

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

Deadline  
September 9, 2024  
No later than 5:00 p.m. EDT

APPLICATION FOR PARTICIPATION

Judy Center Early Learning Hub Expansion Grant

MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools

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# Instructions

1. Complete this application electronically by typing directly into the fillable fields and charts.
2. Do not alter or remove sections.
3. When finished, save the application document as a pdf to your computer and obtain appropriate signatures.
4. The signed and completed application should be saved as a single pdf document and emailed as an attachment to [decfss.msde@maryland.gov](mailto:decfss.msde@maryland.gov) with the subject “Judy Center Expansion Grant Submission\_(name of Local Education Agency) or Judy Center Continuing Grant Submission\_(name of current Judy Center)”.

# Proposal Cover Page

**Local Education Agency (LEA):**

**Name of school where the Judy Center will be located:**

**Address of the school:**

**Name of Primary Point of Contact:**

**Title of Primary Point of Contact:**

**Phone Number Primary Point of Contact:**

**Email Primary Point of Contact:**

**Name of School Principal:**

**Email of School Principal:**

**Name of the LEA Judy Center Supervisor:**

**Title of the LEA Judy Center Supervisor:**

**Phone Number of the LEA Judy Center Supervisor:**

**Email of the LEA Judy Center Supervisor:**

**Name of Judy Center Multi-Site Supervisor (if applicable):**

**Email of Judy Center Multi-Site Supervisor (if applicable):**

Is the proposed school located in a Title I school? Select  Yes or No

The proposed School is located in a community with an SVI of 0.6 or higher. Select Yes or  No

Is the proposed school located in a community with an SVI of 0.6 or higher? Please provide the score: Click or tap here to enter score.

Is the proposed Judy Center is in a Comprehensive Support and Improvement (CSI) School? Yes or No

Will the LEA provide at least $80,000 of in-kind funding for Judy Center staff salaries and/ or programming? Yes or  No

Amount of the request for grant period July 1, 2024 – August 31, 2025

$330,000 total

Signature of Superintendent of Schools Date

Printed Name of Superintendent of Schools

Signature of School Principal Date

Printed Name of School Principal

Signature of LEA Judy Center Supervisor Date

Printed Name of LEA Judy Center Supervisor

Signature of Judy Center Multi-Site Coordinator (if applicable) Date

Printed Name of Judy Center Multi-Site Coordinator (if applicable)

# Eligibility

## CUSTOMER SERVICE SESSION ATTENDANCE

It is a requirement that applicants, Judy Center LEA supervisors, multi-site coordinator (if applicable), and the school principal where the Judy Center will be located attend at least one planning session. Complete the chart below.

| **Name of Attendee** | **Title** | **Date of Session Attended** |
| --- | --- | --- |
|  |  |  |
|  |  |  |

\*add rows if needed

# Project Statement

## extent of need (10 points)

Clearly define your need and discuss the impact of the proposed Judy Center Early Learning Hub. For further guidance, refer to the Grant Information Guide, which provides a detailed description of what should be included here.

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## Project Summary (1 page limit) – (10 points)

Briefly describe how the grant funds will be used to serve the families and partners in your community to continuously promote school readiness and strengthen families. Address how Judy Center programming will improve early childhood educational opportunities for children from diverse racial backgrounds, children with disabilities, multilingual children, children who are or who have recently experienced homelessness, and children from low-income families. Be sure to include how you will equitably serve all children. The response must be at most 1 page. Refer to the Grant Information Guide for further guidance, which will provide a detailed description of what should be included here.

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## Evidence of Impact- (10 points)

Describe how the proposed plan and implemented strategies are evidence-based and will lead to the desired impact. Include a description of the LEA’s experience regarding effective practices leading to the desired outcomes, including those of other Judy Centers in the jurisdiction. Refer to the Grant Information Guide for further guidance, which will provide a detailed description of what should be included here.

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## Projected Enrollment

Complete the chart below with the program's projected children served and growth. 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. Only children in the Judy Center catchment area should be included. Children counted include those enrolled in public school, Early Head Start/ Head Start, Patty Centers (Family Support Centers), private licensed childcare programs that will partner with the Judy Center, or those not enrolled in formal care (i.e., residing with family and friends at home). For further guidance, refer to the Grant Information Guide, which provides a detailed description of what should be included here.

| **Age** | **FY26**  **(September 1, 2025- August 31, 2026)** | **FY27**  **(September 1, 2026- August 31, 2027)** |
| --- | --- | --- |
| Prenatal/Birth to 1-year olds |  |  |
| 2-year-olds |  |  |
| 3-year-olds, not enrolled in prekindergarten |  |  |
| 3-year-olds, enrolled in prekindergarten |  |  |
| 4-year-olds, not enrolled in prekindergarten |  |  |
| 4-year-olds, enrolled in prekindergarten |  |  |
| 5-year-olds, enrolled in kindergarten |  |  |

## Implementation Plan: Population-Level- (5 Points)

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

Using the last two years of KRA data, complete the chart below showing the children in your catchment area who demonstrated emerging readiness (ER), approaching readiness (AR), and those who demonstrated readiness (DR) for kindergarten. For further guidance, refer to the Grant Information Guide, which provides a detailed description of what should be included here.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **School Year 2023-2024**  **(Current)** | | | **School Year 2024-2025**  **(Projected)** | | |
|  | ER | AR | DR | ER | AR | DR |
| All Students (Number) |  |  |  |  |  |  |
| All Students (Percentage) |  |  |  |  |  |  |
| % Female |  |  |  |  |  |  |
| % Male |  |  |  |  |  |  |
| % Black/African American |  |  |  |  |  |  |
| % Hispanic/Latino |  |  |  |  |  |  |
| % Native Hawaiian/Pacific |  |  |  |  |  |  |
| % Economically Disadvantaged |  |  |  |  |  |  |
| % English Learner |  |  |  |  |  |  |
| % Special Education |  |  |  |  |  |  |

*\*Additional columns may be added to add a 3rd year of data.*

How will the Judy Center work towards improving the KRA-measured readiness rate in the catchment area? Please provide broad strategies in narrative or bullet format that will help address this indicator.

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## Early Identification and Outreach (10 points)

Describe how you plan to outreach and identify children birth through five for Judy Center programming who are not currently enrolled in formal programs (i.e., not enrolled in partner childcare, Head Start/ Early Head Start, Pre-K and kindergarten). Your plan must also address how you will follow up with families to engage them in programming further. The plan will cover the first six months of the grant period and only two activities are required monthly. Do not use acronyms. Do not insert additional rows. Refer to the Grant Information Guide for further guidance.

| **(Insert Month) 2024** | | | | |
| --- | --- | --- | --- | --- |
| **Outreach Activity *(Brief Description)*** | **Intended Outcome *(What are your specific goals and measures? What is your target population?)*** | **How do you plan to follow- up with families?** | **Key Personnel** | **Community Partners or Agencies *(if this is not applicable, state “no applicable partners”)*** |
|  |  |  |  |  |
|  |  |  |  |  |

| **(Insert Month and Year)** | | | | |
| --- | --- | --- | --- | --- |
| **Outreach Activity** ***(Brief Description)*** | **Intended Outcome** ***(What are your specific goals and measures? What is your target population?)*** | **How do you plan to follow- up with families?** | **Key Personnel** | **Community Partners or Agencies** ***(if this is not applicable, state “no applicable partners”)*** |
|  |  |  |  |  |
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| **(Insert Month and Year)** | | | | |
| --- | --- | --- | --- | --- |
| **Outreach Activity** ***(Brief Description)*** | **Intended Outcome** ***(What are your specific goals and measures? What is your target population?)*** | **How do you plan to follow- up with families?** | **Key Personnel** | **Community Partners or Agencies** ***(if this is not applicable, state “no applicable partners”)*** |
|  |  |  |  |  |
|  |  |  |  |  |

| **(Insert Month and Year)** | | | | |
| --- | --- | --- | --- | --- |
| **Outreach Activity** ***(Brief Description)*** | **Intended Outcome** ***(What are your specific goals and measures? What is your target population?)*** | **How do you plan to follow- up with families?** | **Key Personnel** | **Community Partners or Agencies** ***(if this is not applicable, state “no applicable partners”)*** |
|  |  |  |  |  |
|  |  |  |  |  |

| **(Insert Month and Year)** | | | | |
| --- | --- | --- | --- | --- |
| **Outreach Activity** ***(Brief Description)*** | **Intended Outcome** ***(What are your specific goals and measures? What is your target population?)*** | **How do you plan to follow- up with families?** | **Key Personnel** | **Community Partners or Agencies** ***(if this is not applicable, state “no applicable partners”)*** |
|  |  |  |  |  |
|  |  |  |  |  |

| **(Insert Month and Year)** | | | | |
| --- | --- | --- | --- | --- |
| **Outreach Activity** ***(Brief Description)*** | **Intended Outcome** ***(What are your specific goals and measures? What is your target population?)*** | **How do you plan to follow- up with families?** | **Key Personnel** | **Community Partners or Agencies** ***(if this is not applicable, state “no applicable partners”)*** |
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## Plan of operation- (10 points)

Describe your plan of operation for your Judy Center Early Learning Hub. Be sure to include a clear plan for where the Judy Center will be located within the school. The school must have dedicated space to house a Judy Center Coordinator and Family Service Coordinator. The dedicated classroom/meeting space should have usable open floor space that is comfortable for crawling infants through active preschoolers and the adults attending. The space should have room for learning centers that align with learning domains. The space should not be communal space within the building. If the coordinator and family service coordinator are housed in the classroom/ meeting space, adequate space must still be available for families and learning centers. There should be storage space for the Judy Center program materials and supplies onsite. The building should have a larger communal space (gym, cafeteria, media center) to hold family engagement opportunities for families.

Address how your Judy Center will work collaboratively within the school, including working with Title I and Community School staff, being included in early childhood professional development provided by the LEA, and how the Judy Center will work within the community. Refer to the Grant Information Guide for further guidance. (Please attach a map with square footage and multiple pictures of your proposed Judy Center space in the appendix.)

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## Management Plan- (5 points)

The management plan defines key personnel's roles, responsibilities, and time devoted to ensuring your program succeeds. Ensure all administrative and key personnel responsible for successfully implementing and monitoring the grant requirements are captured here. Staff should be hired by January 1, 2025. For further guidance, refer to the Grant Information Guide, which provides a detailed description of what should be included.

| **Key Personnel** | | |
| --- | --- | --- |
| **Title** | **Responsibilities** | **Time Devoted** |
| Site-Based Coordinator |  | 12-month employment |
| Family Services Coordinator |  | 12-month employment |
| *\*Add additional rows if necessary.* | | |

### Steering Committee

Please include all community partners who will be included in your FY26 Memorandum of Understanding (MOU) for your new site, and who will be part of the Steering Committee. Please do not use acronyms.

| **Proposed Steering Committee Members** | | |
| --- | --- | --- |
| **Name** | **Title** | **Partner Organization** |
|  |  |  |
|  |  |  |
|  |  |  |
| *\*Add additional rows if necessary.* | | |

## Project Timeline- (10 points)

Applicants must provide a comprehensive timeline for the year. Please refer to the New Judy Center Early Learning Hub Planning and Implementation Checklist in the Grant Information Guide. The budget narrative must reflect proposed activities and their associated costs.

| **Proposed Activity** | **Date(s) of Implementation** | **Name of Responsible Person(s) & Title(s)** |
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|  |  |  |
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| *\*Add additional rows if necessary.* | | |

## Budget and Budget Narrative- (10 points)

### Please provide a detailed budget of the requested funds for FY25 by using the categories listed below. Proposed activities and their associated cost must be reflected in the budget narrative. Each line must be *detailed and specific*. General expenses should be broken down into specific line items. For example, “promotional materials” can be broken down into pens, shirts, tote bags, etc., with an approximate cost for each. Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. *Show how the expense was calculated for each line item.* Reviewers will use this information to determine if the budget is reasonable and cost-effective. The budget has no page limit, so be as detailed as possible. Add more rows if needed. Do not use acronyms. An MSDE Grant Budget C-125 form must also be completed, signed, and submitted as an appendix.

### Salaries & Wages

| **Line Item and Description** | **Calculation** | **Requested** | **In-Kind** | **Total** |
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|  | | **Total: $** | **Total: $** | **Total: $** |

### Fringe Benefits

| **Line Item and Description** | **Calculation** | **Requested** | **In-Kind** | **Total** |
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|  | | **Total: $** | **Total: $** | **Total: $** |

### Travel

| **Line Item and Description** | **Calculation** | **Requested** | **In-Kind** | **Total** |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |
|  | | **Total: $** | **Total: $** | **Total: $** |

### Supplies & Materials

| **Line Item and Description** | **Calculation** | **Requested** | **In-Kind** | **Total** |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |
|  | | **Total: $** | **Total: $** | **Total: $** |

### Contractual Services

| **Line Item and Description** | **Calculation** | **Requested** | **In-Kind** | **Total** |
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|  |  |  |  |  |
|  | | **Total: $** | **Total: $** | **Total: $** |

### Other Costs

| **Line Item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |
|  | | **Total: $** | **Total: $** | **Total: $** |

### Indirect Costs

| **Line Item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |
|  |  |  |  |  |
|  | | **Total: $** | **Total: $** | **Total: $** |

|  |
| --- |
| Total Request Amount for FY25: $330, 000 |

# Scoring Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority Points** | | | |
| **Placement**  **Priority One**  **5 Points** |  | The proposed Judy Center Early Learning Hub will be placed at a Title I school or in a community with an SVI of at least 0.6.  Points: 5 | The proposed Judy Center Early Learning Hub will not be placed at a Title I school or in a community with an SVI of at least 0.6.  Points: 0 |
| **Placement**  **Priority Two**  **5 Points** |  | The proposed Judy Center Early Learning Hub will be placed in a Comprehensive Support and Improvement (CSI) School.  Points: 5 | The proposed Judy Center Early Learning Hub will not be placed in a Comprehensive Support and Improvement (CSI) School.  Points: 0 |
| **In-Kind**  **10 Points** |  | The LEA provides at least $80,000 of in-kind funding for staff salaries or programming.  Points: 10 | The LEA is not providing at least $80,000 of in-kind funding for staff salaries or programming.  Points: 0 |

| **Areas** | **Level 3 Exceeds Criteria** | **Level 2 Meets Criteria** | **Level 1 Does Not Meet Criteria** |
| --- | --- | --- | --- |
| **Project Summary**  **10 Points** | The project summary statement is a well-defined description of how the grant funds will be used to serve the targeted population and community to continuously promote school readiness and strengthen families.  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.  Points: 8-10 | The project statement provides a description of how the grant funds will be used to serve the targeted population and community to continuously promote school readiness and strengthen families.  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.  Points: 5-7 | The project statement is not well-developed and does not provide a clear description of how the grant funds will be used to serve the targeted population and community to continuously promote school readiness and strengthen families.  The proposed plan and strategies are not evidence-based. The proposal describes little to no experience regarding effective practices leading to the desired outcomes.  Points: 0-4 |

| **Areas** | **Level 3 Exceeds Criteria** | **Level 2 Meets Criteria** | **Level 1 Does Not Meet Criteria** |
| --- | --- | --- | --- |
| **Evidence of Impact**  **10 points** | Has an established track record of successfully implementing evidence- and/or research-based initiatives.  Demonstrated history of setting and achieving multiple measurable goals and outcomes concurrently.  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.  In addition to meeting all conditions listing in “Meets Standard”  Points 8-10 | Has a track record of successfully implementing evidence- or research-based initiatives.  Demonstrated history of setting and achieving measurable goals and outcomes.  Meets all conditions listed for each criterion.  Points 5-7 | Does not have an adequate track record of implementing evidence- or research-based initiatives.  Does not have a history of setting and achieving measurable goals and outcomes.  Does not meet one or more of the conditions listed for each criterion  Points 0-4 |
| **Implementation Plan: Population- Level Accountability**  **5 Points** | A chart displaying 3-years of KRA data for children within the school’s catchment area is shown matching specifications.  Identifies multiple strategies and clearly articulates how each strategy is connected to improving KRA scores using relevant data.  In addition to meeting all conditions listing in “Meets Standard”  Points 4-5 | The KRA data chart shows matching specifications.  Identifies strategies that can connect to improving KRA scores.  Meets all conditions listed for each criterion  Points 2-3 | The chart does not meet all specifications.  Does not clearly articulate strategies.  Does not meet one or more of the conditions listed for each criterion.  Points 0-1 |

| **Areas** | **Level 3 Exceeds Criteria** | **Level 2 Meets Criteria** | **Level 1 Does Not Meet Criteria** |
| --- | --- | --- | --- |
| **Early Identification and Outreach**  **10 Points** | There is a well-defined description of the outreach activities.  The intended outcomes have specific goals/ measures and includes the targeted population.  All key personnel are listed, and their roles are defined.  All key community partners/ agencies are listed if applicable.  In addition to meeting all conditions listing in “Meets Standard”  Points 8-10 | There is a description of the outreach activities.  The intended outcomes either include the specific goals/ measures or the targeted population but not both.  All key personnel are listed.  All key community partners/ agencies are listed if applicable.  Meets all conditions listed for each criterion  Points 5-7 | The outreach activities are not well developed.  The intended outcomes are missing specific goals/ measures, or the targeted population is missing.  Key personnel are missing.  All key community partners/ agencies are listed if applicable.  Does not meet one or more of the conditions listed for each criterion  Points 0-4 |

| **Areas** | **Level 3 Exceeds Criteria** | **Level 2 Meets Criteria** | **Level 1 Does Not Meet Criteria** |
| --- | --- | --- | --- |
| **Plan of Operation**  **10 Points** | 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 Judy Center.  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.  Strategies work cohesively to address the problem(s) stated in the Project Summary and the Extent of Need.  In addition to meeting all conditions listing in “Meets Standard”  Points 8-10 | 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.  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.  There are strategies to address the problem(s) stated in the Project Summary and the Extent of Need.  Meets all conditions listed for each criterion  Points 5-7. | 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.  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.  Strategies that work cohesively to address the problem(s) stated in the Project Summary and the Extent of Need are missing.  Does not meet one or more of the conditions listed for each criterion.  Points 0-4 |

| **Areas** | **Level 3 Exceeds Criteria** | **Level 2 Meets Criteria** | **Level 1 Does Not Meet Criteria** |
| --- | --- | --- | --- |
| **Management Plan**  **Key Personnel / Steering Committee**  **5 Points** | The management plan clearly defines key personnel's roles, responsibilities, and tasks to ensure your program is a success. Assignments make sense based on the provided information. All administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured.  A one-page job description for each job is attached in the appendix.  A list of steering committee members is included.  The Steering Committee timeline includes six meetings and specific activities.  In addition to meeting all conditions listing in “Meets Standard”  Points 4-5 | The management plan defines key personnel's roles, responsibilities, and tasks.  A one-page job description for each job is attached in the appendix.  A list of steering committee members is included.  The Steering Committee timeline includes six meetings and specific activities.  Meets all conditions listed for each criterion  Points 2-3 | The management plan does not define key personnel's roles, responsibilities, and tasks. Key personnel are missing.  One or more of the job descriptions are missing.  A comprehensive list of steering committee members is not included.  The Steering Committee timeline includes less than six meetings, and the activities are not specific.  Does not meet one or more of the conditions listed for each criterion.  Points 0-1 |

| **Areas** | **Level 3 Exceeds Criteria** | **Level 2 Meets Criteria** | **Level 1 Does Not Meet Criteria** |
| --- | --- | --- | --- |
| **Project Timeline**  **10 Points** | The timeline 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.  All tasks can realistically begin and end in the proposed time frame. All tasks align with The New Judy Center Early Learning Hub Planning and Implementation Checklist.  All tasks are reflected in budget narrative.  In addition to meeting all conditions listing in “Meets Standard”  Points 8-10 | There is a timeline for one year of operation.  Tasks can realistically begin and end in the proposed time frame. Tasks align with The New Judy Center Early Learning Hub Planning and Implementation Checklist.  Meets all conditions listed for each criterion  Points 5-7 | The timeline for one year operation lacks much of the key information.  Most tasks cannot realistically begin and end in the proposed time frame. Tasks do not align with The New Judy Center Early Learning Hub Planning and Implementation Checklist.  Does not meet one or more of the conditions listed for each criterion  Points 0-4 |

| **Areas** | **Level 3 Exceeds Criteria** | **Level 2 Meets Criteria** | **Level 1 Does Not Meet Criteria** |
| --- | --- | --- | --- |
| **Budget and Budget Narrative**  **10 Points** | The budget narrative is detailed and comprehensive of all activities necessary for successful implementation of grant.  Presents a clear explanation of costs and demonstrates cost-effectiveness.  Organizes line items by the budget categories and provides totals for each category.  All line items contain the calculations used to derive the expected cost.  Presents all requested funds for the total cost of the project.  There is a clear connection between the budget line items and the project activities and timeline.  Budget contains no mathematical errors.  In addition to meeting all conditions listing in “Meets Standard”  Points 8-10 | Provides a budget narrative justifying expenses.  Presents an explanation of costs and cost-effectiveness.  Organizes line items by the budget categories and provides totals for each category.  All line items contain the calculations used to derive the expected cost.  Presents all requested funds for the total cost of the project.  There is a connection between the budget line items and project activities and timeline.  Budget contains no mathematical errors.  Meets all conditions listed for each criterion  Points 5-7 | Provides a budget narrative, but many expenses are not justified or do not provide an explanation.  There are gaps in explanation of costs and lacks demonstration of cost-effectiveness.  Does not organize line items by the budget categories and provides totals for each category.  There are missing line items that contain the calculations used to derive the expected cost.  Calculations are not shown to derive the expected cost.  There lacks a clear connection between budget line items and project activities and timeline.  Budget contains mathematical errors.  Does not meet one or more of the conditions listed for each criterion  Points 0-4 |

# Appendices

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](https://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf)

Appendix B: [A signed (C-125 MSDE budget form)](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls)

Appendix C: A map with square footage and multiple pictures of your proposed or current 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 Early Learning Hub staff to fulfill comprehensive grant requirements.