



Maryland

STATE DEPARTMENT OF EDUCATION

GRANT INFORMATION GUIDE

Judy Center Early Learning Hub Expansion Grant

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

September 9, 2024

No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The Judy Center Early Learning Hub Expansion Grant program is a competitive grant program administered by the Division of Early Childhood at the Maryland State Department of Education (MSDE). It provides funding for Local Education Agencies (LEAs) throughout Maryland to establish new Judy Center Early Learning Hubs.

The Judy Center Early Learning Hubs serve a crucial role in early childhood in Maryland. The allocated grant funds are intended to benefit children ages birth to five years old and their families within a specific catchment area. These funds must be utilized to offer comprehensive early care and education services, aiming to enhance child development and school readiness as well as strengthen families.

Judy Centers adopts a multigenerational approach to support families and children, particularly those in historically underserved communities. They provide a diverse array of services, including career assistance and adult education, developmental and health screenings, parenting classes, parent/child playgroups, early intervention identification, and support for Pre-Kindergarten and Kindergarten. These offerings are designed to enhance the existing programming and address the unique needs of families and children in underserved areas. Through community partnerships, Judy Centers enhance school readiness for children by connecting families to comprehensive full-day, full-year early care and education services. The Judy Center Early Learning Hubs provides child development and family support services designed to prepare the child and family for success in school and life.

The Blueprint for Maryland's Future allocates funding for nine additional Judy Centers each year through fiscal year 2025 and eighteen additional centers per year between the years 2026 and 2030. Priority is given to establishing Judy Centers in communities supported by Title I 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) AND Comprehensive Support and Improvement (CSI) Schools. Judy Centers strategically established in these communities play a pivotal role in addressing a diverse range of needs for children and families. They serve as a crucial element in both preventing and remedying early learning gaps.

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 \(2021\)](#)

GRANT OVERVIEW

Name of Grant Program

Judy Center Early Learning Hub Expansion Grant

Purpose

To promote child development and enhance school readiness by developing and expanding Judy Center Early Learning Hubs. These centers employ collaborative approaches to provide high-quality comprehensive, full-day early childhood programming and family support services.

Dissemination

This Grant Information Guide (GIG) was released on July 26, 2024.

Deadline

Proposals are due no later than 5pm on September 9, 2024

Grant Period

July 1, 2024 -August 31, 2025

Funding Amount Available

\$330,000

Estimated Number of Grants

Seven (7)

Eligibility

This funding opportunity is designed for LEAs to place Judy Center Early Learning Hubs:

- in Title I schools, or
- in a school 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) and The Agency for Toxic Substances and Disease Registry (ATSDR) Social Vulnerability Index (SVI).
- in a Comprehensive Support and Improvement (CSI) School.

Note: Additional priority will be given to LEAs who apply and provide at least \$80,000 of in-kind funding for Judy Center staff salaries or programming.

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

Social Vulnerability Index (SVI)

The Centers for Disease Control and Prevention (CDC) and The Agency for Toxic Substances and Disease Registry (ATSDR) states "A number of factors, including poverty, lack of access to transportation, and crowded housing may weaken a community's ability to prevent human suffering and financial loss in a disaster. These factors are known as social vulnerability."

The Social Vulnerability Index (SVI) tracks data by census tract and rates vulnerability based on social and demographic indicators. “Census tracts” are subdivisions of counties ranked on 16 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. Additional information can be found on [this fact sheet](#).

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

Source obtained (12/19/23): https://www.atsdr.cdc.gov/placeandhealth/svi/fact_sheet/fact_sheet.html

Comprehensive Support and Improvement Schools (CSI)

There are four ways to identify a CSI school as provided in the table below.

CSI Schools	Description
Lowest Performing	A Title I school meets the criteria when the Total Points Earned Percent is lower than the bottom 5% of all Title I schools.
Low-Performing Student Group	A Title I school that was identified as an Additional Targeted Support and Improvement (ATSI) school in SY 2018-2019 that did not exit in SY 2022- 2023. This is a new designation.
Not Exiting	A CSI Lowest Performing Title I school, or a CSI Low Graduation Rate school identified in SY 2018-2019 that did not exit in SY 2022-2023.
Low Graduation Rate	A high school meets the criteria when 1/3 or more of their students do not graduate within 4 years. Any high school can meet the criteria if they have at least 100 students enrolled and 1/3 of their students not graduating for both SY 2020-2021 and SY 2021-2022.

Source: [https://marylandpublicschools.org/stateboard/Documents/2023/0627/ComprehensiveSupportImprovement\(CSI\)AdditionalTargetedSupportImprovement\(ATSI\)Schools.pdf](https://marylandpublicschools.org/stateboard/Documents/2023/0627/ComprehensiveSupportImprovement(CSI)AdditionalTargetedSupportImprovement(ATSI)Schools.pdf)

Submission Instructions

Grant applications must be submitted by 5:00 pm September 9, 2024, via email to decfss.msde@maryland.gov. A signed electronic copy in PDF format must be emailed with the subject line “Judy Center Expansion Grant Application Submission_ Name of LEA_ Name of Site”.

PROGRAM CONTACT

Kaymi Plank

Judy Center Program Manager
 Division of Early Childhood
 (410)767-0675
decfss.msde@maryland.gov

State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work. MSDE program staff will be available and make every effort to support requests throughout the grant period. In addition, MSDE will monitor program implementation throughout the grant performance period to ensure each grantee is on target to meet its programmatic and fiscal goals.

Use of Funds

The following are examples of approved uses for the grant funds in accordance with the purpose of the grant. Other costs not listed here may be presented to the grant manager for determination of allowable expenditures.

Funds may be used for:

- Staffing to coordinate and manage programming and family support services with all participating agencies and programs. MSDE requires the Coordinator and Family Services Coordinator positions to be full-time, twelve-month employees.
- Professional development for staff and partnering agencies.
- Materials and supplies (i.e., instructional materials, books, related supplies for family literacy or home visiting activities, materials for family engagement, the purchase of research-based curriculum for child care partners).
- Contracted services for family events and activities (e.g. dance instructor, baby massage instructor, buses, etc).
- "In-State travel" to destinations inside Maryland and Washington, D.C. boundaries.
- Registration fees to attend conferences or professional development training in "out-of-state locations" (i.e. any state other than Maryland or Washington, D.C.).
- Programming aligned with the Judy Center Component Standards.
- Judy Center staff office furniture and equipment such as utility carts, shelving, mini-fridges, microwave, printer, and laminators.
- Food for family engagement activities.
- Child diapers for families.

Funds may not be used for:

- Purchasing any type of vehicle for the Judy Center, staff, or families.
- Purchasing any permanent structure for Judy Center, termed capital improvements, (e.g. playground equipment, adding an addition to the building, fencing, etc.) or anything else that would increase the property value of the Judy Center.
- Purchase of gift cards

- Purchasing food for staff meetings.
- Classroom teachers' and assistant teachers' salaries & benefits; except for summer programming.
- Early Childhood LEA Office staff salaries and benefits.
- Supplanting existing program services and funds.
- "Out-of-State" travel, including any transportation-related purchases or reimbursements (i.e., gas, tolls, rental cars, train/plane/bus/other forms of transportation, hotel accommodations, meals, etc.)
- Cell phones or cell phone plans.
- Accreditation materials and supplies for Prekindergarten classrooms.
- Cost(s) incurred before the approval of the grant.

Program Requirements

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). New sites must have a signed MOU no more than 60 days after receiving their Notice of Grant Award for their second year of operation. An MOU is not required for new sites for year one. See the [New Judy Center Early Learning Hub Planning and Implementation Checklist](#) for further guidance.

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 a dedicated classroom/meeting space for the Judy Center.
- Provide dedicated office space for the Judy Center Program Manager and Family Service Providers.
- Provide storage space for the Judy Center.
- Provide training for early childcare staff, including those at the Judy Center.
- 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.
- Place a Judy Center in a school that provides Pre-Kindergarten and/or Kindergarten classes.

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 in the catchment area.
- Collaborate with partners to provide staff development to partner 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).
- Additional roles and responsibilities may be added as necessary.

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.
- Additional roles and responsibilities may be added as necessary.

Partnering Organizations and Programs

- 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 partners who contribute to the mission of the Judy Center.

Provisions for Reciprocal Partnership

The guidance provided above includes mandatory general provisions. Your Memorandum of Understanding should contain specific provisions for your Judy Center and the partner signing the MOU. Judy Center staff and each partner should meet to discuss the reciprocal partnership between the two entities and the provisions to be included in the MOU. Both parties should agree to mutually contribute to the agreement at every stage.

A sample is provided below.

The Judy Center Early Learning Hub at Imaginary Elementary will:

- Invite families living within the imaginary catchment area to Judy Center events and programming.
- Refer families to Head Start and Early Head Start when appropriate.
- Attend Head Start Policy Council meetings each month.
- Take part in monthly service coordination with Head Start.
- Co-host one joint event in FY25.
- Invite Head Start staff to participate in professional development hosted by the Judy Center.

Imaginary Head Start will:

- Refer families within the Imaginary Elementary Catchment area to the Judy Center.
- Take part in monthly service coordination with the Judy Center staff.
- Send a representative to Judy Center Steering Committee Meetings.
- Co-host one joint event in FY25.
- Share data on families in the Imaginary Elementary School Catchment area.
- Take the lead in case managing families enrolled in Early Head Start/ Head Start living in the Imaginary Elementary School catchment area.

Revisiting the Memorandum of Understanding

The Memorandum of Understanding provides documentation demonstrating the parties have consulted and coordinated the responsibilities of their grant activities. An MOU is a living document. It should be revisited often with partners throughout the grant period to monitor whether both parties are mutually contributing per their agreements. A new MOU will be drafted each year.

Judy Center Component Standards

The Component Standards of the Judy Center Early Learning Hub serve as benchmarks for quality across five crucial areas in programming for children and families. These standards provide a shared definition of quality to guide the planning and implementation of a Judy Center Early Learning Hub. To effectively achieve the goals of the Judy Center Early Learning Hub, the component standards delineate all programmatic responsibilities. Proposals should address the community's needs as specified by the Judy Center Early Learning Hub's Component Standards. An overview of the Component Standards are provided below. The complete document with explanations for each standard can be found [here](#).

1. Full Day/ Full Year

- 1.1- Full Day/ Full Year
- 1.2- Staffing
- 1.3- Space
- 1.4- Families and Children Served
- 1.5- School Community

2. Family Support

- 2.1- Meals
- 2.2- Case Management
- 2.3- Goal Setting
- 2.4- Evidence-Based Home Visiting
- 2.5- Integration of Early Education Services
- 2.6- Child Care/ Early Head Start/ Head Start/ Patty Center Referrals
- 2.7- Health Related Services
- 2.8- Adult Education and Career Services
- 2.9- Strengthening Families
- 2.10- Parent Education
- 2.11- Parent Advisory
- 2.12 Transitions

3. Family Engagement

- 3.1- Family Engagement
- 3.2- Parent/ Child Playgroups
- 3.3- Communication

4. Early Identification and Outreach

- 4.1- Outreach
- 4.2- Children with Disabilities and Early Intervention

5. Partnerships

- 5.1- Partnerships
- 5.2- Memorandum of Understanding (MOU)
- 5.3- Steering Committee
- 5.4- Surveys
- 5.5- Professional Development

Application Requirements

PROPOSAL COVER PAGE

Proposals must include a completed Proposal Cover Page provided in the application for participation. The cover page should not contain any graphics or additional information and must be signed by the Superintendent of Schools/ Head of Grantee Agency, the LEA Judy Center Supervisor (not the multi-site supervisor), and the school principal in blue ink.

CUSTOMER SERVICE SESSION ATTENDANCE

Representatives of the prospective LEA, including the LEA Judy Center supervisor, grant writer, multi-site supervisor (if applicable), and 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. See the example below.

Name of Attendee	Title of Attendee	Date of Attendance
Alexander McGruff	Principal, Silver Lake Elementary	January 23, 2024
John Brown	Judy Center Coordinator	January 23, 2024

PROJECT STATEMENT

Extent of Need

Clearly define the challenges that would be addressed within the early childhood community with opening a Judy Center Early Learning Hub in the proposed catchment area. Share how support would be provided to families and children ages birth through five years. Discuss the strengths and challenges of the community and how the Judy Center will use these funds to enhance those strengths and address the challenges. Applicants should include a brief overview of the target audience, discuss the specific needs of the different populations within the community, including priority subgroups such as children and families experiencing homelessness, who speak a home language other than English, children with disabilities, economically disadvantaged, and 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 at the Judy Center. 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

Discuss your history of impact on the target population, what has worked, what has not worked, and your track record in effectuating change. Examine current or previous initiatives aimed at tackling the issue. Clearly illustrate why those endeavors fell short or are insufficient in addressing the overall requirement. Examine how past performance has influenced the proposed activities and outline the anticipated future impact of your key proposed actions on the target population. Provide a brief overview of any new or alternative evidence-based strategies that will be implemented and explain the measurement methods that will be used to assess their impact on the target population.

Projected enrollment

Applicants must capture the number of children projected to be served for two years. 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 1st. Applicants should use multiple data sources to project the enrollment as accurately as possible.

IMPLEMENTATION PLAN

The Judy Center Early Learning Hub Expansion Grant aims to ensure that children are prepared for school. This is facilitated by utilizing both the Kindergarten Readiness Assessment (KRA) and program-level accountability data. These tools play a crucial role in refining the implementation plan continuously, contributing to better support for children and families in their journey toward school readiness.

Population Level Accountability

Population accountability is the overarching goal for all Judy Center Early Learning Hubs; all children enter school ready to learn. The Kindergarten Readiness Assessment (KRA) is a developmentally appropriate direct performance and observational assessment tool administered to incoming kindergarteners at the start of the school year. The KRA examines the prerequisite knowledge, skills and behaviors necessary to be successful in kindergarten. Three levels of school readiness are assessed 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 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.

Using the last two years of KRA data, complete the chart. Additional columns may be added to add a 3rd year of data.

EARLY IDENTIFICATION AND OUTREACH

Judy Center Early Learning Hub outreach is a deliberate communication effort to inform the community about the Judy Center Early Learning Hub and its array of programs, services, and supports. The primary goal is to convey how the Judy Center Early Learning Hub can play a crucial role in supporting child development and positively influencing school readiness.

Applicants must outline a well-defined outreach plan for the initial six months of the grant period. This plan should detail strategies for identifying and involving new families within the designated catchment area, as well as address how children from birth through age five not enrolled in formal programs (i.e. Head Start, Early Head Start, child care, prekindergarten, kindergarten) be identified and served. The outreach activity should encompass more than a family engagement opportunity.

The plan must include a description of the outreach activity, the intended outcome, a list of key personnel, applicable community partners/agencies and the possible follow-up that will occur to further engage families. The outreach activities should be reflected in the budget narrative. Applicants will complete the chart for July 2024 to December 2024, and an updated outreach plan for the remainder of the grant period will be submitted in January. A sample early identification and outreach plan is below.

July 2024				
Outreach Activity	Intended Outcome	How do you plan to follow- up with families?	Key Personnel	Community Partners or Agencies
Steering Committee Meeting with community partners and agencies.	<p>To build an understanding of the Judy Center Early Learning Hub’s mission and families served.</p> <p>To identify and locate new families with children birth through age five in the catchment area not enrolled in formal programs.</p> <p>Share information on how to refer families to the Judy Center Early Learning Hub.</p>	<p>Email follow up.</p> <p>Individual meetings with partner agencies.</p>	<p>Judy Center Coordinator</p> <p>Family Service Coordinator</p>	<p>Health Department</p> <p>Social Services Agency</p> <p>Public School Administrators</p> <p>Infants and Toddlers Agency</p> <p>Patty Centers</p> <p>Child Care Partners</p> <p>Early Head Start</p> <p>Head Start</p> <p>Community College</p> <p>Workforce Development Programs</p>
Pop-Up Ice Cream Truck Party with Early Head Start/ Head Start in the Silver Lake Community.	<p>Identify and locate families with children birth through age five in the catchment area not enrolled in formal programs.</p> <p>Share information about Judy Center Programming.</p>	<p>Email and/ or phone follow-up within one week with families who shared their contact information.</p> <p>Share more information about the JC with newly identified families.</p>	<p>Judy Center Coordinator</p> <p>Family Service Coordinator</p>	<p>Early Head Start</p> <p>Head Start</p>

PLAN OF OPERATION

Applicants must provide a clear plan of operation. The plan should address the following questions.

- Where will the Judy Center Early Learning Hub be located within the school?
- Does the space meet the Judy Center requirements? (Please attach a map with square footage and multiple pictures of your proposed Judy Center space in the appendix.)
- How will the applicant staff the Judy Center Early Learning Hub to meet the full-day/full-year programming requirements?
- How will the applicant ensure the Judy Center Early Learning Hub provides programming that meets the needs of families, including evening programming?
- What programming will be offered? Programming will be limited for year one. It may include playgroups, family engagement, parent training, and professional development if applicable.
- How will the applicant ensure the Judy Center Early Learning Hub works collaboratively within the school community?
- How will the applicant ensure that the Judy Center Early Learning Hub is included in the school community?
- How will the applicant promote collaboration between the Judy Center Early Learning Hub, Title I, and Community School staff?
- How will the applicant ensure that Judy Center Early Learning Hub staff's early childhood professional development aligns with LEA professional development (e.g., Science of Reading, Early Math, STEAM, Social-Emotional Learning, etc.)?
- How will the applicant create community partnerships between the Judy Center Early Learning Hub and new community organizations/agencies?

Management Plan

A management plan outlines the key personnel and processes for effective coordination and oversight of the grant program. Successful implementation and service delivery is dependent upon meeting the staffing requirements for the Judy Center Early Learning Hub. There are two key positions – Site Based Judy Center Coordinator and Family Service Coordinator, additional positions can be allotted to ensure adherence to the comprehensive grant requirements. Applicants must provide a list of all key personnel responsible for successful implementation and monitoring of all grant requirements (see chart below). Attach to the application a one-page job description for each position.

Position Title	Responsibilities	Time Devoted
Site-Based Coordinator	Develop, manage, coordinate all Judy Center Early Learning Hub programming and outreach.	12 Month employment
Family Service Coordinator	Case management, outreach, referral management.	12 Month employment
Principal	Provide oversight and direction	Ongoing
Home Visitor	Using the evidence- based home visiting program, Parents As Teachers the home visitor will visit identified families. The home visitor is responsible for goal setting with families, case management and service coordination.	20 hours per week

Steering Committee

The proposal must identify a steering committee that will govern the project. The Judy Center Early Learning Hub steering committee is obligated to convene a minimum of six times each year for steering committee meetings alongside ongoing collaboration and communication with partners throughout the year. Partnerships should be formed during the first year of operation, and potential partners should be invited to jurisdictional Steering Committee Meetings. New Judy Center sites will be expected to have an operational Steering Committee and Memorandum of Understanding in place for their second year of operation. Refer to this grant information guide's [New Judy Center Early Learning Hub Planning and Implementation](#) section for further guidance on developing community partnerships.

The Steering Committee should consist of representatives from community partners. An effort must be made to partner with the following:

- Head Start and Early Head Start
- Infant and Toddlers Program
- Licensed Child Care Centers and Registered Family Child Care Providers (Accredited or pursuing accreditation and participating in Maryland EXCELS)
- Patty Center – Family Support and In-Home Intervention
- Early Intervention
- Preschool Special Education
- Family Literacy programs and services (public library, higher education institutions, adult education programs, local literacy councils)
- Workforce Development Programs
- Parent Involvement Programs (Moms of Preschoolers (MOPS), Pre-natal and Post-partum support groups, Parent’s Place of Maryland, Parent Cafes, Fatherhood Support Groups)
- Faith-Based Organizations
- Home Visiting/Community Health (Healthy Start, Heathy Families America, Parents as Teachers, 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. Additional partners who contribute to the mission of the Judy Center Early Learning Hub can be added to the steering committee.*

Subcommittees should be utilized as determined and as needed. Steering Committee meetings may be joint meetings with the local Early Childhood Advisory Council, Community School staff, or other partnering agencies. The agenda should outline the Judy Center Early Learning Hub Steering Committee portion of the meeting. Agendas, attendance tracking, and meeting minutes must be completed and maintained for all meetings.

Applicants must complete the Potential Steering Committee Member Chart in the application. See the example below.

Proposed Steering Committee Members		
Name	Title	Partner Organization
James Block	Coordinator of Workforce Development	Maryland Workforce Development Group
Carlton Smith	Director	Little Learners Child Development Center.
Sam Davidson	Nurse Practitioner	Imaginary County Health Department

*Add additional rows if necessary.

Project Timeline

The project timeline is designed to identify key activities that will occur during the first year of operation. Applicants should consider 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. The project timeline should be in depth and take into consideration the needs assessment of the community and intended goals of the Judy Center Early Learning Hub. The timeline should align with the project overview and the budget narrative. If activities recur such as steering committee, they can be listed once with all implementation dates.

Applicants are required to complete the project timeline as part of the proposal. Refer to [the New Judy Center Early Learning Hub Planning and Implementation](#) section for further guidance related to expectations for year one.

Proposed Activity	Date of Implementation	Name of Responsible Person(s) & Title
Begin staff hiring process for Site Coordinator and Family Service Coordinator, after receipt of the Notice of Grant Award (NOGA). To be completed by January of 2025.	July 1, 2024	Betty Smith, Early Learning Supervisor
Purchase age-appropriate furniture and equipment for the child development and family services spaces	July 15, 2024	Betty Smith, Early Learning Supervisor Joe Johnson, Principal
Judy Center Supervisor and administrators meet to determine a plan for the year that aligns with the planning phase of the New Judy Center Planning and Implementation checklist.	August 2025	Betty Smith, Early Learning Supervisor Joe Johnson, Principal
Silver Lake administrators and the early learning supervisor will meet with Judy Center Staff at an established Judy Center site in the jurisdiction to discuss Judy Center structure and outreach and address questions.	August 2025	Betty Smith, Early Learning Supervisor Joe Johnson, Principal Sally Simons, Judy Center Coordinator at Judy Center at Established Elementary Bill Jones, Judy Center Multi-Site Coordinator Alex Hoffman, Principal at Judy Center at Established Elementary

New Judy Center Early Learning Hub Planning and Implementation

Planning Phase- Year One:

Year one of the Judith P. Hoyer Early Care and Education Expansion Grant focuses on planning, understanding program requirements, setting up the Judy Center space, extensive outreach, capacity building with the school and community, and hiring and training staff.

Planning Deliverables Checklist:

- **Location/ Space**
 - The school must have dedicated space to house a Judy Center Coordinator and Family Service Coordinator. This space may be within the classroom/ meeting space.
 - The school must have a dedicated classroom/meeting space for the Judy Center with usable open floor space comfortable for crawling infants through active preschoolers and the adults that attend with them.
 - The classroom/ meeting space must have room for learning centers that align with learning domains. It should not be a communal space within the building.
 - Larger communal spaces (gym, cafeteria, library) should be provided within the building for family engagement activities.
 - There should be storage space for the Judy Center program materials and supplies onsite.
 - Age-appropriate furniture and learning materials are purchased with grant funds for the Judy Center space.
- **Staffing**
 - Judy Center Site-Based Coordinator should be hired no later than January 1st of the fiscal year.
 - Judy Center Family Service Coordinator should be hired no later than January 1st of the fiscal year.
- **Community Partnership Development**
 - There should be evidence of strong partnerships and support of the Judy Center.
 - Formal Memorandums of Understanding (MOU) should be drafted with community partners and agencies during year one and must be finalized at the beginning of the second year of the grant.
 - Your Memorandum of Understanding should contain specific provisions for your Judy Center and the partner signing the MOU. Judy Center staff and each partner should meet to discuss the reciprocal partnership between the two entities and the provisions to be included in the MOU. Both parties should agree to mutually contribute to the agreement at every stage.
 - Potential partners should be invited to participate in jurisdictional Judy Center Steering Committee Meetings if the county uses a jurisdictional format.
 - Once Judy Center staff is hired, they will meet with community partners and agencies to better understand the support and services they offer families and children.

- **Building Capacity of the School-Based Staff**
 - There should be ongoing organizational meetings with the school administration.
 - Judy Center Staff and school administrators will review the Judy Center Component Standards.
 - A plan must be drafted for how Judy Center staff and Title I/ Community School staff will coordinate to serve families.
 - Information should be shared with the school-based staff regarding the Judy Center Early Learning Hub, the populations served, and its role in the school and the community.
- **Data Collection**
 - The Judy Center staff and school administrators will review the Judy Center Data Manual.
 - A plan for required data collection will be developed.
 - During year one, the new Judy Center site will not report mid-year, end-of-year, or performance measure data.
- **Outreach**
 - The Judy Center has an extensive outreach plan to identify all children prenatal through age five, including 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 in the catchment area before they enter kindergarten.
 - The outreach plan should focus on identifying children not enrolled in formal programming (partner child care, Head Start/ Early Head Start, Pre-K, and kindergarten). The plan should include how you will identify if children are enrolled or not enrolled in partner programs/ formal schooling.
 - There is a Judy Center website and at least one form of social media.
 - Outreach should include but is not limited to:
 - prenatal outreach
 - attending partner and community-sponsored events
 - outreach in the community to partners and organizations (local businesses, hospitals, pediatricians, etc.)
 - outreach to families in the catchment area (I-I meetings, resource sharing, popsicles in the park, open format playgroups, diaper/ food distribution).
 - school readiness fairs and other school events.
 - school-wide family engagement hosted by Title I/ Community School Staff.
 - sibling surveys to identify younger siblings of enrolled students.
- **Maryland State Department of Education (MSDE) Onboarding/ Training**
 - Judy Center Supervisor and grant writer will participate in New Judy Center Grant Kick-Off Technical Assistance.
 - Judy Center Supervisor and Judy Center staff must attend all Judy Center technical assistance, support sessions and regional meetings.
 - New Judy Center staff and school administrators will review the Judy Center Manual.
 - New Judy Center staff and school administrators will review the Judy Center Component Standards.
 - Once staff is hired, they will visit at least two Judy Center Early Learning Hubs outside of their jurisdiction. Visits will be coordinated by the Maryland State Department of Education (MSDE) Judy Center Program Manager.

- **Program Monitoring**
 - New site visit with the Judy Center Specialist in-person in August or September to discuss year one.
 - Monthly check-in starting in September online with grant writer/ supervisor to progress monitor the first-year plan and the progress of setting up the JC site.
 - In-person visits to the site will be conducted quarterly by the Judy Center Specialist.
 - The Judy Center supervisor and Judy Center staff will participate in monthly check-in meetings with their assigned specialist.
 - The Judy Center supervisor and Judy Center staff will participate in new site office hours every other month.
- **Programming/ Materials and Supplies**
 - Judy Center staff will begin to offer open-format playgroups for families during the first year of operation.
 - The open format will allow families to familiarize themselves with the Judy Center space, the staff, and the school.
 - Promotional materials will be purchased.
 - Supplies and materials will be purchased to provide services to families.
 - New Judy Center staff will meet with other sites in their jurisdiction to collaborate on the planning of playgroups, family engagement, and parent training.
- **Fiscal Infrastructure**
 - The Local Education Agency (LEA) manages the grant and reporting requirements.

Implementation Phase- Year Two:

Year two of the Judith P. Hoyer Early Care and Education Expansion Grant focuses on full program implementation.

Implementation Phase Checklist:

- **Location/ Space**
 - Dedicated space to house a Judy Center Coordinator and Family Service Coordinator. This space may be within the classroom/ meeting space.
 - Dedicated classroom/meeting space for the Judy Center with usable open floor space comfortable for crawling infants through active preschoolers and the adults that attend with them.
 - The classroom/ meeting space must have room for learning centers that align with learning domains. It should not be a communal space within the building.
 - Larger communal spaces (gym, cafeteria, library) should be provided within the building for family engagement activities.
 - There should be storage space for the Judy Center program materials and supplies onsite.
 - Storage space for the Judy Center program materials and supplies onsite.
 - Age-appropriate furniture and learning materials are in place.
- **Staffing**
 - Judy Center Site-Based Coordinator.
 - Judy Center Family Service Coordinator.
 - Additional Judy Center Staff (not a requirement of the grant).

- **Community Partnership Development**
 - There should be evidence of strong partnerships and support of the Judy Center.
 - A Memorandum of Understanding (MOU) must be in place with community partners and agencies and submitted to MSDE no more than 60 days after receiving the Notice of Grant Award.
 - Your Memorandum of Understanding contains specific provisions for your Judy Center and the partner signing the MOU.
 - Judy Center staff and each partner should meet to discuss the reciprocal partnership between the two entities and the provisions to be included in the MOU. Both parties should agree to mutually contribute to the agreement at every stage.
- **Governance**
 - A steering committee must be in place 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.
- **Building Capacity of the School-Based Staff**
 - There should be ongoing organizational meetings with the school (administration.
 - A plan must be drafted for how Judy Center staff and Title I/ Community School staff will coordinate to serve families.
 - Information should be shared with the school-based staff regarding the Judy Center Early Learning Hub, the populations served, and its role in the school and the community.
- **Data Collection**
 - The Judy Center staff and school administrators will review the Judy Center Data Manual.
 - Submit annual mid-year and end-of-year evaluations and quarterly progress reports consistent with the performance measures.
 - Track enrollment of children in the catchment area participating in Judy Center programming at least 12 times during the fiscal year.
 - Collect required data on an ongoing basis.
- **Outreach**
 - The Judy Center has an extensive outreach plan to identify all children prenatal through age five, including 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 in the catchment area before they enter kindergarten.
 - The outreach plan should focus on identifying children not enrolled in formal programming (partner child care, Head Start/ Early Head Start, Pre-K, and kindergarten). The plan should include how you will identify if children are enrolled or not enrolled in partner programs/ formal schooling.
 - Outreach should include but is not limited to:
 - prenatal outreach
 - attending partner and community-sponsored events
 - outreach in the community to partners and organizations (local businesses, hospitals, pediatricians, etc.)
 - outreach to families in the catchment area (1-1 meetings, resource sharing, popsicles in the park, open format playgroups, diaper/ food distribution).
 - school readiness fairs and other school events.
 - school-wide family engagement hosted by Title I/ Community School Staff.

- sibling surveys to identify younger siblings of enrolled students.
- **Maryland State Department of Education (MSDE) Training**
 - Judy Center staff must attend all Judy Center technical assistance, support sessions, and regional meetings.
- **Program Monitoring**
 - Monthly check-in to progress monitor that the Judy Center meets grant requirements.
 - A yearly site-monitoring visit will be conducted by MSDE staff.
- **Programming**
 - The Judy Center will plan programming based on the Judy Center Component Standards and performance measures.
- **Fiscal Infrastructure**
 - The Local Education Agency (LEA) manages the grant and reporting requirements.

EVALUATION AND DISSEMINATION

Evaluation is a critical aspect of effective program management. It serves as a valuable tool in assessing the success and impact of a program while also providing insights for continuous quality improvement. Evaluation helps measure a program's actual outcomes and impacts, allowing stakeholders to determine whether the program is achieving its intended goals and objectives. During the first year of operation, Maryland State Department of Education Judy Center staff will conduct ongoing evaluations of new sites through monthly check-ins and on-site visits. Grant recipients will not submit mid-year and end-of-year evaluations or progress reports during the first year of operation.

MSDE will evaluate the Judy Center Early Learning Hub using the Component Standards throughout the fiscal year through site visits, monthly technical assistance, and required reporting. On-site monitoring visits will be used to evaluate each Judy Center Early Learning Hub programmatic implementation and service delivery. The [New Judy Center Early Learning Hub Planning and Implementation Checklist](#) for year one should be utilized.

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 integrate 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 management plan and the budget line items.

Begin the budget with a narrative, justifying any line-item expenses that are not obvious from the project narrative. If the rationale is not obvious, explain how the estimated cost of each line item was derived.

Following the budget narrative, include a line-item description using the format in the example below. Group line items according to the following categories: Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers. Total each category. 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 Maryland State Department of Education, [Division of Early Childhood Indirect Cost Policy](#) must be followed for indirect costs. The budget has no page limit, so **be as detailed as possible**. Use the format indicated by the following excerpt from a sample Budget Narrative.

Salaries and Wages (list separately for each position)

Line Item and Description	Calculation	Requested	In-Kind	Total
Center Coordinator	\$50/hr. x 40 hrs. per week x 52 weeks	\$83,200	\$20,800	\$104,000
Family Service Coordinator	\$40/ hr. X 40 hrs per week X52 weeks	\$0	\$83,200	\$83, 200
		\$83,200	\$104,000	Total: \$187,200

Contractual Services

Line Item and Description	Calculation	Requested	In-Kind	Total
Fall Family Engagement- October Mr. Bob Music	1 x \$500	\$500	\$0	\$500
My Gymnastics- Monthly Family Engagement Contract 1X per month	12 x \$350	\$4,200	\$0	\$4,200
Contracted Printing of business cards for networking and connecting with partners and child care providers in the catchment area.	\$25/100 cards x 4 staff	\$100	\$0	\$100
		\$4,800	\$ 0	Total: \$4,800

Supplies & Materials

Line Item and Description	Calculation	Requested	In-Kind	Total
Books for family engagement activities	\$150 X 12 family engagement events	\$1,800	\$0	\$1,800
Judy Center classroom furniture	Adjustable Round Tables 2X \$360 Bookstand \$250 Privacy Cube \$400	\$1,370	\$0	\$1,370
		\$3,170	\$0	Total: \$3,170

Appendices

The following appendices must be included but 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 including the square footage and multiple pictures of your proposed space for the Judy Center Early Learning Hub.

Appendix D: Job description for a full-time Judy Center Coordinator.

Appendix E: 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.

The Review Process

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

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screen requirements will not be reviewed.
2. A review committee established by MSDE will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population. Please review the scoring rubric in advance.
3. Final approval for awards will be determined by the review committee.

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. Each application will be reviewed and scored based on all documents submitted. Applications receiving a score of 54 or better will be considered for funding.

Judy Center Early Learning Hub 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
<p>Extent of Need</p> <p>10 Points</p>	<p>The extent of need identifies the main problem and contributing factors. Clearly identifies how the community will benefit from a Judy Center Early Learning Hub.</p> <p>Discusses the impact on several target populations and specifically addresses their needs.</p> <p>Includes qualitative and quantitative data sources. Data sources are cited and clearly demonstrate the proposed impact and support the expressed need. Data is derived from a variety of sources, including state and local data references.</p> <p>Points: 8-10</p>	<p>The extent of need demonstrates the need for a Judy Center Early Learning Hub in the identified community. Provides an overview of the targeted population.</p> <p>Discusses one or two factors contributing to the need for the proposed project.</p> <p>Data is provided that supports the proposed project.</p> <p>Points: 5-7</p>	<p>The extent of need does not articulate a clearly defined need for a Judy Center Early Learning Hub.</p> <p>Data has not identified or does not support the proposed project.</p> <p>The proposal does not identify demographics or other statistics of the targeted population intended to be served.</p> <p>The proposal lacks details of how the funds will address the problem.</p> <p>Points: 0-4</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Project Summary</p> <p>10 Points</p>	<p>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.</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>Points: 8-10</p>	<p>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.</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.</p> <p>Points: 5-7</p>	<p>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.</p> <p>The proposed plan and strategies are not evidence-based. The proposal describes little to no experience regarding effective practices leading to the desired outcomes.</p> <p>Points: 0-4</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Evidence of Impact</p> <p>10 points</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>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”</p> <p>Points 8-10</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>Meets all conditions listed for each criterion.</p> <p>Points 5-7</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 each criterion</p> <p>Points 0-4</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Implementation Plan: Population-Level Accountability</p> <p>5 Points</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>In addition to meeting all conditions listing in "Meets Standard"</p> <p>Points 4-5</p>	<p>The KRA data chart shows matching specifications.</p> <p>Identifies strategies that can connect to improving KRA scores.</p> <p>Meets all conditions listed for each criterion</p> <p>Points 2-3</p>	<p>The chart does not meet all specifications.</p> <p>Does not clearly articulate strategies.</p> <p>Does not meet one or more of the conditions listed for each criterion.</p> <p>Points 0-1</p>
<p>Early Identification and Outreach</p> <p>10 Points</p>	<p>There is a well-defined description of the outreach activities.</p> <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"</p> <p>Points 8-10</p>	<p>There is a description of the outreach activities.</p> <p>The intended outcomes either include the specific 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</p> <p>Points 5-7</p>	<p>The outreach activities are not well developed.</p> <p>The intended outcomes are missing specific goals/ 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</p> <p>Points 0-4</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Plan of Operation</p> <p>10 Points</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 Judy 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 Project Summary and the Extent of Need.</p> <p>In addition to meeting all conditions listing in "Meets Standard"</p> <p>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 Project Summary and the Extent of Need.</p> <p>Meets all conditions listed for each criterion</p> <p>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 Project Summary and the Extent of Need are missing.</p> <p>Does not meet one or more of the conditions listed for each criterion.</p> <p>Points 0-4</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Management Plan</p> <p>Key Personnel / Steering Committee</p> <p>5 Points</p>	<p>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.</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>The Steering Committee timeline includes six meetings and specific activities.</p> <p>In addition to meeting all conditions listing in "Meets Standard"</p> <p>Points 4-5</p>	<p>The management plan defines key personnel's roles, responsibilities, and tasks.</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>The Steering Committee timeline includes six meetings and specific activities.</p> <p>Meets all conditions listed for each criterion</p> <p>Points 2-3</p>	<p>The management plan does not define key personnel's roles, responsibilities, and tasks. 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>The Steering Committee timeline includes less than six meetings, and the activities are not specific.</p> <p>Does not meet one or more of the conditions listed for each criterion.</p> <p>Points 0-1</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Project Timeline</p> <p>10 Points</p>	<p>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.</p> <p>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.</p> <p>All tasks are reflected in budget narrative.</p> <p>In addition to meeting all conditions listing in “Meets Standard”</p> <p>Points 8-10</p>	<p>There is a timeline for one year of operation.</p> <p>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.</p> <p>Meets all conditions listed for each criterion</p> <p>Points 5-7</p>	<p>The timeline for one year operation lacks much of the key information.</p> <p>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.</p> <p>Does not meet one or more of the conditions listed for each criterion</p> <p>Points 0-4</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Budget and Budget Narrative</p> <p>10 Points</p>	<p>The budget narrative is detailed and comprehensive of all activities necessary for successful implementation of grant.</p> <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 and timeline.</p> <p>Budget contains no mathematical errors.</p> <p>In addition to meeting all conditions listing in “Meets Standard”</p> <p>Points 8-10</p>	<p>Provides a budget narrative justifying expenses.</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 and timeline.</p> <p>Budget contains no mathematical errors.</p> <p>Meets all conditions listed for each criterion</p> <p>Points 5-7</p>	<p>Provides a budget narrative, but many expenses are not justified or do not provide an explanation.</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 and timeline.</p> <p>Budget contains mathematical errors.</p> <p>Does not meet one or more of the conditions listed for each criterion</p> <p>Points 0-4</p>

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and program monitoring.
August 15, 2025	End-of-year data reports and final progress reports are due (the C-125-D form can be found on the MSDE grants page).
September 2024– December 2024	Initial site visits will be conducted for all new sites.
September 2024- August 2025	Monthly virtual grant check-ins will be conducted by MSDE staff.
December 2024 – March 2025	Site visits will be conducted.
April- May 2025	Site monitoring visits will be conducted.
August 31, 2025	End of the grant period.
On or before 60 days after the grant ends	MSDE must receive the annual financial report (AFR) on or before 60 days after the grant end date, August 31, 2024.

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#).

Grant Application Timeline

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#) and the Local Early Childhood Advisory Councils [webpage](#).

Date	Timeline Event
July 26, 2024	The Grant Information Guide and the application for participating are released.
July 30, 2024 August 1, 2024	MSDE will hold virtual customer service support sessions for interested applicants.
August 6, 2024 August 15, 2024	MSDE will hold a virtual office hour sessions for interested applicants.
September 9, 2024	The grant application period closes.
August 2024	MSDE begins reviewing applications for completeness and minimum requirements.
October 1, 2024	The MSDE will complete notifying applicants of the award status.
October 1, 2024	The MSDE will begin to process Notices of Grant Awards (NOGAs)
October 1, 2024	The grant period and program implementation begin.
August 31, 2025	The FY25 grant period ends.

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice

410-767-0431 - fax

Deaf and hard of hearing use Relay.

The General Education Provisions Act (GEPA) Sect 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 to overcome barriers to equitable participation.

Customer Service Support Sessions

MSDE will hold three customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the application process. The sessions will be on:

Tuesday, July 30, 2024

10:00 a.m. - 11:00 a.m.

Link to join: meet.google.com/nke-mhtf-ojm

Tuesday, July 30, 2024

1:00 p.m. – 2:00 p.m.

Link to join: meet.google.com/dbq-mncu-jyz

Thursday, August 1, 2024

1:00 p.m. – 2:00 p.m.

Link to join: meet.google.com/ros-mqpd-qxy

Office Hours

Tuesday, August 6, 2024

1:00 p.m. – 2:00 p.m.

Office hours. Link to join: meet.google.com/dsv-izno-gqv

Thursday, August 15, 2024

1:00 p.m. – 2:00 p.m.

Office hours. Link to join: meet.google.com/egw-hfdh-chb

MSDE staff will also be available to provide technical assistance throughout the grant application process. If you have questions about the application or the process, please contact:

PROGRAM CONTACT

Kaymi Plank

Judy Center Program Manager

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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.

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).