school that provides Pre-Kindergarten and/or Kindergarten classes.
  - Provide Judy Center staff with the professional development provided to Early Childhood staff in the jurisdiction.
  - Provide dedicated classroom/meeting space for the Judy Center.
  - Provide dedicated office space for the Judy Center Program Manager and Family Service Providers.
  - Provide training for early childcare staff.
  - Oversee the administrative and fiscal management of the Judy Center.
  - Provide Special Education services to children as required by the child's IFSP/IEP.
  - Support children from homes where English is not the primary spoken language.
  - Provide data collection and program evaluation assistance as requested within budgetary and time constraints.
  - Invite and encourage all Judy Center partners to participate in appropriate training.
- The MOU must specify the following roles and responsibilities for the Judy Center. The Judy Center must:
  - Act as lead agency during the grant period, with collaboration and support from collaborating partners.
  - Coordinate and facilitate Family Involvement Activities and programming for families to address school readiness at the Judy Center.



- Provide service coordination and case management for identified Judy Center Families.
- Provide Judy Center partners with a Judy Center Early Learning Hub Release of Information form, offered to parents to allow sharing of information between and among partners as needed.
- Promote awareness and provide access to full-day/full-year educational opportunities for families.
- Collaborate with partners to provide staff development to child care providers serving students within the Judy Center catchment area (as applicable).
- Assist partners with Section III of the MSDE Accreditation Standards: Family School Partnerships.
- Coordinate with Early Head Start and Head Start programs to provide additional programs for enrolled families (as applicable).
- The MOU must specify the following roles and responsibilities for participating partner agencies and programs. Participating agencies and programs must:
- Provide a representative to attend the Judy Center Steering Committee. Through the committee, assume collective responsibility for integrating services and overall project direction as described in the original grant application and the continuation grant proposal.
- Cooperate with planning, participation, review, and revision of activities and provide time for staff training as needed. Staff training needs are jointly determined by the committee and subject to available time and resources.
- Ensure compliance with all local and state laws governing childcare regarding the physical environment and staff professional development.
- Refer families to the Judy Center Early Learning Hub and provide contact information for families interested in other agencies/services.
- Share information for the benefit of the families served by both parties per each party's confidentiality policies.
- Participate in the local and state project evaluation and collect and share data with the Judy Center for evaluation as requested. Data is collected and shared on time.
- Participate in assessment to determine grant effectiveness.
- Participate in Maryland EXCELS (as applicable)
- Maintain accreditation or actively pursue accreditation (as applicable).
- Ensure that any curriculum implemented is evidence-based and aligned with the Maryland Early Learning Standards

## Use of Funds

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### Funds may be used for:

- Staffing to coordinate and manage programming and family support services with all participating agencies and programs.
- Professional development for staff and partnering agencies.
- Materials and supplies.
- "In-State travel" to destinations inside Maryland and Washington, D.C. boundaries.
- Registration fees to attend conferences or professional development training.
- Programming aligned with the Judy Center 12 Component Standards.

### Funds may not be used for:

- Supplanting existing services.
- Capital improvements.
- Gift cards.
- Out-of-State travel or accommodations.
- Classroom teachers' and assistants' salaries & benefits; except for summer programming.
- Early Childhood LEA office staff salaries and benefits.
- Cell phones and cell phone plans

## Program Requirements

Funding proposals must address the community's needs outlined by the [Judy Center 12 Component Standards](#). To successfully meet the goals of the Judy Center program, 12 Component Standards have been developed to outline all programmatic responsibilities required of a Judy Center. Each of the 12 Component Standards contains multiple sub-requirements to meet the standard requirements. The 12 Component Standards are shown below.

<b>Component 1</b> <b>Full Day/Full Year Services and Programming</b>	
1.1	<p>The Judy Center provides programming and services full-year and has full-time, 12-month staff (a dedicated site-based coordinator and a dedicated family service coordinator) to meet the needs of the families. Full-time must reflect the needs of the community, which may include programming in the evenings or weekends.</p> <p>Staff should have the flexibility to provide programming that meets the needs of the community by flexing their hours or are paid hourly compensation for non-typical school hours.</p> <p>A full day is defined as no less than 7 hours a day and no more than 12.</p> <p>A full year is defined as 12 months of consistent programming.</p>
1.2	<p>Full-day programming is offered to children, and/or children are dual-placed, as family's request, to provide full-day programming if needed.</p>
1.3	<p>All programs and services are fully inclusive for children ages birth through five in the catchment area, regardless of abilities.</p>
1.4	<p>When a family is identified, they are surveyed for childcare needs.</p> <p>There is follow-up communication after surveys are collected to assist with meeting childcare needs.</p>
1.5	<p>The Judy Center assists in connecting families to child care services for children that need before and after school care and during school closings.</p>
1.6	<p>Infants and toddlers are referred to child care partner programs or referred to LOCATE through Maryland Family Network <a href="https://www.marylandfamilynetwork.org/for-parents/locate-child-care">https://www.marylandfamilynetwork.org/for-parents/locate-child-care</a> when childcare assistance is requested and according to LEA guidelines.</p>
1.7	<p>The Judy Center refers families to the Family Resource Specialist at Maryland Family Network to assist them in obtaining Child Care Scholarships through MSDE or supports the family with the process.</p>

<b>Component 2 Meals</b>	
2.1	Meals are provided during summer programming sponsored by the Judy Center.
2.2	Meals are provided during weekends to children and families as needed (weekend backpack programs, hot meal services, food pantries).
2.3	The Judy Center staff has access to a food pantry and/or has an on-site food pantry and/or food bank distribution to meet the needs of families.
2.4	Healthy meals or snacks are provided during family programming and engagement opportunities that the Judy Center sponsors.
<b>Component 3 Case Management</b>	
3.1	<p>Case management is a confidential process at the Judy Center that includes receiving referrals from and providing referrals to community agencies and partners, intakes with families, family surveys, developmental screenings, follow-up, and active case review.</p> <p>The Judy Center staff utilizes case notes, and services are tracked.</p> <p>Case management may include digital or hard-copy files.</p> <p>There is a process for closing cases and ending services.</p> <p>All case management documents should be kept confidential, and parental consent must be given to share information with partners or other agencies.</p>
3.2	<p>Intake forms, consent forms, release of information forms, and referral forms are utilized.</p> <p>Electronic referrals are acceptable in lieu of paper forms.</p>
3.3	<p>There are MOUs between agencies providing services and case management.</p> <p>Partners work together to avoid duplication of services.</p> <p>Information about children is shared between partners and Judy Centers with parent consent at case management meetings and during ongoing service coordination.</p>
3.4	<p>Case management meetings should be ongoing with partners.</p> <p>Agendas, meeting minutes, and attendance tracking for case management meetings must be completed.</p>

	<p>These meetings should be separate from steering committee meetings.</p> <p>Case management meetings should include but are not limited to:</p> <ul style="list-style-type: none"> <li>discussing individual children and services,</li> <li>discussing the needs of families,</li> <li>reviewing forms utilized for case management,</li> <li>reviewing ways to increase services to children,</li> <li>partnering to conduct home visits, and</li> </ul> <p>events and activities revolving around family needs for families that are case managed.</p> <p>Case management with partners should be collaborative and ongoing.</p> <p>Communication with partners and families must be documented in case management files, including but not limited to emails, electronic referrals, phone calls, and any communication outside of meetings.</p>
<p>3.5</p>	<p>Home visiting may be used as part of the Judy Center case management process as defined by the family’s goals.</p> <p>Families involved in case management must be Tier II or Tier III according to the Judy Center Levels of Care and must have family-driven goals in place.</p> <p>Home visiting promotes positive parent-child interaction, healthy childhood growth, and development, and enhances family functioning.</p> <p>Home visiting is a face-to-face interaction between the family and the Judy Center staff at the family’s preferred meeting place.</p> <p>Locations for home visits should be based on the family’s comfort level and circumstances. These locations may include but are not limited to parks, recreation centers, libraries, and other locations in the community.</p> <p>If the Judy Center staff conducts home visits, they should obtain approval of an evidence/research-based home visiting curriculum from their LEA and/or supervisor.</p> <p>Home visiting must be included in the Judy Center database and case management files.</p> <p>A list of examples of evidence/research-based home visiting programs can be found at: <a href="https://homvee.acf.hhs.gov/HRSA-Models-Eligible-MIECHV-Grantees">https://homvee.acf.hhs.gov/HRSA-Models-Eligible-MIECHV-Grantees</a></p>

<b>Component 4 Integration of Early Education Services</b>	
4.1	<p>Off-site activities are provided to enhance the curriculum for children ages birth through five and their families (such as field trips to local theaters, fire departments, farm visits, libraries, etc.) as well as onsite activities (such as in-school field trips, cooking classes, music classes, gross motor activities, MD Extension programs, etc.) These activities must be intentionally planned using research/evidence-based practices. One or more of the following should be utilized:</p> <p><a href="#">Maryland Early Learning Standards</a></p> <p><a href="#">The Domains of Development and Learning</a></p> <p><a href="#">Healthy Beginnings</a></p> <p><a href="#">KRA Common Language Standards</a></p> <p><a href="#">CDC Developmental Milestones</a></p> <p>*Educational/ developmental standards are the learning goals for what children should know and be able to do at each level. Education/developmental standards are not a curriculum.</p>
4.2	<p>Resources are offered to early care and education providers, community partners, community service providers, and families to address the domains and what/why/how children need to be ready for school.</p>
4.3	<p>Regularly scheduled individual or joint meetings are held with teachers and program staff across all programs, including Early Head Start/ Head Start, child care centers and family care providers, and prekindergarten throughout the year.</p> <p>Judy Center staff share information, communicate and collaborate with all program staff throughout the year.</p> <p>Judy Center staff should collaborate with Title 1 staff and community school coordinators.</p>
4.4	<p>Meet with Kindergarten and prekindergarten staff throughout the year to communicate and collaborate related to the ongoing transition and support of children.</p> <p>Topics of discussion can include but are not limited to KRA scores, Early Learning Assessment (ELA) scores, and backward mapping to address prerequisite kindergarten skills for children birth to 4.</p>
4.5	<p>The Judy Center assists school kindergarten staff with articulation meetings occurring across all programs.</p>

	<p>Articulation meetings should be conducted by the school kindergarten and Pre-K staff.</p>
<p>4.6</p>	<p>Transition into formal school settings is an ongoing process based on community needs.</p> <p>The National Center on Early Childhood Development, Teaching, and Learning suggests:</p> <p>Approach transition collaboratively and include the diverse perspectives of learners and their families.</p> <p>Involve all key stakeholders in the process, including families, educators, leaders, members of children’s cultural and linguistic communities, and individuals representing children with disabilities.</p> <p>Align children’s experiences across systems in early learning settings and kindergarten classrooms.</p> <p>Source: <a href="https://www.ccf.ny.gov/files/6415/8352/5978/8-transition_brief.pdf">https://www.ccf.ny.gov/files/6415/8352/5978/8-transition_brief.pdf</a></p> <p>Transitional activities must occur throughout the year prior to entering formal school settings, not only in the spring.</p> <p>Activities include but are not limited to participating in school activities, touring the school, cafeteria, and bus, and utilizing social stories to assist children and families with an easier transition to entering school as it is a familiar place to them, providing parent sessions related to social foundations, mathematics, language and literacy, and physical well-being and motor development.</p> <p>More information related to successful kindergarten transitions can be found in the Alabama to Kindergarten Transition Toolkit and at the sources linked below:</p> <p><a href="https://children.alabama.gov/wp-content/uploads/2022/01/Alabama-Transition-to-Kindergarten-Toolkit-2021.pdf">https://children.alabama.gov/wp-content/uploads/2022/01/Alabama-Transition-to-Kindergarten-Toolkit-2021.pdf</a></p> <p><a href="https://www.naeyc.org/resources/pubs/tyc/feb2014/transitions-kindergarten">https://www.naeyc.org/resources/pubs/tyc/feb2014/transitions-kindergarten</a></p> <p><a href="https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten">https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten</a></p>
<p>4.7</p>	<p>Transition strategies and activities are offered as needed for children in the catchment area birth through 5 years old and their families. Transition strategies and activities can be offered to Early Head Start, Head Start, child care, and family childcare as well as children entering formal programs for the first time.</p>
<p><b>Component 5</b> <b>Family Engagement</b></p>	
<p>5.1</p>	<p>Families are surveyed to determine needs and interests; the Judy Center responds to</p>

	the results.
5.2	There is a Judy Center website and/or social media utilized and updated regularly. This online presence should include upcoming event information, contact information for the Judy Center staff, a list of partners and partner events when applicable.
5.3	The Judy Center creates a monthly communication tool to offer family important information on events and resources offered by the Judy Center. This communication is easily understood by families and provided to families in other languages as needed. This could include but is not limited to calendars, newsletters, classroom apps, social media, electronic tools.
5.4	Family events are held on varying days and times to accommodate all families.
5.5	Judy Centers should offer playgroups to children birth through age five. Playgroups may be conducted by Judy Center staff or by a partner.
5.6	The Judy Center responds to their program data by planning workshops, events and activities for children birth-5 years of age that will support children’s learning across all domains and increase parenting skills for their families.
5.7	Marketing flyers, sign-in sheets, and parent evaluations are used.
5.8	Books and hands on materials are regularly sent home that encourage parent/child together time. Resources are also sent home to help parent’s understanding of their role as their child’s first teacher. Besides providing age appropriate materials and books in regards to parenting topics, other activities can include enrolling families in the Dolly Parton library, implementing Raising a Reader, or working with the public library to obtain books for families.
5.9	Judy Center staff should assist families and teachers as needed during parent/teacher conferences.
<b>Component 6 Early Identification and Intervention</b>	
6.1	Judy Center staff makes referrals to Infants and Toddlers, Child Find and other community partners that serve children with disabilities and their families, including but not limited to, health agencies, infants and toddlers, and WIC.
6.2	Partners refer families of children with disabilities that live in the Judy Center catchment area to the Judy Center for activities. Information about children with disabilities is shared between partners and the Judy Center when there is a need.



6.3	The Judy Center has an outreach plan to identify all children prenatal through age five in the catchment area before they enter kindergarten. (Be sure the outreach plan includes how you identify children enrolled in and not enrolled in partner programs.) Outreach should include but is not limited to: (1) playgroups and other activities (2) prenatal outreach (3) attending partner and community sponsored events (4) outreach in community (local businesses, pediatricians, etc.) (5) school readiness fairs and other school events
<b>Component 7 Children with Disabilities</b>	
7.1	Children with IEPs and IFSPs are supported and participate with their typically developing peers in activities. Each Judy Center site may serve children with an IEP or IFSP outside their catchment area depending on their site capacity and on a first come first serve basis. The Judy Center should have a plan in place for all children on a waiting list or process for when they reach capacity.
7.2	Children over age 3 with extended IFSPs and their families that live within and outside the catchment area participate in Judy Center educational activities. (Maryland's Extended IFSP Option offers families the choice to remain on an IFSP beyond their child's third birthday, if their child is determined eligible for preschool special education and related services as a child with a disability. The extension of IFSP services beyond age three, to the beginning of the school year following the child's fourth birthday, incorporates the strength of the special education/preschool education program with the existing infants and toddlers family-centered model.)
7.3	Special education staff is included on the Judy Center case management team and professional development.
7.4	Judy Center staff participates in the Student Support Team (SST/RST meetings) process, when requested.
7.5	Judy Center staff participates in IEP and IFSP meetings, when requested.
<b>Component 8 Health Related Services</b>	
8.1	MCHIP information is provided to families, when applicable.
8.2	Parents are surveyed regarding health needs. The Judy Center responds to the survey results by scheduling and referring families, if needed, to health services.
8.3	Vision, hearing, and dental screenings are offered to all children and families including those children in child care and partnering agencies (mobile health vans can be

	utilized).
8.4	Mental health and behavior services are provided by community providers, as well as the Child Care Resource Center. Mental health services can be contracted through the Judy Center.
8.5	Community health agencies and organizations participate on the steering committee and contribute to the delivery of health services to Judy Center children and families.
8.6	Parent workshops addressing behavior and/or other health topics are offered.
<b>Component 9 Professional Development</b>	
9.1	The Judy Center offers professional development to address needs and trends in the community with a current focus on early literacy and early math and it is offered to all early care providers.
9.2	The Judy Center conducts a needs assessment to determine professional development needs of staff and partners.
9.3	Professional development is offered at a variety of days and times and at varying locations in order to increase participation of partners.
<b>Component 10 Adult Education and Career Services</b>	
10.1	There are MOUs and partnerships with adult education agencies including but not limited to: local colleges and universities for a continuum of higher education opportunities for parents, language courses, transition programs for those entering college after a long absence from schooling, career planning, coursework, and enrollment in trade programs that lead to certification, job placement, or a degree.
10.2	Parents have been surveyed for educational needs. There is follow up to those who responded with an identified need and request assistance.
10.3	Adult Education programs are marketed by the Judy Center.
10.4	Adult Education and the Judy Center share information regarding parents enrolled in adult education when appropriate.
10.5	Career planning, job opportunities and/or job training through the partnership are provided. Partnerships for career planning may include but are not limited to Career Centers, One Stops, colleges and universities.

Component 11 Accreditation	
11.1	Accreditation is in process, completed, and/or maintained at the Judy Center.
11.2	There is correspondence with MSDE requesting accreditation extensions, if applicable.
11.3	There are explanations for any lapses in accreditation and a timeline for achieving accreditation.
11.4	The Judy Center is supporting the family providers, child care centers, and Head Starts to obtain/maintain accreditation and offer high quality care. Including but not limited to: materials, professional development/training, and classroom observations.
11.5	The Judy Center provides information to providers and teachers on the accreditation process including the MSDE dates for accreditation orientation.
Component 12 Partnerships	
12.1	There are site specific MOUs that describe the responsibilities of all collaborating partners including any services or funding the Judy Center will be providing to the partner and vice versa.
12.2	There are Memoranda of Understanding (MOU) with licensed/registered MD EXCELS level 4 or 5 child care providers, Head Start and Early Head Start (if Head Start and Early Head Start are within the catchment area or serving Judy Center families and children).
12.3	Judy Centers are required to meet at least every other month throughout the year with their partnership members to conduct steering committee meetings. These meetings should be in conjunction with the ongoing collaboration and communication with partners throughout the year. Subcommittees should be utilized as determined by the Judy Center and as needed. These meetings may be joint meetings with the local ECAC or another partnering agency meeting. The agenda should outline the Judy Center portion of the meeting. Agendas, attendance tracking, and meeting minutes must be completed for all meetings. The meeting topics should include but are not limited to performance measures and strategies for Judy Center grants, RBA Turn the Curve process, sharing and reviewing KRA and Judy Center data, discussing and preparing for site monitoring visits, discussing any not met components and how to resolve the not met standards, reviewing forms used for case management and referrals (allowing partners a chance to provide feedback), and planning for summer and transition activities.

12.4	Teacher surveys are conducted at least once per school year with prekindergarten and kindergarten teachers. The survey should consist of Judy Center knowledge, participation in, and satisfaction of the supports provided by the Judy Center.
12.5	Partnership surveys are conducted at least once per school year. The survey should consist of Judy Center knowledge, participation in, and satisfaction.
12.6	Partners participate in family events sponsored by the Judy Center and Judy Center staff participates in events sponsored by its partners.
12.7	Judy Center staff contributes to the missions of its partners (attending partner activities, membership on Advisory Councils, etc.).

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# Application

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## REQUIREMENTS

Funding proposals must address the community's needs outlined by the [Judy Center 12 Component Standards](#).

The 12 components include:

1. Full Day/ Full Year Services and Programming
2. Meals
3. Case Management
4. Integration of Early Education Services
5. Family Engagement
6. Early Identification and Outreach
7. Children with Disabilities and Early Intervention
8. Health Related Services
9. Professional Development
10. Adult Education and Career Services
11. Accreditation
12. Partnerships

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

## COVER PAGE

Proposals must have the Proposal Cover Sheet provided in the application for participation. The cover page should not contain any graphics or additional information and must be signed by the Superintendent/ Head of Agency and the school principal in blue ink.

### PLANNING SESSION ATTENDANCE

Prospective applicants, including Judy Center supervisors (if different than the applicant), and the school principal where the Judy Center will be located, must attend at least one general information session. This information must be documented in the application. Below is an example chart demonstrating how attendance is to be recorded.

	Date Attended	Name(s) and title(s) of representative(s) that attended
General Information Session	April 30, 2023	Joe Smith- Principal at Imaginary Elementary School Dan Collins- Judy Center Program Manager Sally Jones- Early Childhood Supervisor

### EXTENT OF NEED

Clearly define the issues and challenges that the proposed Judy Center Early Learning Hub would address to support families and children with kindergarten readiness. This section should include the target audience(s) of the Judy Center, the role(s) it will play in the community, and discuss the specific needs of the different populations within the community, including priority subgroups such as children experiencing homelessness, children who speak a home language other than English, children with disabilities, children from low-income communities, and children from historically marginalized groups. Be specific and cite relevant data as applicable.

### PROJECT SUMMARY

The project summary describes how the grant funds will be used to serve the families and partners in the school's catchment area boundaries. This description should be a high-level summary of how the Judy Center intends to improve school readiness and strengthen families. Information should be specific to the needs of the population to be served. Keep in mind how the pandemic has caused a great deal of inequity among families regarding their ability to access services and resources. Grant funds must be used to serve all children equitably. In addition, applicants should describe how they plan to serve children from birth through age five who do not attend the LEA's school but live in the school's boundaries. The response must be no more than one page.

### EVIDENCE OF IMPACT

Applicants must describe how the identified strategies in the proposed plan are evidence-based and will lead to the desired impact, which is to ensure that all children within the catchment area are kindergarten ready. Discuss your history of impact on the target population, what has worked, what has not worked, and your track record in effectuating change. Discuss how past performance has informed the proposed activities, and the future impact your proposed key activities are likely to have on the target population.

## PROJECTED ENROLLMENT

Applicants must capture the number of children projected to be served by the Judy Center during the grant period. The child's age is determined the same way the school system determines school eligibility, whereas a child's age is based on their age on September 1. Applicants should use multiple data sources to project the enrollment as accurately as possible.

## IMPLEMENTATION PLAN

The intended outcome of the Judy Center Expansion Grant is to ensure that children are school ready. Both the Kindergarten Readiness Assessment (KRA) and the program-level accountability data help to inform continuous improvement of the implementation plan to better support children and families with school readiness.

### Part A: Population Level Accountability

Population accountability is the overarching goal for all Judy Centers; all children enter school ready to learn. The Kindergarten Readiness Assessment (KRA) is a developmentally appropriate observational and assessment tool that is administered to incoming public school kindergarteners at the start of the school year. The KRA examines the prerequisite knowledge, skills, and behaviors necessary to be successful in kindergarten. There are three different levels of school readiness indicated by the KRA:

- Emerging Readiness (ER): A child displays minimal foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.
- Approaching Readiness (AR): A child exhibits some of the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.
- Demonstrating Readiness (DR): A child demonstrates the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.

### Part B: Program Level Accountability

To successfully meet the goals of the Judy Center program, 12 Component Standards have been developed to outline all programmatic responsibilities required of a Judy Center. Each of the 12 Component Standards contains multiple sub-requirements to meet the standard requirements.

The Judy Center Grant program uses Results-Based Accountability (RBA) to capture and analyze data related to Judy Center programmatic activities to determine the effectiveness of program implementation. The definitions common to the RBA method are:

- Result: conditions of well-being for entire populations – children, adults, families, or communities, which are clearly stated. Results are easily understood by stakeholders. The result for Judy Centers is that all children in Maryland enter school ready to learn.
- Indicator: a measure that helps to quantify the achievement of a result. For Judy Centers, this is the percentage of children who demonstrate readiness on the Kindergarten Readiness Assessment (KRA). This quantifies whether children enter school ready to learn.
- Performance Measure: a measure of the quantity of effort, quality of effort, and the effect of a programming implemented by a Judy Center.

- **Indicator Baseline:** the actual historical data for an indicator.
- **Story Behind the Data:** an analysis of the conditions, causes, and forces at work that helps explain why the baseline of an indicator or performance measure looks the way it does. These factors can be positive in that they help to improve an indicator, or they can be negative and impede the improvement of an indicator.
- **Strategy:** a coherent collection of actions that has a reasoned chance of improving results.
- **Action Plan:** the specific actions that a Judy Center will take to implement a strategy to turn the curve.

All 12 Component Standards will be evaluated throughout each fiscal year through site visits and required reporting. Site visit will be used to evaluate each Judy Center for quality implementation. Applicants must analyze 6 of the 12 component standards in the application for participation (four of which are required and two of which are of the applicant's choosing). The performance measures will remain the same throughout the three-year grant period.

The application must address the following performance measures:

### **Performance Measure 1: Family Engagement Component**

**The average number of playgroup opportunities offered each week.**

This is a results-based accountability measure related to effort. It measures the quantity of programming.

Playgroup opportunities must be held by the Judy Center or through contracted services. Additional opportunities in the community such as library story times are not considered playgroups. Judy Centers must offer multiple regularly scheduled weekly playgroups onsite to children from birth through age five (not enrolled in Pre-K or kindergarten) on varying days and times.

### **Performance Measure 2: Professional Development Component**

**The number of professional development opportunities offered to partners and friends of the Judy Center.**

This is a results-based accountability measure related to effort. It measures the quantity of programming.

Professional development refers to offerings that the Judy Center coordinates and provides and excludes any professional development that Judy Center staff attends, or partners present.

### **Performance Measure 3: Case Management Component**

**Percent of family-driven, case management goals achieved through the Judy Center.**

This is a results-based accountability measure related to effort. It measures the quality of programming.

Families with goals written with and monitored by partners are not counted.

### **Performance Measure 4: All Components**



**Percent of children who engaged with the Judy Center for at least one year who demonstrate readiness on the KRA.**

This is a results-based accountability measure related to effect. It measures the quality and quantity of programming.

This performance measure analyzes children who participate in at least 12 events/activities during the program year who demonstrated readiness for the KRA.

**Performance Measure 5: Applicants Choice**

The application must address one of the results-based accountability measures from the table below. The measures address either the quantity or quality of programming and are related to effort.

Performance Measure
The percent of families enrolling in adult education courses
The number of partner events, enhancement activities with the school, and outreach programs Judy Center staff attend
The Number of referrals made to community partners/organizations
The percent of families who make connections/engage with referrals
The percent of families completing adult education courses

**Performance Measure 6: Applicants Choice**

The application must address one of the results-based accountability measures from the table below. The measures address both the quantity and quality of programming and are related to the effects of programming.

Performance Measure
The percent of partners who report the Judy Center partnership improved their capacity to support families.
The percent of parents who report the Judy Center helped them better understand child development.
The percent of Pre-K parents who report the Judy Center helped them better work with their child’s school.
The percent of parents who report the Judy Center helped their child increase their school readiness.

## **PLAN OF OPERATION**

Applicants must present a clear plan of operation. What is the plan for where the Judy Center will be located within the school? How will your Judy Center be staffed to meet the full day/ full year requirements? How will the Judy Center provide programming that meets the needs of families, including evenings? How will the Judy Center work collaboratively within the school community? How will the Judy Center be included as part of the school? How will you address early childhood professional development for the Judy Center staff that aligns with the LEA? How will you begin to create community partnerships?

## **EVALUATION AND DISSEMINATION**

Evaluation is an essential part of determining the success of the program. Evaluation is done through the RBA process. Furthermore, grantees must submit annual mid-year and end-of-year evaluations and quarterly progress reports consistent with the performance measures. All 12 Component Standards will be evaluated throughout each fiscal year through site visits and required reporting. Site visits will be used to evaluate each Judy Center for quality implementation.

## **EARLY IDENTIFICATION AND OUTREACH**

Applicants must present a clear outreach plan for the first six months of the grant period to identify and engage new families in the catchment area in Judy Center programming. How will the Judy Center outreach to children birth through age five children not enrolled in formal programs (i.e., not enrolled in partner childcare, Head Start/ Early Head Start, Pre-K and kindergarten)? This plan must align with Component 6- Early Identification and Outreach in the Judy Center 12 Component Standards. This plan must include a description of the outreach activity, the intended outcome, a list of key personnel and applicable community partners/ agencies. The outreach activities should be reflected in the budget narrative. A sample of the early identification and outreach chart is below.

July 2023			
<b>Outreach Activity</b> <i>(Brief description)</i>	<b>Intended Outcome</b> <i>What are your specific goals and measures?</i> <i>What is your target population?</i>	<b>Key Personnel</b>	<b>Community Partners/ Agencies</b> <i>If this is not applicable state "no applicable partners"</i>
Hold our first Judy Center Steering Committee meeting with community partners and agencies.	<p>To build capacity with our partners in understanding the mission of the Judy Center and the families we serve.</p> <p>To outreach to families with children birth through five in the catchment area not enrolled in formal programs.</p>	<p>Judy Center Coordinator</p> <p>Family Service Coordinator</p>	<p>Health Department</p> <p>Social Services</p> <p>Imaginary Elementary Administrators</p> <p>Infants and Toddlers</p> <p>Patty Centers</p> <p>Child Care Partners/ Head Start/ Early Head Start</p> <p>Imaginary Community College</p> <p>Workforce Development</p>
Host a Popsicles in the Park Judy Center social.	<p>To outreach and engage families with children birth through five in the catchment area.</p> <p>To identify new families with children birth through five in the catchment area not enrolled in formal programs.</p>	<p>Judy Center Coordinator</p> <p>Family Service Coordinator</p> <p>Home Visitor</p>	No applicable partners

## PLAN OF OPERATION

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## MANAGEMENT PLAN

### Key Personnel

Applicants must clearly discuss partners, respective roles in the project, reciprocal partnerships, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). Partner commitments must be documented in a signed Memorandum of Understanding (MOU). The MOU should outline each partner's roles, responsibilities, and contributions and must be submitted no more than 60 days after the grant award. The MOU will be for the entirety of the grant.

Attach a one-page job description for each job. These descriptions must include a site-based coordinator and family service- coordinator dedicated to this Judy Center site, and any additional positions you plan to fill using grant funding. Grantees must include a list of the staff or personnel responsible for successfully implementing and monitoring the grant requirements by completing the following key personnel chart as part of the proposal. Add additional rows for staff if necessary.

Title	Responsibilities	Time devoted
Site-Based Coordinator	Click here to enter text.	Full-time, 12-month employment
Family Service Coordinator		Full-time, 12-month employment

### Steering Committee

The grant should have a steering committee to govern the project. The Judy Center steering committee must meet at least six times annually with their partnership members to conduct steering committee meetings. These meetings are in conjunction with ongoing collaboration and communication with partners throughout the year. Subcommittees should be utilized as determined by the Judy Center and as needed. These meetings may be joint meetings with the local ECAC or another partnering agency meeting. The agenda should outline the Judy Center portion of the meeting and Judy Center partners must attend the steering committee portion. Agendas, attendance tracking, and meeting minutes must be completed for all meetings.

The steering committee meeting topics should include but are not limited to performance measures and strategies for Judy Center grants, RBA Turn the Curve process, sharing and reviewing KRA and Judy Center data, discussing and preparing for site monitoring visits, discussing any not met components, and how to resolve the not met standards, reviewing forms used for case management and referrals (allowing partners a chance to provide feedback), and planning for summer and transition activities. Applicants must complete the following steering committee chart as part of the proposal. Add additional rows if necessary. Anticipated participating organizations and programs (partners) are required to serve families in the school catchment area. An effort must be made to partner with the following:

- Head Start and Early Head Start programs.
- Local infants and toddlers' programs.
- Licensed child care centers and family child care homes who have obtained accreditation or are actively pursuing accreditation attainment and are participating in Maryland EXCELS.
- Patty Centers (Family Support Centers).
- Early intervention programs.
- Preschool special education programs.
- Family literacy programs and services (i.e., public libraries, institutes of higher education, adult education programs, local literacy councils).
- Workforce Development Programs.
- Parent involvement programs (Moms of Preschoolers- MOPS, pre-natal and postpartum support groups, Parent's Place of Maryland, Parent Cafés, fatherhood support groups)
- Faith-Based Organizations.
- Other home visiting/community health (Healthy Start; Healthy Families America, Parents as Teachers program; Nurse-Family Partnership; Home Instruction for Parents of Preschool Youngsters; etc.)
- Family support services.
- Child care resource and referral agencies.

\*This list is not all inclusive. You may add additional partners who contribute to the mission of the Judy Center.

Please include all community partners that will be included in your Memorandum of Understanding (MOU) and that have agreed to partner with the Judy Center Early Learning Hub.

Name	Title	Partner Organization
Click here to enter text.	Click here to enter text.	Click here to enter text.

**PROJECT TIMELINE**

A Project Timeline addresses when key activities will take place during the first year of operation. Applicants should consider all the key tasks or activities that must be carried out to implement the program successfully, whether each task can realistically begin and end in the proposed time frame, and how long each task will take to complete. An overview of the stages of Judy Center development is provided below the sample project timeline; however, your timeline should be in-depth and meet the needs of your Judy Center and community. Applicants are required to complete the project timeline chart as part of the proposal. Add additional rows if necessary.

Proposed Activities (sample)	Date of Implementation	Name of Person Responsible and Title
When the Notice of Grant Award (NOGA) is received, begin the staff hiring process for the Judy Center Coordinator and Family Services Coordinator.	July 1, 2022	
Begin to purchase age-appropriate furniture and materials for the Judy Center classroom/ space.	July 15, 2022	

**Judy Center Stages of Development**

Establishing/Year 1	Maturing/Year 2	Continuing Growth/ Year 3
<p>Once funds are awarded to the LEA, they will receive a Notice of Grant Award (NOGA). This notification provides the time period of the funding and the amount of funding awarded.</p> <p>Once the LEA receives the NOGA, the LEA should begin the staff hiring process for the Judy Center Coordinator and Family Services Coordinator.</p> <p>This stage should include developing and regularly scheduled meetings with the Judy Center steering committee and school staff.</p> <p>The Judy Center Coordinator and steering committee can guide the work by utilizing the Judy Center 12 Component Standards, the Results-Based Accountability Implementation Plan, and the startup checklist. By the end of year one, the Judy Center provides consistent learning opportunities for staff, families, and community members.</p>	<p>This stage is characterized by increasingly strong, respectful, communicative relationships between partners, school staff, and families.</p> <p>Through regularly scheduled meetings, the Judy Center staff and steering committee lead the implementation of the 12 Component Standards and requirements for the Judy Center.</p> <p>The steering committee meetings allow a team to implement programming and utilize data to provide a continuous improvement cycle.</p> <p>The Judy Center continues and increases programming and provides learning to staff, families, and community members, increasing buy-in and strengthening the outcomes for children, families, and the community.</p>	<p>The Judy Center is a valuable community resource. It meets all 12 Component Standards. The Judy Center continues to grow and add programming and services as needed.</p> <p>The Judy Center staff, steering committee, school leadership team, and community partners collaborate to set goals, identify outcomes, collect, and analyze data, and adjust planning and programming as needed.</p> <p>Children and families can access a wide range of responsive services and interventions designed to meet their needs.</p> <p>The Judy Center acts as a hub: welcoming children, families, and community members for various programming designed to strengthen the education, health, and welfare of students, families, and communities.</p> <p>There is shared leadership, and all stakeholders, including children and families, have a voice.</p>

**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 and cost-effective and integrates other funding sources. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

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

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

Line item	Calculation	Requested	In-Kind	Total
Judy Center Coordinator	40 hrs. per week x 52 weeks	\$83,200	\$20,800	\$104,000
Total:		\$ 83,200	\$20,800	\$104,000

**Fringe Benefits**

Line item	Calculation	Requested	In-Kind	Total
Total:				



## Appendix

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

Appendix A: [A signed recipient assurances page](#)

Appendix B: [A signed \(C-125 MSDE budget form\)](#) for Year One

Appendix C: A map and/or pictures of your proposed Judy Center space.

Appendix D: A job description for a full-time Judy Center Coordinator

Appendix E: A job description for a full-time Family Services Coordinator

Appendix F: Job descriptions for any additional Judy Center staff to be paid for through grant funding.

## Review Process

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

1. Applications will be prescreened for submission requirements and the inclusion of all required sections. Applicants not meeting all submission requirements will not be reviewed.
2. A review committee established by MSDE will evaluate applications and assign numerical scores using the scoring rubric. Please review the scoring rubric in advance.
3. The review committee will determine the final approval for awards.

### REVIEW COMMITTEE

The committee will be composed of representatives from the MSDE. Reviewers will assign numerical scores to each proposal based on the criteria on the scoring rubric below. Applications must receive a cut score of 65 to be considered for funding.

### SCORING RUBRIC

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Judy center Placement Priority One 5 Points	Is the applicant proposing opening a Judy Center that will be in a community served by a Title I school or a community with an SVI of at least 0.6?	<input type="checkbox"/> Yes Points 5	<input type="checkbox"/> No Points 0
Judy Center 50% In-Kind Priority Two 5 Points	Is the LEA providing at least 50% of in-kind funding for Judy Center staff salaries?	<input type="checkbox"/> Yes Points 5	<input type="checkbox"/> No Points 0
Extent of Need 5 Points	Clearly identifies the ways in which a Judy Center would benefit the community.  Discusses the impact of a Judy Center on several target populations and specifically addresses their needs.  Multiple data sources are used to demonstrate the proposed impact and support the application's narrative.	Demonstrates that there is a need for a Judy Center in the identified community.  The impact the Judy Center will have on the community and targeted population is stated.  Makes note of the proposed impact using one source of data to support the narrative.	Does not articulate a clearly defined need for a Judy Center.  Does not use data to support narrative.  Does not address the targeted population and needs.  Either does not note factors contributing to the need for a

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>Notes multiple factors contributing to the associated with the need for a Judy Center.</p> <p>Notes multiple factors contributing to the associated with the need for a Judy Center.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 4-5</p>	<p>Notes one or two factors contributing to the associated with the need for a Judy Center.</p> <p>Notes one or two factors contributing to the associated with the need for a Judy Center.</p> <p>Meets all conditions listed for each criterion Points 2-3</p>	<p>Judy Center or stated factors are misaligned.</p> <p>Notes one or two factors contributing to the need for a Judy Center but they are misaligned.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-1</p>
<p><b>Project Summary 5 Points</b></p>	<p>There is a well-defined description of how the grant funds will be used to serve the families and partners in the community to continuously promote school readiness and strengthen families.</p> <p>Describes how the proposed plan and implemented strategies are evidence-based and will lead to the desired impact. Includes a detailed description of the LEA’s experience regarding effective practices leading to the desired outcomes.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 4-5</p>	<p>There is a description of how the grant funds will be used to serve the families and partners in the community to continuously promote school readiness and strengthen families.</p> <p>Describes how the proposed plan and implemented strategies are evidence-based and will lead to the desired impact. Includes a description of the LEA’s experience regarding effective practices leading to the desired outcomes, but it is not detailed.</p> <p>Meets all conditions listed for each criterion Points 2-3</p>	<p>The description of how the grant funds will be used to serve the families and partners in the community to continuously promote school readiness and strengthen families is not well developed.</p> <p>Does not describe how the plan and strategies are evidence-based. Little or no experience regarding effective practices leading to the desired outcomes is addressed.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-1</p>
<p><b>Evidence of Impact 5 Points</b></p>	<p>Has an established track record of successfully implementing evidence- and/or research-based initiatives.</p> <p>Demonstrated history of setting and achieving multiple measurable goals and outcomes concurrently.</p>	<p>Has a track record of successfully implementing evidence- or research-based initiatives.</p> <p>Demonstrated history of setting and achieving measurable goals and outcomes.</p>	<p>Does not have an adequate track record of implementing evidence- or research-based initiatives.</p> <p>Does not have a history of setting and achieving measurable goals and outcomes.</p> <p>Does not meet one or more of the conditions listed for</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>Discusses the ways in which program implementation has occurred in the past, complete with how evaluations were performed, and how findings were used to adapt implementation as applicable.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 4-5</p>	<p>Meets all conditions listed for each criterion Points 2-3</p>	<p>each criterion Points 0-1</p>
<p>Implementation Plan Section A: Population- Level Accountability <b>10 Points</b></p>	<p>A chart displaying 3-years of KRA data for children within the school’s catchment area is shown matching specifications.</p> <p>Identifies multiple strategies and clearly articulates how each strategy is connected to improving KRA scores using relevant data.</p> <p>Provides an overall target percentage of students demonstrating readiness which is challenging and attainable in a three-year span of time.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>The KRA data chart is shown matching specifications.</p> <p>Identifies strategies that can connect to improving KRA scores.</p> <p>Provides an overall target percentage of students demonstrating readiness which is attainable in a three-year span of time.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>The chart does not meet all specifications.</p> <p>Does not clearly articulate strategies.</p> <p>Provides an overall target percentage of students demonstrating readiness which is not attainable in a three-year span of time.</p> <p>Does not meet one or more of the conditions listed for each criterion. Points 0-4</p>
<p>Implementation Plan Section B: Program- Level Accountability <b>20 Points</b></p>	<p>Explanation addressing how the performance measure will be tracked are clearly stated and are ambitious. Relevant data is used where applicable.</p> <p>Explanation of current performance measure status is provided, the reasoning behind them is detailed and</p>	<p>Explanation addressing how the performance measure will be tracked are clearly stated and realistic to implement.</p> <p>Explanation of current performance measure status is clearly articulated.</p> <p>The target for the performance measure is realistic for this time period.</p>	<p>No explanation provided or explanation does not adequately explain how performance measures will be tracked.</p> <p>Current performance measure status is not provided, or explanation is not adequately explained.</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>pertinent data is used as appropriate.</p> <p>The target for the performance measure is both ambitious and realistic. Target is stated in the correct value.</p> <p>Explanation of the story behind performance measure is comprehensive, including positive, negative, and anticipated factors that may play a role in the data.</p> <p>Any uncertainty surrounding factors affecting the story behind the performance measure has been identified along with a plan to address this unknown.</p> <p>List of partners are specific to the needs of this performance measure and...</p> <p>Strategies to turn the curve/improve performance measure are clearly stated, follow from identified needs, and capture high-level ideas.</p> <p>Three action steps are clearly stated and easily understood as to how this step will be carried out. Each action step includes who is responsible for the action and when the step should occur. All directives are followed.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 15-20</p>	<p>Target is stated in the correct value.</p> <p>Explanation of the story behind the data required factors. Explanation includes the three (positive, negative, or anticipated) factors.</p> <p>The list of partners is specific to the needs of this performance measure.</p> <p>Strategies to turn the curve/improve performance measure are presented and follow from identified needs.</p> <p>Action steps are stated and information on how they will be completed is included. It is clear who is responsible for each action step. All directives are followed.</p> <p>Meets all conditions listed for each criterion Points 7-14</p>	<p>No target is provided, or the target is provided as a narrative.</p> <p>Explanation is not provided or does not articulate the story behind the data proficiently. Explanation only includes fewer than the required (positive, negative, or anticipated) factors.</p> <p>No partners listed or all partners are presented in an overcompensating list.</p> <p>No strategies are provided or are misaligned to identified needs.</p> <p>The number of required action steps does not match what is presented in the GIG.</p> <p>Three or more action steps do not include who is responsible for the action or when the step should occur.</p> <p>All directives are not followed.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-6</p>
<p>Early Identification and Outreach <b>10 Points</b></p>	<p>There is a well-defined description of the outreach activities.</p>	<p>There is a description of the outreach activities.</p> <p>The intended outcomes either include the specific</p>	<p>The outreach activities are not well developed.</p> <p>The intended outcomes are missing specific goals/</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>The intended outcomes have specific goals/ measures and includes the targeted population.</p> <p>All key personnel are listed, and their roles are defined.</p> <p>All key community partners/ agencies are listed if applicable.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>goals/ measures or the targeted population but not both.</p> <p>All key personnel are listed.</p> <p>All key community partners/ agencies are listed if applicable.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>measures, or the targeted population is missing.</p> <p>Key personnel are missing.</p> <p>All key community partners/ agencies are listed if applicable.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-4</p>
<p><b>Plan of Operation 10 Points</b></p>	<p>Plan of operation clearly describes the dedicated space where the Judy Center will be located in the school. All staffing and facility related to the Judy Center is addressed and there is a clear plan to accommodate the needs of families and children at the Center.</p> <p>The plan comprehensively addresses how the Judy Center staff will work collaboratively within the school, be included in early childhood professional development and how the Judy Center will work within the community.</p> <p>Strategies work cohesively to address the problem(s) stated in the Extent of Need.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>Plan of operation clearly describes the dedicated space where the Judy Center will be located in the school in order to house a coordinator and family service coordinator and provide a classroom meeting space.</p> <p>The plan addresses how the Judy Center staff will work collaboratively within the school, be included in early childhood professional development and how the Judy Center will work within the community.</p> <p>There are strategies to address the problem(s) stated in the Extent of Need.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>The plan of operation does not address the dedicated space where the Judy Center will be located in the school in order to house a coordinator and family service coordinator and provide a classroom meeting space.</p> <p>The plan does not adequately address how the Judy Center staff will work collaboratively within the school, be included in early childhood professional development and how the Judy Center will work within the community.</p> <p>Strategies that work cohesively to address the problem(s) stated in the Extent of Need are missing.</p> <p>Does not meet one or more of the conditions listed for each criterion. Points 0-4</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Key Personnel / Steering Committee <b>5 Points</b></p>	<p>The management plan clearly defines the roles, responsibilities, and tasks of key personnel to make sure your program is a success. Assignments make sense based upon provided information. All administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured.</p> <p>A one-page job description for each job is attached in the appendix.</p> <p>A list of steering committee members is included.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 4-5</p>	<p>The management plan defines the roles, responsibilities, and tasks of key personnel.</p> <p>A one-page job description for each job is attached in the appendix.</p> <p>A list of steering committee members is included.</p> <p>Meets all conditions listed for each criterion Points 2-3</p>	<p>The management plan does not define the roles, responsibilities, and tasks of key personnel. Key personnel are missing.</p> <p>One or more of the job descriptions are missing.</p> <p>A comprehensive list of steering committee members is not included.</p> <p>Does not meet one or more of the conditions listed for each criterion. Points 0-1</p>
<p>Project Timeline <b>10 Points</b></p>	<p>The timeline for the first year of operation is comprehensive. Information on the Judy Center space, outreach, work with community partners and how the Judy Center will be a part of the school community is included.</p> <p>All tasks can realistically begin and end in the proposed time frame.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>There is a timeline for the first year of operation.</p> <p>Tasks can realistically begin and end in the proposed time frame.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>The timeline for the first year of operation lacks much of the key information.</p> <p>Most tasks cannot realistically begin and end in the proposed time frame.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-4</p>
<p>Budget and Budget Narrative <b>10 points</b></p>	<p>Provides a budget narrative justifying all expenses as they relate to the purpose of the grant.</p>	<p>Provides a budget narrative justifying expenses.</p>	<p>Provides a budget narrative, but many expenses are not justified or do not provide a budget narrative.</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>Presents a clear explanation of costs and demonstrates cost-effectiveness.</p> <p>Organizes line items by the budget categories and provides totals for each category.</p> <p>All line items contain the calculations used to derive the expected cost.</p> <p>Presents all requested funds for the total cost of the project.</p> <p>There is a clear connection between the budget line items and the project activities.</p> <p>Budget contains no mathematical errors.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>Presents an explanation of costs and cost-effectiveness.</p> <p>Organizes line items by the budget categories and provides totals for each category.</p> <p>All line items contain the calculations used to derive the expected cost.</p> <p>Presents all requested funds for the total cost of the project.</p> <p>There is a connection between the budget line items and project activities.</p> <p>Budget contains no mathematical errors.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>There are gaps in explanation of costs and lacks demonstration of cost-effectiveness.</p> <p>Does not organize line items by the budget categories and provides totals for each category.</p> <p>There are missing line items that contain the calculations used to derive the expected cost.</p> <p>Calculations are not shown to derive the expected cost.</p> <p>There lacks a clear connection between budget line items and project activities.</p> <p>Budget contains mathematical errors.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-4</p>

**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	Program Milestones
Ongoing	Fiscal and program monitoring.
March 31, 2024 March 31, 2025 March 31, 2026	Mid-Year data reports and interim progress reports are due (the C-125-C form can be found on the MSDE grants page).
September 30, 2024 September 30, 2025 September 30, 2026	End- of-Year data reports and final progress reports are due (the C-125-D form can be found on the MSDE grants page).
Yearly September - November	Initial site visits will be conducted for all new sites
Yearly December - August	Monitoring visits will be conducted.
November 29, 2024 November 29, 2025 November 29, 2026	Annual financial report (AFR) due within 90 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-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

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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.

## Customer Service Support Sessions

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The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will review what applicants need to get started, the program requirements, as well as a walk-through of the application. To attend a virtual session, please see the dates, times, and click on the date for registration.

- [May 2, 2023](#), from 1:00 p.m.– 2:00 p.m. (registration required)
- [May 4, 2023](#), from 10:00 a.m.– 11:00 a.m. (registration required):
- [May 10, 2023](#), from 1:00 p.m.– 2:00 p.m. (registration required)
- [May 12, 2023](#), from 1:00 p.m.– 2:00 p.m. (Office Hours, open link- no registration required)
- [May 16, 2023](#), from 10:00 a.m.– 11:00 a.m. (Office Hours, open link- no registration required)

### QUESTIONS

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

Kaymi Plank, Judy Center Program Manager  
Division of Early Childhood Development  
Phone: 410-767-0675  
[judycentergrants.msde@maryland.gov](mailto:judycentergrants.msde@maryland.gov)

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

## Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the [MSDE Grant Programs \(marylandpublicschools.org\)](https://marylandpublicschools.org) website.

Date	Program Milestones
May 1, 2023	The grant application period opens.
May 2, - May 16, 2023	The MSDE will hold a virtual customer service support session for interested applicants.
May 15, 2023	The MSDE will begin reviewing submitted applications on a rolling basis.
May 31, 2023	The grant application closes.
July 1, 2023	The MSDE will complete notifying applicants of the award status.
July 1, 2023	The MSDE will begin to process Notices of Grant Awards (NOGAs)
July 1, 2023	The grant period and program implementation begin.
August 31, 2024	Year one of the Judy Center Expansion Grant ends.
September 1, 2024- August 31, 2025	Year two of the Judy Center Grant.
September 1, 2025- August 31, 2026	Year three of the Judy Center Grant.