

**Judy Center Program Renewal Grant**

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

Baltimore, Maryland 21201

**Deadline**June 10, 2022

No later than 5:00 pm EST

**GRANT APPLICATION**

**MARYLAND STATE DEPARTMENT OF EDUCATION**





**Mohammed Choudhury**State Superintendent of Schools   
Secretary-Treasurer, Maryland State Board of Education

**Deann M. Collins, Ed D.**Deputy Superintendent, Teaching and learning

**Steven Hicks**Assistant State Superintendent, Division of Early Childhood

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# Proposal Cover Page

Local Education Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Judy Center: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address of Judy Center: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Judy Center Coordinator

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Judy Center Family Services Coordinator

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total amount requested: $990,000 ($330,000 per year)

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Printed Name, Superintendent / Head of Local Education Agency

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature, Superintendent /Head of Local Education Agency Date

# Project Update

1. Provide evidence demonstrating the impact of funding on the program. Include KRA data, family/school/partner surveys, site visit summaries, and additional sources of information.

|  |
| --- |
|  |

1. What changes will be made to continuously improve this year? Response must be 1,000 words or less (submissions exceeding this limit will lose points during the scoring process). Refer to the Grant Information Guide for further guidance.

|  |
| --- |
|  |

1. Complete the chart below reflecting the project enrollment and growth with the actual number of children served. Use the FY22 grant application for previously projected numbers to include here.

|  |  |  |
| --- | --- | --- |
| **Age** | **Projected FY22  (July 1, 2021 - June 30, 2022)** | **Actual FY22  (July 1, 2021 - June 30, 2022)** |
| Prenatal/Birth to 1-year-olds |  |  |
| 2-year-olds |  |  |
| 3-year-olds, not enrolled in prekindergarten |  |  |
| 3-year-olds, enrolled in prekindergarten |  |  |
| 4-year-olds, not enrolled in prekindergarten |  |  |
| 4-year-olds, enrolled in prekindergarten |  |  |
| 5-year-olds, not enrolled in kindergarten |  |  |
| 5-year-olds, enrolled in kindergarten |  |  |
| **Total:** |  |  |

# Steering Committee

Provide the names of the members of the Steering Committee in the chart below:

|  |  |
| --- | --- |
| **Name** | **Title, Organization** |
|  |  |
|  |  |

*\*Add more rows if necessary*

# Participating Agencies and Programs

Provide the names of the participating agencies and programs (partners) in the chart below:

|  |
| --- |
| **Agency or Program Name** |
|  |
|  |

*\*Add more rows if necessary*

# Projected Enrollment and Growth by Program

Complete the chart below with the projected enrollment and growth by program. Age of the child should be determined the same way the school system determines school eligibility whereas, the age of a child is based on their age on or before September 1. Only children in the Judy Center catchment area should be included. Children counted include those enrolled in public school, private licensed childcare programs, or not enrolled in formal care (i.e., residing with family and friends at home). Refer to the Grant Information Guide for further guidance on this section.

**Projected Number of Children Enrolled**

|  |  |  |  |
| --- | --- | --- | --- |
| **Age** | **Year 1  (July 1, 2022 - June 30, 2023)** | **Year 2  (July 1, 2023 - June 30, 2024)** | **Year 3 (July 1, 2024 - June 30, 2025)** |
| Prenatal/Birth to 1-year-olds |  |  |  |
| 2-year-olds |  |  |  |
| 3-year-olds, not enrolled in prekindergarten |  |  |  |
| 3-year-olds, enrolled in prekindergarten |  |  |  |
| 4-year-olds, not enrolled in prekindergarten |  |  |  |
| 4-year-olds, enrolled in prekindergarten |  |  |  |
| 5-year-olds, not enrolled in kindergarten |  |  |  |
| 5-year-olds, enrolled in kindergarten |  |  |  |
| **Total:** |  |  |  |

# Implementation Plan

## Implementation Plan Part A: Population-Level Result

All Judy Centers work toward our main result of “All Children in Maryland Enter School Ready to Learn.” We use the Kindergarten Readiness Assessment (KRA) data to help us understand the achievement of this result.

Using the last three years of KRA data, create a chart including a trend line that shows the percentage of children in your catchment area demonstrating readiness for kindergarten. [Download the template here](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/kra_data_chart.xlsx) and follow the instructions to insert the chart into this application. Refer to the Grant Information Guide for further guidance on this section.

[insert a picture of your chart here]

1. How will the Judy Center work toward improving the KRA-measured readiness rate in the catchment area? Please provide broad strategies that would help address this indicator. (No more than 1000 words.)

|  |
| --- |
| Type response here. |

2. What is the target percent of students demonstrating readiness in your catchment area that you hope to see in the next three years? The target should be ambitious, yet attainable by the end of the grant period. Fill in the blank below.

By June 30, 2025, \_\_\_\_\_\_\_\_\_\_\_ % of children in the Judy Center catchment area will demonstrate readiness for kindergarten on the KRA assessment.

## Implementation Plan Section B: Program-Level Accountability (Performance Measures)

In order to successfully meet the goals of the Judy Center program, [12 Component Standards](https://earlychildhood.marylandpublicschools.org/families/judy-centers/component-standards) have been developed to outline all of the programmatic responsibilities required of a Judy Center. Each of the 12 Component Standards contain multiple sub requirements in order to achieve the standard as a whole. Refer to the Grant Information Guide for further guidance on this section.

### Performance Measure 1: Family Engagement Component

|  |  |  |  |
| --- | --- | --- | --- |
| **Related Component Standard** | **Type of Performance Measure** | | **Performance Measure** |
| Component 5: Family Engagement | How much | Average number of engagements a child/family participates in a Judy Center event or offering | |

1. How will this performance measure be tracked? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. How are you doing on this performance measure?Is this performance measure heading in the right direction? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your target for the measure this year? The target should be ambitious, yet attainable. (Only provide the number/percent below.)

|  |
| --- |
| Type response here. |

1. What is the story behind this performance measure? What are the positive, negative, and anticipated factors that are playing a role in the data? If there are factors you think may be playing a role but are not sure and need to develop your understanding, please note that as well. (No more than 200 words)

|  |
| --- |
| Type response here. |

1. Which partners can the Judy Center collaborate with to assist in achieving this specific performance measure? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership). Please do not list all available partners; only partners who can help with this specific performance measure.

|  |
| --- |
| Type response here. |

1. What would work to turn the curve/improve this performance measure? What are the strategies you think will best address the factors affecting the data listed above? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your Action Plan to turn the curve/improve this performance measure? From the ideas in the previous question (what would work), which idea(s) will you put into action? What steps do you plan to take to improve this performance measure? Consider who will be responsible for taking action on each step and by when this step should occur. Focus on how you will improve upon actions previously taken to address this performance measure or new actions that you think will help.

For ongoing or recurring action steps, please write the frequency of occurrence (do not write specific dates). Answers must be entered into the table below; do not insert any additional rows in the table. This action plan should cover no more than a one-year period.

|  |  |  |
| --- | --- | --- |
| **Action Step** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |

### Performance Measure 2: Professional Development Component

|  |  |  |
| --- | --- | --- |
| **Related Component Standard** | **Type of Performance Measure** | **Performance Measure** |
| Component 9: Professional Development | How much | Number of professional development opportunities offered to partners and friends of the Judy Center |

1. How will this performance measure be tracked? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. How are you doing on this performance measure?Is this performance measure heading in the right direction? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your target for the measure this year? The target should be ambitious, yet attainable. (Only provide the number/percent below.)

|  |
| --- |
| Type response here. |

1. What is the story behind this performance measure? What are the positive, negative, and anticipated factors that are playing a role in the data? If there are factors you think may be playing a role but are not sure and need to develop your understanding, please note that as well. (No more than 200 words)

|  |
| --- |
| Type response here. |

1. Which partners can the Judy Center collaborate with to assist in achieving this specific performance measure? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership). Please do not list all available partners; only partners who can help with this specific performance measure.

|  |
| --- |
| Type response here. |

1. What would work to turn the curve/improve this performance measure? What are the strategies you think will best address the factors affecting the data listed above? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your Action Plan to turn the curve/improve this performance measure? From the ideas in the previous question (what would work), which idea(s) will you put into action? What steps do you plan to take to improve this performance measure? Consider who will be responsible for taking action on each step and by when this step should occur. Focus on how you will improve upon actions previously taken to address this performance measure or new actions that you think will help.

For ongoing or recurring action steps, please write the frequency of occurrence (do not write specific dates). Answers must be entered into the table below; do not insert any additional rows in the table. This action plan should cover no more than a one-year period.

|  |  |  |
| --- | --- | --- |
| **Action Step** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |

### Performance Measure 3: Case Management Component

|  |  |  |
| --- | --- | --- |
| **Related Component Standard** | **Type of Performance Measure** | **Performance Measure** |
| Component 3: Case Management | How well | Percent of families achieving case management goals |

1. How will this performance measure be tracked? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. How are you doing on this performance measure?Is this performance measure heading in the right direction? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your target for the measure this year? The target should be ambitious, yet attainable. (Only provide the number/percent below.)

|  |
| --- |
| Type response here. |

1. What is the story behind this performance measure? What are the positive, negative, and anticipated factors that are playing a role in the data? If there are factors you think may be playing a role but are not sure and need to develop your understanding, please note that as well. (No more than 200 words)

|  |
| --- |
| Type response here. |

1. Which partners can the Judy Center collaborate with to assist in achieving this specific performance measure? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership). Please do not list all available partners; only partners who can help with this specific performance measure.

|  |
| --- |
| Type response here. |

1. What would work to turn the curve/improve this performance measure? What are the strategies you think will best address the factors affecting the data listed above? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your Action Plan to turn the curve/improve this performance measure? From the ideas in the previous question (what would work), which idea(s) will you put into action? What steps do you plan to take to improve this performance measure? Consider who will be responsible for taking action on each step and by when this step should occur. Focus on how you will improve upon actions previously taken to address this performance measure or new actions that you think will help.

For ongoing or recurring action steps, please write the frequency of occurrence (do not write specific dates). Answers must be entered into the table below; do not insert any additional rows in the table. This action plan should cover no more than a one-year period.

|  |  |  |
| --- | --- | --- |
| **Action Step** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |

### Performance Measure 4: All Components

|  |  |  |
| --- | --- | --- |
| **Related Component Standard** | **Type of Performance Measure** | **Performance Measure** |
| This measure relates to all components. | Better Off | Percent of children who engaged with the Judy Center for at least one year who demonstrate readiness on the KRA |

1. How will this performance measure be tracked? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. How are you doing on this performance measure?Is this performance measure heading in the right direction? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your target for the measure this year? The target should be ambitious, yet attainable. (Only provide the number/percent below.)

|  |
| --- |
| Type response here. |

1. What is the story behind this performance measure? What are the positive, negative, and anticipated factors that are playing a role in the data? If there are factors you think may be playing a role but are not sure and need to develop your understanding, please note that as well. (No more than 200 words)

|  |
| --- |
| Type response here. |

1. Which partners can the Judy Center collaborate with to assist in achieving this specific performance measure? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership). Please do not list all available partners; only partners who can help with this specific performance measure.

|  |
| --- |
| Type response here. |

1. What would work to turn the curve/improve this performance measure? What are the strategies you think will best address the factors affecting the data listed above? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your Action Plan to turn the curve/improve this performance measure? From the ideas in the previous question (what would work), which idea(s) will you put into action? What steps do you plan to take to improve this performance measure? Consider who will be responsible for taking action on each step and by when this step should occur. Focus on how you will improve upon actions previously taken to address this performance measure or new actions that you think will help.

For ongoing or recurring action steps, please write the frequency of occurrence (do not write specific dates). Answers must be entered into the table below; do not insert any additional rows in the table. This action plan should cover no more than a one-year period.

|  |  |  |
| --- | --- | --- |
| **Action Step** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |

### Performance Measure 5: “How Much” or “How Well”

Choose one measure from the list below. Delete the measures from the chart that you didn’t choose.

|  |  |  |
| --- | --- | --- |
| **Related Component Standard** | **Type of Performance Measure** | **Performance Measure** |
| Component 10:  Adult Education and Career Services | How much | Percent of families enrolling in adult education courses |
| Component 12: Partnerships | How much | Number of partner events, enhancement activities with the school, and outreach programs Judy Center staff attend |
| Component 3: Case Management | How much | Number of referrals made to community partners/organizations |
| Component 3: Case Management | How well | Percent of families who make connections/engage with referrals |
| Component 10:  Adult Education and Career Services | How well | Percent of families completing adult education courses |

1. How will this performance measure be tracked? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. How are you doing on this performance measure?Is this performance measure heading in the right direction? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your target for the measure this year? The target should be ambitious, yet attainable. (Only provide the number/percent below.)

|  |
| --- |
| Type response here. |

1. What is the story behind this performance measure? What are the positive, negative, and anticipated factors that are playing a role in the data? If there are factors you think may be playing a role but are not sure and need to develop your understanding, please note that as well. (No more than 200 words)

|  |
| --- |
| Type response here. |

1. Which partners can the Judy Center collaborate with to assist in achieving this specific performance measure? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership). Please do not list all available partners; only partners who can help with this specific performance measure.

|  |
| --- |
| Type response here. |

1. What would work to turn the curve/improve this performance measure? What are the strategies you think will best address the factors affecting the data listed above? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your Action Plan to turn the curve/improve this performance measure? From the ideas in the previous question (what would work), which idea(s) will you put into action? What steps do you plan to take to improve this performance measure? Consider who will be responsible for taking action on each step and by when this step should occur. Focus on how you will improve upon actions previously taken to address this performance measure or new actions that you think will help.

For ongoing or recurring action steps, please write the frequency of occurrence (do not write specific dates). Answers must be entered into the table below; do not insert any additional rows in the table. This action plan should cover no more than a one-year period.

|  |  |  |
| --- | --- | --- |
| **Action Step** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |

### Performance Measure 6: “Better Off”

Choose one measure from the list below. Delete the measures from the chart that you didn’t choose.

|  |  |  |
| --- | --- | --- |
| **Related Component Standard** | **Type of Performance Measure** | **Performance Measure** |
| Component 12: Partnerships | Better off | Percent of partners who report the Judy Center partnership improved their capacity to support families |
| Component 5:  Family Engagement | Better off | Percent of parents who report the Judy Center helped them better understand child development |
| This measure relates to all components. | Better off | Percent of Pre-K parents who report the Judy Center helped them better work with their child’s school |
| This measure relates to all components. | Better off | Percent of parents who report the Judy Center helped their child increase their school readiness |

1. How will this performance measure be tracked? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. How are you doing on this performance measure?Is this performance measure heading in the right direction? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your target for the measure this year? The target should be ambitious, yet attainable. (Only provide the number/percent below.)

|  |
| --- |
| Type response here. |

1. What is the story behind this performance measure? What are the positive, negative, and anticipated factors that are playing a role in the data? If there are factors you think may be playing a role but are not sure and need to develop your understanding, please note that as well. (No more than 200 words)

|  |
| --- |
| Type response here. |

1. Which partners can the Judy Center collaborate with to assist in achieving this specific performance measure? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership). Please do not list all available partners; only partners who can help with this specific performance measure.

|  |
| --- |
| Type response here. |

1. What would work to turn the curve/improve this performance measure? What are the strategies you think will best address the factors affecting the data listed above? (No more than 100 words)

|  |
| --- |
| Type response here. |

1. What is your Action Plan to turn the curve/improve this performance measure? From the ideas in the previous question (what would work), which idea(s) will you put into action? What steps do you plan to take to improve this performance measure? Consider who will be responsible for taking action on each step and by when this step should occur. Focus on how you will improve upon actions previously taken to address this performance measure or new actions that you think will help.

For ongoing or recurring action steps, please write the frequency of occurrence (do not write specific dates). Answers must be entered into the table below; do not insert any additional rows in the table. This action plan should cover no more than a one-year period.

|  |  |  |
| --- | --- | --- |
| **Action Step** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |

# Budget and Budget Narrative for year 1

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Add more rows if needed. An MSDE [Grant Budget C-125](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls) form must also be completed, signed and submitted as an appendix.

### 1. Salaries & Wages (list each position separately)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for salaries & wages: |  |  |  |

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 2. Contracted Services

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for contracted services: |  |  |  |

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 3. Supplies & materials

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total supplies & materials: |  |  |  |

Using the space below, explain how the costs for supplies & materials above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 4. Other charges

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for other charges: |  |  |  |

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 5. Equipment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for equipment: |  |  |  |

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 6. Transfers (indirect costs)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for transfers: |  |  |  |

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

|  |
| --- |
| Total amount requested for year 1: |

# Budget and Budget Narrative for year 2

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Add more rows if needed. An MSDE [Grant Budget C-125](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls) form must also be completed, signed and submitted as an appendix.

### 1. Salaries & Wages (list each position separately)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for salaries & wages: |  |  |  |

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 2. Contracted Services

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for contracted services: |  |  |  |

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 3. Supplies & materials

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total supplies & materials: |  |  |  |

Using the space below, explain how the costs for supplies & materials above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 4. Other charges

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for other charges: |  |  |  |

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 5. Equipment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for equipment: |  |  |  |

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 6. Transfers (indirect costs)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for transfers: |  |  |  |

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

|  |
| --- |
| Total amount requested for year 2: |

# Budget and Budget Narrative for year 3

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Add more rows if needed. An MSDE [Grant Budget C-125](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls) form must also be completed, signed and submitted as an appendix.

### 1. Salaries & Wages (list each position separately)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for salaries & wages: |  |  |  |

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 2. Contracted Services

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for contracted services: |  |  |  |

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 3. Supplies & materials

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total supplies & materials: |  |  |  |

Using the space below, explain how the costs for supplies & materials above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 4. Other charges

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for other charges: |  |  |  |

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 5. Equipment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for equipment: |  |  |  |

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

### 6. Transfers (indirect costs)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for transfers: |  |  |  |

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

|  |
| --- |
| Type response here. |

|  |
| --- |
| Total amount requested for year 3: |

|  |
| --- |
| Total amount requested for years 1-3: $990,000 |

# Appendix

The following Appendices must be included in the proposal for funding:

* A [signed C-1-25 MSDE budget form](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls) for year 1
* An MOU that meets the provisions of this program, and signed by all parties and partners
* A [signed recipient assurances page](https://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf)