



GRANT INFORMATION GUIDE

Judy Center Early Learning Hub Expansion Grant

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

Deadline

July 18, 2025
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 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 June 2, 2025.

Deadline

Proposals are due no later than 5pm on July 18, 2025

Grant Period

July 1, 2025 -August 31, 2026

Funding Amount Available

\$330,000 per site

Estimated Number of Grants

Eighteen (18)

Eligibility

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

- in Title I schools
- in a Comprehensive Support and Improvement (CSI) School.

Note: Additional priority will be given to LEAs that apply and provide at least \$80,000 of in-kind funding for required Judy Center staff salaries or programming and those that have participated in pre-planning site visits with MSDE. Priority will also be given to those whose LEA took part in a pre-planning visit with MSDE for the proposed site.

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

Comprehensive Support and Improvement Schools (CSI)

Comprehensive Support and Improvement (CSI) schools receive comprehensive State and local support for school improvement. CSI schools include Title I schools that are the lowest performing in the State, and those having a chronically low performing student group. CSI schools also include high schools where one third or more of students do not graduate on time. CSI schools are identified through Maryland's Accountability System, which was implemented through statewide engagement after the passage of The Every Student Succeeds Act (ESSA) of 2015. All states are required to identify

CSI schools and approve and monitor their improvement plans. CSI schools are identified every three years using all indicators in Maryland's Accountability System.

Submission Instructions

Grant applications must be submitted by 5:00 pm July 18, 2025, via email to judycentergrants.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

kaymi.plank@maryland.gov or judycentergrants.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 grant's purpose. Other costs not listed here may be presented to the program manager for determination of allowable expenditures. These lists are not all-inclusive. Contact MSDE if you have questions related to the allowable use of funds.

Funds may be used for:

- Judy Center 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 twelve-month employees.
- 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, etc.).
- Provide supplementary classroom materials and supplies for partners if the request is reasonable.
- Purchase evidence-based curriculum for partners.
- Contracted services for family engagement events and activities (e.g. dance instructor, baby massage instructor, etc.).
- Contracts with food vendors for outreach (ice cream truck, snowball truck, etc.)
- "In-State travel" to destinations inside Maryland and Washington, D.C. boundaries.
- Professional learning for Judy Center staff and partnering agencies.
 - Registration fees for Judy Center staff to attend conferences or professional learning training in "out-of-state locations" (i.e. any state other than Maryland or Washington, D.C.). *Note: Judy Center staff can attend up to three total professional learning opportunities per grant year per staff member for out-of-state and in-state opportunities combined. All conferences or professional learning must be approved by the LEA.*
 - Registration fees for Judy Center staff to attend conferences or professional learning training in "in-state locations" (i.e., Maryland or Washington, D.C.). *Note: Judy Center staff can attend up to three total professional learning opportunities per grant year per staff member for out-of-state and in-state opportunities combined. All conferences or professional learning must be approved by the LEA.*
 - Supplement the registration costs for professional learning for partners.
 - Accommodations for Judy Center staff professional learning is allowable if the location is more than 50 miles from your work site. The professional learning opportunity must be directly related to the Judy Center's work.
- Judy Center promotional materials. These materials include shirts, pens, pencils, and other giveaway items with the Judy Center Early Learning Hub logo and contact information. No

more than \$5,000 per year may be spent on promotional materials for continuing sites. New sites may spend no more than \$10,000 in their first year on promotional materials.

- Programming aligned with the Judy Center Component Standards.
- Judy Center staff office furniture and equipment, such as utility carts, shelving, mini-fridges, microwaves, printers, and laminators.
- Food for family engagement events and outreach.
- Family support items such as: diapers, personal care items, first aid, bedding, shoes, coats, clothes, toiletries, cleaning supplies, laundry supplies
- Judy Center office cell phones or cell phone plans. Cell phones are for Judy Center use only to communicate with families and partners and for use in the field.
- Advertising and/or marketing up to \$2,000 (total per grant year) for billboards, print ads, etc., for continuing sites. New sites may spend no more than \$5,000 in their first year for advertising/marketing, including signs for the new site.
- Pre-K and Kindergarten on-site and off-site field trips aligned with the learning domains and with the College and Career Readiness Standards. This includes admission fees, bus contracts, and contracts for vendors coming to the school. Note: No more than \$2,000 per grant year should be allotted for on-site and off-site field trips and the associated costs for Pre-K/ Kindergarten.
- Mental health services can be contracted through the Judy Center. The Judy Center should facilitate connecting families to existing services in the community. If mental health programs for school-age children are already in place through the school, those should be utilized first.
- Training and materials needed to administer The Ages & Stages Questionnaire® (ASQ®-3) screening with playgroup and home visiting families.

Funds may not be used for:

- Funds may not be used for existing programming, services and materials that are covered by the Local Education Agency (LEA). Using funds in this way is supplanting.
- 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 school where the Judy Center is located.
- Purchasing gift cards or gift certificates.
- Purchasing food or beverages for Judy Center staff meetings or steering committee meetings.
- LEA classroom teachers' and assistant teachers' salaries & benefits; except for summer programming.
- Early Childhood LEA Office staff salaries and benefits.

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- “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.)
 - Accommodations for Judy Center staff professional learning if the location is less than 50 miles from your work site.
 - Accreditation materials and supplies for Pre-Kindergarten and childcare partner classrooms.
 - Advertising and or marketing for continuing sites over \$2,000 for billboards, print ads, etc.
 - Contracts with vendors to facilitate Judy Center Family/ Child Playgroups.
 - Pre-K and Kindergarten support staff. This includes classroom aides, assistants, tutors, student support, classroom interventionists, etc.
 - Classroom furniture for Pre-K, Kindergarten, and child care partners.
 - Office furniture and equipment, such as utility carts, shelving, mini-fridges, microwaves, printers, and laminators, that are not used by the Judy Center staff.
 - Cost(s) incurred prior to the approval of the grant.
 - Supplanting existing services.

Program Requirements

Judy Center requirements ensure all Judy Center sites across Maryland follow the intended model. Fidelity to the intended model is vital for accountability and progress monitoring as we implement the Blueprint for Maryland's Future, expand Judy Centers across the state, and adhere to the grant's intentions.

- Grant funding can only be used to fund one site. Multiple sites on one grant are not permitted.
- The site must have a dedicated site-based coordinator.
- The site must have a dedicated site-based family service coordinator.
- The site-based coordinator and family service coordinator positions may be funded solely using Judy Center Grant funds, in-kind funding, or through a combination of grant/ in-kind funding. If your LEA uses in-kind funding, that is a discretionary decision. In either case, 100% of the job duties must be Judy Center oriented.
- Additional staffing is up to the jurisdiction's discretion and must be approved by MSDE. Positions such as Multi-Site Coordinator, playgroup facilitator, outreach specialist, home visitor, etc. are not required. If additional staff is hired, funds may not be used for supplanting existing services that are covered by the Local Education Agency (LEA), such as classroom teachers, classroom assistants, classroom hourly staff, and their salaries and benefits (except for summer programming), or Early Childhood LEA office staff salaries and benefits.
- If the LEA appoints a multi-site coordinator for the jurisdiction, they should oversee at least three Judy Center sites.
- The multi-site coordinator cannot also serve as the coordinator for a site.
- Each site is required to have a dedicated coordinator and family service coordinator whose job duties are 100% dedicated to that site.
- Judy Center staff are part of the school staff and must take part in required staff activities such as staff meetings.
- Judy Center funding may not be used to support LEA classroom teachers' and assistant teachers' salaries (except for summer programming) and benefits or Pre-K and Kindergarten support staff. This includes classroom aides, assistants, tutors, student support, classroom interventionists, etc.
- If additional staff are hired, the percentage of their time serving families and children at the site must meet the allocated funding for their salaries. Judy Center funding may not fund positions that do not support the intended population and the Judy Center grant.

- Examples are listed below:
 - 100% funded through grant funds- 100% of job duties are Judy Center oriented and serve the population at the school where the Judy Center is located. No job duties outside of the Judy Center are permitted.
 - 80% funded through grant funds- at least 80% of job duties are Judy Center oriented and serve the population at the school where the Judy Center is located/ 20% other programs/ programming.
 - Judy Center staff are required to carry out the comprehensive requirements of the grant and be available to families. Judy Center staff should not be assigned duties not associated with the Judy Center grant. Judy Center Staff should not:
 - cover or substitute in classrooms.
 - cover lunch duty or bus duty.
 - provide behavior support for school-age children.
 - be used for translation/ interpretation for families not enrolled in the Judy Center.
 - cover classrooms for a teacher giving assessments.
 - administer assessments such as the Kindergarten Readiness Assessment (KRA).
 - oversee the Maryland Accreditation process for Pre-Kindergarten.
 - be responsible for Pre-K and K enrollment. (Judy Center staff can help identify and recruit Pre-K and K-eligible children.)
 - The school must have a dedicated space to house The Judy Center Early Learning Hub.
 - The classroom/ meeting space should have usable open floor space comfortable for crawling infants through active preschoolers and the adults that attend with them.
 - The space should have room for family engagement/ learning centers that align with learning domains.
 - The space should not be a communal space within the building.
 - The school must have dedicated space to house a Judy Center Coordinator and Family Service Coordinator. This space can be in the dedicated classroom/ meeting space.
 - Larger communal spaces (gym, cafeteria, media center) should be provided within the building for family engagement activities.
 - There should be storage space for the Judy Center program materials and supplies onsite.
 - The Judy Center will serve families with children from birth through age five in the school's catchment area.
 - The Judy Center Early Learning Hub can provide supplementary support to Pre-K and Kindergarten; however, most of its work must focus on families and children not yet enrolled in formal schooling where the Judy Center is located.
 - The Judy Center Early Learning Hub can support Pre-K and Kindergarten in the following ways:
 - Backpacks and school supplies needed for individual children.
 - Family Learning Kits with evidence-based learning materials focused on:
 - Literacy
 - Math
 - Science
 - Social-Emotional
- *There should be a follow-up survey to determine how families use the learning kits.*

- Family literacy programs such as Raising a Reader, Read and Rise, or Even Start Family Literacy Program.
- A monthly book for students.
- Facilitate partnership activities with partner community agencies such as the University of Maryland Extension Office.
- Monthly classroom stipend for the classroom teachers, such as \$25 per class, to purchase from Scholastic.
- Invite Pre-K and K parents and children to family engagement and parent training.
- Scholastic News subscription for the classroom.
- Sleep Time Routine Kits
**There should be a follow-up survey to determine how families use the kits.*
- Dental Routine Kits
**There should be a follow-up survey to determine how families use the kits.*
- Pre-K and Kindergarten on-site and off-site field trips.
This includes admission fees, bus contracts, and contracts for vendors coming to the school. Note: No more than \$2,000 per grant year should be allotted for on-site and off-site field trips, and the associated costs for Pre-K and Kindergarten.
- Funds may not be used for existing services and materials covered by the Local Education Agency (LEA). Using funds in this way is supplanting.
- Children with Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) are supported and participate in activities with their typically developing peers. Each Judy Center site may serve children with an IEP or IFSP outside of its catchment area, depending on its capacity and on a first-come, first-served basis. Judy Centers are not required to serve all children with an IEP or IFSP.
- The Judy Center should have a plan for all children on a waiting list or process for when it reaches capacity.
- The Judy Center cannot supplant existing services provided by Infants and Toddlers programs.
- Judy Centers may serve homeless or housing-insecure families not currently residing within the school's catchment area. The McKinney-Vento Homeless Assistance Act defines these families.
- Ongoing outreach will be conducted to families with children birth through five in the catchment area who are not enrolled in formal or partner programs.
- Provide full-day programming. Full-day programming is defined as a period of time during the day that meets the needs of families and is not less than 7 hours or more than 12 hours per day.
- Provide consistent programming year-round.
- Provide on-site playgroups at least two times a week for families and children. Playgroups are added/ adjusted to meet the needs of families in the community. Offsite playgroups may be offered in addition to multiple onsite groups.

- Judy Center staff must facilitate playgroups. Programming provided by vendors or contractors is considered Family Engagement.
- Playgroups must be planned using evidence-based practice and incorporate the Maryland Early Learning Standards and College and Career Readiness Standards.
- Judy Center staff must screen playgroup and home visiting children (with the family's support) using the Ages & Stages Questionnaires®, Third Edition (ASQ®-3).
- Provide family engagement opportunities to families on varying days and times. Family engagement includes engagement activities/ events, and family learning opportunities planned using evidence-based practice to support school readiness and family support. Programming may take place in the evenings or during the day. Family engagement must be planned using evidence-based practice and incorporate the Maryland Early Learning Standards, College and Career Readiness Standards, and The Maryland Early Childhood Family Engagement Framework. If a vendor or contractor provides family engagement, the Judy Center staff must plan the activity with them to ensure the activity meets the requirements.
- Partnerships with community agencies and programs that serve children in the school's catchment area should exist. A signed Memorandum of Understanding (MOU) must be in place with partners.
- Partnerships should exist with licensed child care providers, family providers, Head Start, and Early Head Start providers who serve children in the school's catchment area.
 - Providers, including Early Head Start and Head Start, must be accredited or actively seeking accreditation and in Maryland EXCELS.
 - Child Care partnership agreements between the Judy Center, licensed child care providers, family providers, Head Start, and Early Head Start must be submitted to MSDE no more than 60 days after receiving the Notice of Grant Award (NOGA).
 - Child care partners must complete the accreditation process within the time frame set by the accrediting organization. Programs that cannot achieve or maintain accreditation within the determined timeline will no longer meet the requirements of Judy Center partnership.
- A signed Memorandum of Understanding (MOU) must be submitted between the county board and the participating agencies, programs, and child care providers no more than 60 days after receiving the Notice of Grant Award (NOGA) for continuing sites.
- Participating agencies and programs include public Pre-Kindergarten and Kindergarten programs at the school where the Judy Center is located.
 - Pre-Kindergarten programs must be accredited. Judy Center Early Learning Hubs do not participate in the accreditation process.
- 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. School-based administrators, Title I, and Community School staff should attend Judy Center Steering Committee Meetings along with community partners.

- Agree to the Judy Center Component Standards and data collection.
 - All Component Standards are evaluated annually through site visits and required reporting.
 - Site visits will be used to evaluate each Judy Center for quality implementation.
- Submit annual mid-year and end-of-year evaluations and quarterly progress reports consistent with the grant performance measures.
- Track the enrollment of children in the catchment area who participate in Judy Center programming at least 12 times during the fiscal year.
- Collect required data on an ongoing basis.
- Submit additional reports and data as requested.
- Participate in ongoing program and fiscal monitoring.
- Participate in monthly progress monitoring with The Maryland State Department of Education.
- Adhere to all required timelines and due dates.
- The grantee must adhere to all grant eligibility requirements for the grant period.
- Judy Center Site-Based Coordinators, Family Service Coordinators, and Multi-Site Coordinators are required to attend all regional and online meetings.
- Judy Center funding is to be used for the site for which it was awarded. If multiple sites within a jurisdiction share programming or positions, each site must budget accordingly. Jurisdictions may not use more funding from one site than another if the amount of work or programming is equal for each site.
- The Judy Center Early Learning Hub must be included in the LEA's school safety plan. This plan should address the work done with families in the building and in the community.
- The LEA must provide Judy Center Early Learning Hubs field trip guidance.
- The LEA must ensure that Judy Center Early Learning Hubs participate in all required LEA trainings.
- The LEA must have a safety plan for the Judy Center.
- The LEA may not supplant existing services using Judy Center Grant funding.

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 is provided below. The complete document with explanations for each standard is attached.

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/ Family Advisory
- 2.12 Transitions

3. Family Engagement

- 3.1- Family Engagement
- 3.2- Family/ 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

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. Once the grant is awarded, the site will be provided with a Year One benchmark document.

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 (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) 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.

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), the multi-site coordinator (if applicable) 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. They must attend the entire session. Attendance will be tracked. 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	May 23, 2025
John Brown	LEA Judy Center Supervisor	May 23, 2025

Extent of Need (no page limit)

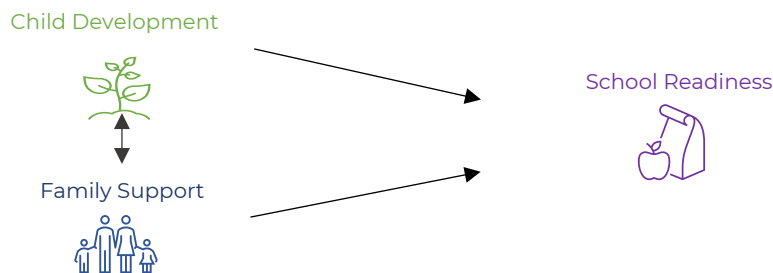
Comprehensively define the challenges that would be addressed within the early childhood community with opening a Judy Center Early Learning Hub in the proposed catchment area. Share how support would be provided to families and children ages birth through five years. Discuss the strengths and challenges 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 a variety of relevant data as applicable. Some suggested data points include:

- United Way of Maryland's ALICE (Asset Limited, Income Constrained, Employed) Data
- Jurisdictional Infants and Toddlers Data
- Community Assessment from local Head Start
- Local Management Board Data
- Free and Reduced Meals Data
- Home Visiting Data

- Maternal, Infant and Child Health – Health Department Infant Fatality Report
- Community Schools' Needs Assessments
- Early Head Start/ Head Start Community Assessment Matrix
- Data from local hospitals
- Data for a Diverse and Equitable Future- diversitydatakids.org
- Child Care Deserts- childcaredeserts.org
- [Casey Family Programs Community Opportunity Map](#)

Project Summary: Child Development, Family Support and School Readiness (2-page limit)

When applying for participation, applicants are required to analyze family support, child development, and school readiness.



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 child development and strengthen families. Information should be specific to the population's needs 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.

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. The response must be no more than two pages.

SUSTAINABILITY

The legislation mandates that all Judy Center Early Learning Hubs receive a flat funding amount of \$330,000 per year. Please explain comprehensively how your Local Education Agency plans to sustain the Judy Center Early Learning Hub Grant at this location over the next five years. Focus on programming, staffing, and fiscal sustainability, including the required positions of coordinator and family service coordinator. This explanation should be developed from both a site-specific perspective and a broader jurisdictional viewpoint. It should be created in collaboration with the Judy Center Early Learning Hub LEA supervisors. The sustainability plan should outline how Judy Center grant funds and in-kind contributions will be utilized to support the site.

EARLY IDENTIFICATION AND OUTREACH

The Judy Center Early Learning Hub's outreach efforts aim to inform the community about its various programs, services, and support for both new and existing sites. The primary goal is to communicate how the Judy Center Early Learning Hub can significantly contribute to child development, provide family support, and enhance school readiness.

Applicants must outline a well-defined outreach plan for the initial six months of the grant period. A new outreach plan will be submitted for the remainder of the mid-year 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, Pre-Kindergarten, 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 outcomes, a list of key personnel, relevant community partners or agencies, and potential follow-up actions to engage families or organizations further. This initiative should focus on raising awareness of the new site rather than distributing items, such as diapers.

The plan must feature two distinct outreach activities each month, ensuring that no activities are repeated. All outreach activities should be reflected in the budget narrative. Applicants will complete a chart for the period from July 2025 to December 2025, and an updated outreach plan for the remaining duration of the grant will be submitted in January. A sample early identification and outreach plan is provided below.

July 2025 (example before Judy Center staff is hired)				
Outreach Activity	Intended Outcome	How do you plan to follow up with families or others?	Key Personnel	Community Partners or Agencies
LEA Supervisor and the Principal meet with the school improvement/ leadership team	The LEA Supervisor and the Principal meet with the school improvement/ leadership team to build capacity for understanding the Judy Center's role in the school community.	N/A	Mr. McGruff-School Principal	N/A
Meet with potential community partners and agencies.	<p>To build an understanding of the Judy Center Early Learning Hub's mission and families served by meeting with community partners and agencies.</p> <p>To identify and locate new families with children birth through age five in the catchment area not enrolled in formal programs once the site is operational.</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>	Judy Center LEA Supervisor and Principal.	<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</p>

August 2025 (example before Judy Center staff is hired)				
Outreach Activity	Intended Outcome	How do you plan to follow up with families or others?	Key Personnel	Community Partners or Agencies
Purchase a sign for The _____ Elementary Judy Center Early Learning Hub to be placed outside the school.	To increase awareness and interest in the upcoming opening of the Judy Center Early Learning Hub at _____ Elementary.	The school administrative assistant will keep a call log of families who have expressed interest, so that when Judy Center staff is hired, they can follow up	Betty Smith, Early Learning Supervisor Alex McGruff, Principal Administrative Team	N/A
Create a bulletin board in the building to advertise the Judy Center is coming to _____ Elementary.	To increase awareness and interest in the upcoming opening of the Judy Center Early Learning Hub at _____ Elementary.	The school administrative assistant will keep a call log of families who have expressed interest, so that when Judy Center staff is hired, they can follow up.	Betty Smith, Early Learning Supervisor Alex McGruff, Principal Administrative Team Allie Johnson, Community Schools Coordinator	N/A

January 2026 (example after Judy Center staff is hired)				
Outreach Activity	Intended Outcome	How do you plan to follow up with families or others?	Key Personnel	Community Partners or Agencies
Judy Center staff will introduce themselves at a _____ elementary staff meeting, share the role of the Judy Center in the school, explain the planning year, populations served, and how staff can connect with them.	<p>To begin to build relationships with school staff.</p> <p>To build the school staff's capacity to understand the Judy Center's role in the school community.</p>	Send a follow-up survey to staff asking if they have any further questions.	Judy Center Coordinator and Family Service Coordinator.	N/A
Judy Center staff will attend a school-wide event with Title I and/or Community Schools.	<p>To begin to build relationships with school staff.</p> <p>To begin to connect with families in the community and identify those with young children.</p>	Create a contact sheet to collect parents' names, names and ages of children, email, and phone numbers to reach out to them when we start to have programming.	<p>Judy Center Coordinator and Family Service Coordinator.</p> <p>Allie Johnson, Community Schools Coordinator</p>	N/A

PLAN OF OPERATION (1 page limit)

Applicants must provide a clear plan of operation. 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.

Address how your Judy Center will collaborate within the school, including working with Title I and Community School staff, Judy Center staff being included in early childhood professional development provided by the LEA, and working within the community. Also, address how the Judy Center will coordinate with other Judy Centers in the jurisdiction. 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 promote collaboration with other Judy Center Early Learning Hubs in the jurisdiction?
- 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 Judy Center oriented position. Please ensure that you refer to the coordinator and the family service coordinator as such throughout the application.

Position Title	Responsibilities	Time Devoted
Judy Center Site-Based Coordinator	Develop, manage, and coordinate all Judy Center Early Learning Hub programming and outreach.	12 Month employment
Judy Center Family Service Coordinator	Case management, outreach, and 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 setting goals with families, managing cases, and coordinating services.	20 hours per week
LEA Supervisor	Provides oversight and direction of all Judy Center Early Learning Hub Grants.	As needed

Additionally, the job description examples provided below were compiled from various current job descriptions across multiple counties and revised during each of the Judy Center State Regional Meetings in the Fall of 2024. They serve as a recommended guideline for future use.

Site-Based Coordinator

Overview

This is a highly skilled grant-funded position that emphasizes leadership, planning, organization, and the ability to direct multiple projects concurrently. The Coordinator is responsible for the Judy Center's performance and results based on the Component Standards. This work will include project planning, knowledge of early childhood programs and resources, and knowledge of budget, procurement, and program design.

Essential Functions

Meets the obligations of the blueprint for Maryland's Future by collaborating with the Maryland State Department of Education (MSDE) to develop and implement the components of a well-defined Judy Center Early Learning Hub. The Judy Center serves children birth through five years of age and their families by providing comprehensive early care and education services to promote continuous improvement toward family support, child development and school readiness.

All work should be family-centered and strength-based and directed at establishing a trusting relationship, assisting in strengthening the parent-child relationship, assisting parents in improving their skills to optimize the home environment, improving the family support system, and increasing the family's ability to problem-solve and assume the role of advocate for themselves and their children. Responsible for partnering with community providers, supporting case management, supporting the coordination of services, communication with families, and maintaining documentation and data for evaluation purposes.

Duties and Responsibilities

- Develop, implement, and monitor yearly performance measures/ goals for the Judy Center along with key stakeholders (steering committee).
- Using data, progress monitor grant performance measures/ goals and adjust strategies as needed.
- Prepare and complete grant applications.
- Implement and maintain data collection system.
 - Compile existing data and submit required reports to MSDE.
- Coordinate all programs of the Judy Center.
 - Monitor all non-instructional aspects of the program, including budget development, fiscal oversight and reporting.
 - Coordinate funding development plan, continuation proposals, and project evaluation activities with appropriate personnel.
- Develop strategies for increasing program visibility and expansion, enrollment strategies including recruitment of new partners.
 - Establish and maintain effective communication with service providers.
 - Articulate the goals and objectives of the Judy Center to parents, families, school community, and greater community at large.
- Serve as a spokesperson and advocate for the needs of Judy Center families.
 - Act as a liaison between school administration and Judy Center as well as Judy Center's partners.
- Develop and lead bi-monthly Steering Committee meeting agendas, handouts, and distribute monthly meeting minutes.
- Attend statewide JUDY CENTER meetings/trainings and annual conference/ institute.
- Prepare contracts for services with vendors/partners.
- Coordinate parent-training sessions.
- Coordinate the training and implementation of selected county's research/evidence-based home visiting program.
- Meet with child care providers to ensure current availability and accreditation status.
- Purchase and maintain Judy Center program materials, supplies, and equipment.
- Direct and monitor the day-to-day activities of Judy Center staff.
- Holds regularly scheduled case management meetings with the Family Service Coordinator to discuss families' current progress/status.
- Service with coordinate with partners as needed.
- Collaborates with the Early Childhood Program to develop and implement systemic. professional development related to school's readiness for teachers and child care providers.
- Outreach and recruit new families in the school catchment area.
- Represent the Judy Center at Local Early Childhood Advisory Council meetings and other local community meetings.
- Share programmatic information about Judy Centers to potential partners, school administrators and staff, community members and potential families.
- Site-based Coordinators may not serve as a multi-site coordinator.

Family Service Coordinator (FSC)**Overview**

The Family Service Coordinator, a grant-funded position, implements and maintains family-based case management for families at the Judy Center. The Family Service Coordinator assists with implementing, monitoring, and hosting early childhood programs and services for children and families served by the Judy Center to address the Component Standards of the Maryland State Department of Education Judy Centers. The Judy Center serves children birth through five years of age and their families by providing comprehensive early care and education services to promote continuous improvement toward child development and school readiness.

The FSC collaborates with families to set goals and partners with community agencies to achieve them. This role involves identifying and recruiting young children and their families to use available services that enhance school readiness.

Essential Functions

Responsible for partnering with community providers, case management, coordination of services, communication with families, and maintaining documentation and data for evaluation purposes. Maintain data records, referral of comprehensive services for young children aged birth through five and their families, collaboration with agencies providing services for young children and their families, program planning, and co-facilitation.

All work should be family-centered and strength-based and directed at establishing a trusting relationship, strengthening the parent-child relationship, helping parents improve their skills to optimize the home environment, improving the family support system, and increasing the family's ability to problem-solve and assume the role of advocate for themselves and their children.

Duties and Responsibilities

- Has ongoing, clear communication and coordination with the site-based coordinator and multi-site coordinator if applicable.
- Participates in recruitment, enrollment, and maintaining data on families who enroll in the program.
 - Maintains data of all services provided and case management needs.
- Advises families on services available through the Judy Center program or community partners.
 - Supports families by assisting with resolving transportation, child care, and other social issues.
 - Helps families create and meet family-driven goals.
 - Provides follow-up with families and inputs family data into a data tracking system.
 - Makes referrals for needed services and follows up in a timely manner to ensure services are received.
 - Makes recommendations and referrals to families regarding child care options.
 - Keeps a current contact list of all community partners and their resources provided.
- Develops strategies with the coordinator for increasing program visibility and expansion, including community outreach and recruiting families and community partners.
 - Collaborates with the site coordinator and partners for outreach activities, events, adult education, and more.
 - Performs outreach in the community while recruiting new families to participate in Judy Center programming.
 - Assists with marketing efforts such as updating/posting to social media accounts, preparing newsletters, and creating flyers.

- Takes part in Judy Center case management.
 - Case management is a family-centered process that occurs internally at the Judy Center. It must take a strengths-based, family-driven approach, focusing on families and children's strengths, needs, goals, and progress.
 - The case management team comprises the coordinator, family service coordinator, and any additional Judy Center staff.
 - The Family Service Coordinator refers to the Judy Center Continuum of Support document when case managing families.
- Participate in ongoing service coordination with community partners and school-based staff.
 - Service coordination involves Judy Center staff coordinating with community agencies, partners, or the school to support case-managed families and children.
 - Service coordination can occur in person, online, via phone call, or email.
- Identify crisis situations, such as child abuse and neglect, making referrals and follow-up. Judy Center Staff are mandated reporters.
- Supports families as their child's first and most important teacher.
- Embeds parent education into all programming and services.
- Takes part in professional learning opportunities as appropriate.
- Attend required Judy Center meetings and trainings.
- Assists with developing and facilitating playgroups that align with Maryland Early Learning Standards and evidence-based practice.
- Assists in developing and facilitating high-quality family engagement activities that align with the Maryland Early Learning Standards and The Family Engagement Framework.
- Assists in planning and implementing evidence-based parent training sessions.
- Maintains a high-level of ethical behavior and confidentiality of information.
- May facilitate the implementation of the LEA approved research/evidence-based home visiting program.
- Knows and adheres to the Component Standards and how they relate to a high-quality Judy Center.
- Participates in Maryland State Department of Education site monitoring visits.

Multi-Site Coordinator

Overview

This is a highly skilled grant-funded position that focuses on the coordination and seamless implementation of multiple Judy Center grants within the same county. The Multi-Site Coordinator is responsible for coordinating efforts and events, shared partnerships, social media, professional development offerings, and other interrelated needs of each Judy Center grant. They are also responsible for the initial implementation of a newly received Judy Center grant program until staffing for the new site has been established. Multi-site coordinator positions are not a requirement of the Judy Center grant. If the LEA appoints a multi-site coordinator for the jurisdiction, they should oversee at least three Judy Center sites. The multi-site coordinator cannot also serve as the coordinator for a site. Each site is required to have a dedicated coordinator whose job duties are 100% dedicated to that site.

Essential Functions

Meets the obligations of the blueprint for Maryland's Future by collaborating with the Maryland State Department of Education (MSDE) to develop and implement the components of a well-defined Judy Center Early Learning Hub. The Judy Center serves children birth through five years of age and their families by providing comprehensive early care and education services to promote continuous improvement toward child development and school readiness.

All work should be family-centered and strength-based and directed at establishing a trusting relationship, strengthening the parent-child relationship, helping parents improve their skills to optimize the home environment, improving the family support system, and increasing the family's ability to problem-solve and assume the role of advocate for themselves and their children.

Duties and Responsibilities

- Oversee and coordinate efforts between multiple site-based coordinators.
- Supports the establishment of new site locations once NOGA has been issued and before site-based personnel have been hired.
- Oversees new staff training and onboarding along with Human Resources.
- Coordinates shared partners among multiple sites and streamlines information at Steering Committee meetings.
- Oversees the progress monitoring and achievement of individual Judy Center site goals with a focus on coordinated county-wide initiatives.
- In collaboration with the Judy Center Supervisors/Principal, supervises the Judy Center Staff members.
- Plans and executes professional development opportunities for shared partners.
- Discusses yearly performance measures/goals development with site-based coordinators.
- Assist each site's data collection and reporting requirement submissions.
- Develops strategies for increasing program visibility across multiple sites/county.
- Leads expansion of new Judy Centers in the jurisdiction.
 - Coordinates grant application development and submission for new site locations.
- Serve as a spokesperson and advocate for the needs of Judy Center families.
 - Act as a liaison between Judy Center staff and LEAs.
- In coordination with site-based coordinators, develop and lead bi-monthly Steering Committee meeting agendas, handouts, and distribute monthly meeting minutes.
- Attend statewide Judy Center meetings/trainings and annual conference/ institute.
- Prepare contracts for services with vendors/partners.
- Coordinate the training and implementation of selected county's research/evidence-based home visiting program.
- As requested, represent the Judy Center program at meetings and conferences to give and receive information; serve as a panelist, presenter, and facilitator as needed.
- Liaison with principals regarding Judy Center programming.
- Liaison with Human Resources regarding staffing needs.
- Manage site-based budgets for all sites in the jurisdiction.
- Develop, implement, and monitor yearly performance measures/ goals for the Judy Center with key stakeholders (steering committee), along with the site-based coordinator.

Steering Committee

The proposal must identify a steering committee that will govern the project. The Judy Center Early Learning Hub steering committee must convene a minimum of six times each year for steering committee meetings (starting in year 2) 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 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, administration, and Title I/Community School staff. An effort must be made to partner with the following:

- Head Start and Early Head Start (Accredited or pursuing accreditation and participating in Maryland EXCELS)
- 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, Healthy 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.*

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 comprehensively identify key activities 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 consider the needs of the community and the 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, along 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, 2025	Betty Smith, Early Learning Supervisor
Purchase age-appropriate furniture and equipment for the child development and family services spaces	July 15, 2025	Betty Smith, Early Learning Supervisor Alex McGruff, Principal
LEA Supervisor and the Principal meet with the school improvement/ leadership team	July 2025	Betty Smith, Early Learning Supervisor Alex McGruff, Principal
Meet with potential community partners and agencies	July 2025	Betty Smith, Early Learning Supervisor Alex McGruff, 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 Alex McGruff, Principal
Silver Lake administrators and the early learning supervisor will meet with Judy Center Staff at an	August 2025	Betty Smith, Early Learning Supervisor

Proposed Activity	Date of Implementation	Name of Responsible Person(s) & Title
established Judy Center site in the jurisdiction to discuss Judy Center structure and outreach and address questions.		Alex McGruff, 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

Accreditation

The Judy Center does not manage MSDE accreditation; however, the Pre-K classrooms in the school must be accredited by the Maryland State Department of Education. The MSDE Accreditation Certificate for the school must be uploaded in the appendices.

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

The project's budget should detail all related project expenses in a separate itemized budget using the spreadsheet provided. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. **All costs described in the project timeline, outreach, and management plan must appear in the budget narrative and must have a corresponding entry in the itemized budget for that year.** Reviewers should be able to see a clear connection between the project timeline, outreach, and management plan and the budget line items.

Begin the budget with a description, justifying any line-item expenses. Explain how the estimated cost of each line item was derived if the rationale is not obvious.

Following the description, include a line-item description (calculation) 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., and their associated costs. 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. You must be as detailed as possible.

When addressing the **description**, please be sure to address the following:

- *Briefly describe the cost.*
- *How is the cost of items purchased reasonable for the expense type?*
- *How do the funds directly relate to the activities in the scope of work presented in the grant?*
- *Who is receiving this item? (infants, Pre-K, K, adults, JC Families, etc.)*

In the **calculation** column, thoroughly explain the total cost, broken down by the number of items being purchased, the cost of each item, and the vendor, if applicable.

The format listed below is a sample. Please use the attached budget spreadsheet for your application.

Salaries and Wages (list separately for each position)

Description	Calculation	Requested	In-Kind	Total
Judy Center Site-Based Coordinator	\$50/hr. x 40 hrs. per week x 52 weeks	\$83,200	\$20,800	\$104,000
Judy Center Family Service Coordinator.	\$40/hr. x 40 hrs. per week x 52 weeks	\$83,200	\$0	\$83,200
		Total: \$166,400	Total: \$20,800	Total: \$187,200

Contractual Services

Description	Calculation	Requested	In-Kind	Total
Fall Family Engagement- October Mr. John Music	1 x \$500	\$500	\$0	\$500
My Gym- 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
		Total: \$4,800	Total: \$ 0	Total: \$4.800

Supplies & Materials

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
		Total: \$3,170	Total: \$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](#)

Appendix C: A school map including the square footage and multiple pictures of your proposed space for the Judy Center Early Learning Hub. This should not be hand-drawn.

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 needed to fulfill comprehensive grant requirements.

Appendix G: MSDE Accreditation Certificate for the school.

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 47 or better will be considered for funding.

Judy Center Early Learning Hub Scoring Rubric

Priority Points		
Placement Priority One 5 Points	<p>The proposed Judy Center Early Learning Hub will be placed at a Title I school.</p> <p>Points: 5</p>	<p>The proposed Judy Center Early Learning Hub will not be placed at a Title I school.</p> <p>Points: 0</p>
Placement Priority Two 5 Points	<p>The proposed Judy Center Early Learning Hub will be placed in a Comprehensive Support and Improvement (CSI) School.</p> <p>Points: 5</p>	<p>The proposed Judy Center Early Learning Hub will not be placed in a Comprehensive Support and Improvement (CSI) School.</p> <p>Points: 0</p>
In-Kind 5 Points	<p>The LEA provides at least \$80,000 of in-kind funding for required staff salaries or programming.</p> <p>Points: 5</p>	<p>The LEA is not providing at least \$80,000 of in-kind funding for required staff salaries or programming.</p> <p>Points: 0</p>
Pre-Planning Visit with MSDE 10 Points	<p>The LEA took part in a pre-planning visit with MSDE for the proposed site.</p> <p>Points: 10</p>	<p>The LEA did not take part in a pre-planning visit with MSDE for the proposed site.</p> <p>Points: 0</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Project Statement- Extent of Need 10 Points	<p>The extent of need identifies the main problem and contributing factors. Clearly identifies how the community benefits 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 various sources, including state and local data references.</p> <p>Points: 8-10</p>	<p>The extent of need demonstrates the continued 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 that supports the proposed project is provided.</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
Project Summary: Child Development, Family Support, and School Readiness 10 Points	<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>
Sustainability 5 Points	<p>The sustainability section provides a well-defined plan to sustain this site's Judy Center Early Learning Hub Grant over the next five years, focusing on programmatic and fiscal sustainability, including in-kind and state funding.</p> <p>Points: 4-5</p>	<p>The sustainability section provides a plan to sustain this site's Judy Center Early Learning Hub Grant over the next five years, focusing on programmatic and fiscal sustainability.</p> <p>Points: 2-3</p>	<p>The sustainability section is not well-developed and does not have a well-defined plan to sustain this site's Judy Center Early Learning Hub Grant over the next five years, focusing on programmatic and fiscal sustainability.</p> <p>Points: 0-1</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Early Identification and Outreach 10 Points	<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>Outreach activities are not repeated. There are unique activities each month.</p> <p>In addition to meeting all conditions listed 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>Outreach activities are repeated.</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
Plan of Operation 5 Points	<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 4-5</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 2-3</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 0-1</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Management Plan Key Personnel / Steering Committee 5 Points	<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>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>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>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
Project Timeline 15 Points	<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
Accreditation 5 Points	<p>The table is complete with all the required information for each full-day Pre-K classroom. The accreditation certificates are attached in the appendices. It provides the date of accreditation and the date of accreditation expiration.</p> <p>In addition to meeting all conditions listed in “Meets Standard”</p> <p>Points 4-5</p>	<p>The table is missing some of the required information. The accreditation certificates are attached in the appendices.</p> <p>Meets all conditions listed for each criterion</p> <p>Points 2-3</p>	<p>The table is incomplete. 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
Budget 10 Points	<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.
September 2025– October 2025	Initial site visits will be conducted for all new sites.
September 2025– August 2026	Monthly virtual grant progress monitoring will be conducted by MSDE staff.
December 2025 – March 2026	Site visits will be conducted.
March 31, 2026	<p>The C-125-C Interim Progress Report is due. It will cover the first half of the FY 26 grant period, September 1, 2025, to February 28, 2026, and must be submitted by 5:00 p.m. on March 31, 2026.</p> <p>If the site has not expended 50% of its budget by February 28, 2026, a budget spend-down plan must also be submitted. MSDE will provide a form.</p>
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, 2026.
August 31, 2026	End of the grant period.
October 30, 2026	The signed C-125D, Final Progress Report, is due to MSDE by 5:00 p.m.

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](#).

Date	Timeline Event
June 2, 2025	The Grant Information Guide and the application for participating are released.
June 12, 2025 June 17, 2025	MSDE will hold virtual customer service support sessions for interested applicants.
July 18, 2025	The grant application period closes.
August 2025	MSDE begins reviewing applications for completeness and minimum requirements.
September 1, 2025	The MSDE will complete notifying applicants of the award status.
September 1, 2025	The MSDE will begin to process Notices of Grant Awards (NOGAs)
September 1, 2025	The grant period and program implementation begin.
August 31, 2026	The FY26 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 two 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:

Customer Service Sessions- Click to Register

Thursday, June 12, 2025

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

Link to register: <https://maryland.zoom.us/meeting/register/ZxsyLcSWQyuP5IDfJicUDA>

Tuesday, June 17, 2025

1:30 p.m. – 2:30 p.m.

Link to register: <https://maryland.zoom.us/meeting/register/ZxsyLcSWQyuP5IDfJicUDA>

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

410-767-0675

kaymi.plank@maryland.gov

A list of frequently asked questions (FAQ) and answers will be posted to the MSDE Grants page 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](#).