



GRANT INFORMATION GUIDE

Judy Center Grant Program FY23

Updated Version as of 4/4/22

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21211

Deadline

May 16, 2022

No later than 5:00 pm EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The Judy Center 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 school systems to establish additional Judy Centers.

Grant funds must be used to serve children ages birth through five years of age and their families by providing comprehensive early care and education services to promote continuous improvement toward school readiness. Judy Centers must be located in communities with Title 1 schools or a school in a high-needs community (as designated by the Center for Disease Control's Social Vulnerability Index) and serve all children and families living within the catchment area of the school.

NAME OF GRANT PROGRAM

Judy Center Grant

AUTHORIZATION

House Bill 1300 Blueprint for Maryland's Future, [Education Article §5-230](#)

PURPOSE

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

DISSEMINATION

This Grant Information Guide (GIG) was released on March 30, 2022.

DEADLINE

Applications for consideration are due no later than 5pm on May 16, 2022.

GRANT PERIOD

July 1, 2022 – June 30, 2025

FUNDING AVAILABLE

Total funding available for new Judy Centers is \$2,970,000 for FY23

ESTIMATED NUMBER OF GRANTS

9 new Judy Centers in FY23

ESTIMATED AVERAGE GRANT AMOUNT

Total 3-year award is \$990,000; each year is limited to \$330,000

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

STATE RESPONSIBILITIES

The MSDE is responsible for providing required information, data, and documentation to facilitate the grantee's performance of the work and will provide additional assistance and services as needed.

PROGRAM CONTACT

Amanda Holliday-Bembridge
Judy Center Program Specialist
Maryland State Department of Education
Division of Early Childhood
200 W. Baltimore Street
Baltimore, MD 21201
Phone: 410-767-0763
Email: Amanda.Holliday@maryland.gov

Eligibility

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

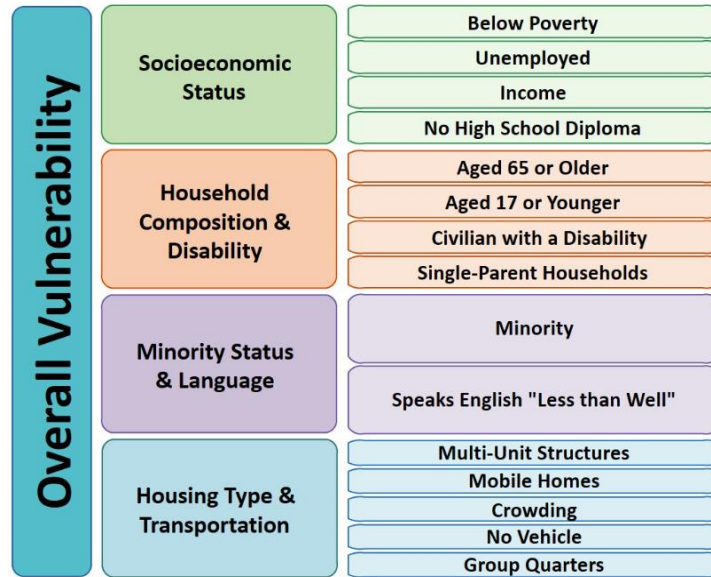
- located in communities with Title 1 school; or
- located in a community designated as high need as indicated by a score of 0.6 or above on the Center for Disease Control's Social Vulnerability Index.

Note: Additional priority will be given to applicants who demonstrate a strong partnership between potential Judy Center locations and LEAs as demonstrated by each entity providing at least 50% of funding for Judy Center staff salaries (i.e., LEAs provide at least 50% in-kind funding).

SOCIAL VULNERABILITY INDEX (SVI)

According to the Centers for Disease Control (CDC), "social vulnerability refers to the potential negative effects on communities caused by external stresses on human health."¹ The Social Vulnerability Index (SVI) tracks data by census tract and rates vulnerability based on 15 key social and demographic indicators. "Census tracts" are subdivisions of counties and are ranked on 15 social factors, including poverty, lack of vehicle access, and crowded housing. Specifically, this measure uses (see following page):

¹ <https://www.atsdr.cdc.gov/placeandhealth/svi/index.html>



Source obtained (02/24/2022):

https://www.atsdr.cdc.gov/placeandhealth/svi/documentation/SVI_documentation_2018.html

Applicants can look up an SVI score by searching an address in the [CDC’s interactive map](#).

REQUIREMENTS FOR MEMORANDUM OF UNDERSTANDING (MOU)

Applicants must submit with their application a signed MOU between the county board and the participating agencies and programs. If an applicant is unable to secure a signature from all participating agencies and programs, the MSDE will accept a complete and signed MOU at a later date. Awards may not be granted until a complete and signed MOU has been submitted. The MOU must provide for:

- The terms of the collaboration to be undertaken by the county board, the participating agencies, and programs, and, if applicable, the local management board, including the roles and responsibilities of each of these entities and a plan for establishing ongoing communication between private service providers and public-school early education programs. The following items must be addressed by all parties:
 - Provision of a representative to attend the Judy Center Steering Committee meetings. Each representative will cooperatively work to integrate services and bring to fruition the overall goals of the grant.
 - Provide input in the development of strategies implemented by the Local Early Childhood Advisory Council to ensure that all children enter school ready to learn.
 - Provision for the collection and sharing of any data required for program evaluation in a timely manner.
 - Provision for the planning and implementation of activities that address the needs of the Judy Center and the families they serve.

- The MOU must specify the following roles and responsibilities for the LEA. LEAs must:
 - Place a Judy Center in a school that provides Prekindergarten and/or Kindergarten classes.
 - Provide office and meeting space for the Judy Center Program Manager and Family Service Providers.
 - Provide training for early childcare staff.
 - Oversee the administrative and fiscal management of the Judy Center.
 - Provide Special Education services to children as required by the child’s IFSP/IEP.
 - Provide support to children from homes in which English is not the primary spoken language.

- Provide data collection and program evaluation assistance as requested within budgetary and time constraints.
- Invite and encourage all Judy Center partners to participate in appropriate training.
- The MOU must specify the following roles and responsibilities for the Judy Center. The Judy Center must:
 - Act as lead agency during the grant period, with cooperation and support from collaborating partners.
 - Coordinate and facilitate Family Involvement Activities and programming for families to address school readiness at the Judy Center.
 - Provide service coordination for identified Judy Center Partnership Families.
 - Refer families to the (partnership) when appropriate and/or required (as applicable).
 - Provide Judy Center partners with a Judy Center Partnership Release of Information form which will be offered to parents to allow information to be shared between and among partners as needed.
 - Promote awareness and provide access to full-day/full-year educational opportunities for families.
 - Collaborate with partners to provide staff development to childcare providers serving students within the Judy Center area (as applicable).
 - Assist partners in achieving and maintaining accreditation by providing supplies, materials, and professional development (as applicable).
 - Collaborate with the selected programs to provide summer enrichment programming for identified Pre-Kindergarten and Kindergarten children (as applicable).
 - Coordinate with Head Start programs to provide additional programs for enrolled families (as applicable).
- The MOU must specify the following roles and responsibilities for participating partner agencies and programs. Participating agencies and programs must:
 - Provide a representative to the Judy Center Steering Committee, when available, and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
 - Cooperate with planning, participation, review and revision of activities and provide time for staff training as need is determined, subject to available time and resources.
 - Ensure compliance with all local and state laws governing childcare, both in regard to the physical environment and the staff professional development.
 - Refer families to the Judy Center Partnership and provide contact information for families interested in other agencies/services.
 - Share information for the benefit of the families served by both parties in accordance with each parties' confidentiality policies.
 - Participate in the local and state project evaluation and collect and share data with the Judy Center for the evaluation as requested in a timely manner.
 - Participate in pre- and post-testing to determine grant effectiveness.
 - Maintain a Maryland EXCELS level of (insert current level; as applicable).
 - Maintain accreditation or actively pursue accreditation (as applicable).
 - Ensure that any curriculum implemented is evidence-based and aligned to the Maryland Early Learning Standards.

Use of Funds

Funds may be used for:

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

- Programming aligned with the [Judy Center 12 Component Standards](#).

Funds may not be used for:

- Supplanting existing services.
- Capital improvements.
- Gift cards.
- "Out-of-State" travel or accommodations, however funds may be used for conference registration fees.
- Classroom teachers and assistants' salaries & benefits; with the exception of summer programming.
- Early Childhood LEA office staff salaries and benefits.

Application

REQUIREMENTS

The Judy Center Application can be downloaded here. Proposals for funding must address the needs of the community outlined by the [Judy Center 12 Component Standards](#). In addition, applications must include the following appendices:

- Personnel:
 - A job description for a full-time Judy Center Coordinator, attached as an appendix.
 - A job description for a full-time Family Services Coordinator, attached as an appendix.
 - A list of Steering Committee members, attached as an appendix. The Steering Committee may consist of stakeholders, including the school principal, administrators, teachers, support staff, parents, students, community partners, community members, etc. Steering committees meet at least six times per fiscal year, and their work is guided by data and the needs of the Judy Center. Steering committee leaders have agendas that guide each meeting, including reviewing and approving minutes from the previous month's meeting. Minutes are available at the meeting's conclusion. The work of the steering committee should be public and communicated to all stakeholders in the Judy Center.
 - Job descriptions for other staff: depending on the needs of the community, other staffing positions may include playgroup facilitators, administrative staff, mental health consultants, or home visiting staff.
- A list of all partnerships is attached as an appendix. Partnerships reflect Judith Hoyer's vision of collaborating and delivering early childhood education programs and family support services. It is a requirement that Judy Centers form partnerships with the following participating agencies and programs:
 - Public prekindergarten and kindergarten programs;
 - Head Start and Early Head Start programs;
 - Local infants and toddlers programs;
 - Licensed child care centers and family child care homes who have obtained accreditation or are actively pursuing accreditation attainment;
 - Family support centers ("Patty Centers"), if there are any in the school catchment area;
 - Early intervention and preschool special education programs in the school catchment area; and
 - Partner with least 5 participating agencies and programs from the following list:
 - Family literacy programs and services (ex. public libraries; an institute of higher education; adult education program);
 - Healthy family sites;
 - Parent involvement programs;
 - Early childhood programs affiliated with institutions of higher education; and/or
 - Other home visiting, community health (Healthy Start; Parents As Teachers program; Nurse Family Partnership; Home Instruction for Parents of Preschool Youngsters; etc.), family support services, and child care resource and referral agencies.

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

COVER PAGE

The cover page is a one-page document located in the application that captures essential contact information and requires the Superintendent / Head of Agency signature in blue ink.

PROJECT SUMMARY

The project summary is an overview describing how the grant funds will be used to serve the families and partners in the school's catchment area boundaries. This description should be a high-level summary of how the Judy Center intends to improve school readiness and strengthen families. Information should be specific to the needs of the population to be served (i.e., catchment area of the Judy Center location). Grant funds must be used to serve all children equitably. Keep in mind how the pandemic has caused a great deal of inequity among families regarding their ability to access services and resources. Responses must be 1,000 words or less (submissions exceeding this limit will lose points during the scoring process).

PROJECTED ENROLLMENT AND GROWTH BY PROGRAM

Applicants must capture the number of children projected to be reached by the Judy Center during the length of the grant period. The age of the child should be determined the same way the school system determines school eligibility. Therefore, the age of a child is based on the age he/she is on or before September 1st. Be sure to only include children living in or attending a childcare program within the catchment area boundaries. When completing your projects, be sure to consider information regarding the growth rate of your specific population in the local area. Use additional sources of information to make as accurate of a projected population as possible. The chart below provides a description of how to define the age of the child.

Age	Description
Prenatal/Birth-1-year-olds	Pregnant mothers who attend Judy Center programming and children who are under the age of 1-year old by September 1st. Children can be in licensed childcare placements or in the care of friends and family.
2-year-olds	Children who are 2-years old by September 1st. Children can be in licensed childcare placements or in the care of friends and family.
3-year-olds, not enrolled in Prekindergarten	Children who are 3-years old by September 1st. Children can be in licensed childcare placements or in the care of friends and family but <i>are not</i> attending a state-funded Prekindergarten program.
3-year-olds, enrolled in Prekindergarten	Children who are 3-years old by September 1st <i>and</i> are enrolled in a state-funded Prekindergarten program but <i>are not</i> attending a licensed childcare provider or are cared for by friends or family.
4-year-olds, not enrolled in Prekindergarten	Children who are 4-years old by September 1st <i>and</i> are either in licensed childcare placements or in the care of friends and family but <i>are not</i> enrolled in a state-funded Prekindergarten program through the local education agency.
4-year-olds, enrolled in Prekindergarten	Children who are 4-years old by September 1st <i>and</i> are enrolled in a state-funded Prekindergarten program but <i>are not</i> attending a licensed childcare provider or are cared for by friends or family.
5-year-olds, not enrolled in kindergarten	Children who are 5-years old by September 1st <i>and</i> are either in licensed childcare placements or in the care of friends and family but <i>are not</i> enrolled in kindergarten (with a 1-year waiver for kindergarten enrollment).

5-year-olds, enrolled in kindergarten	Children who are 5-years old by September 1st <i>and</i> enrolled in kindergarten but <i>are not</i> in licensed childcare placements or in the care of friends and family.
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IMPLEMENTATION PLAN

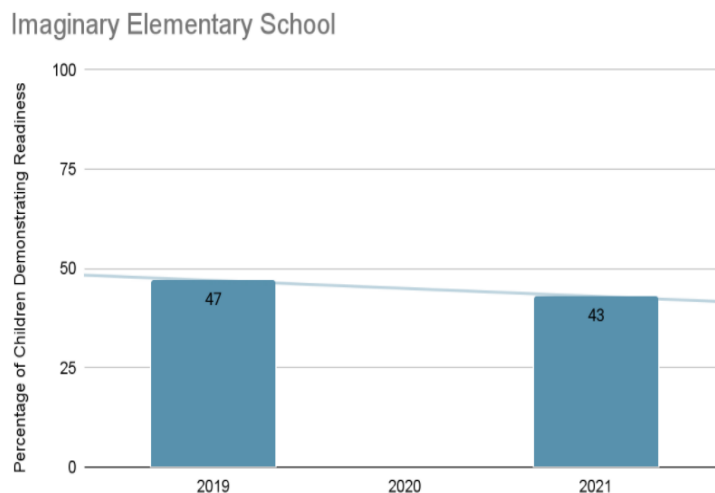
Part A: Population-Level Result

All Judy Centers work toward the intended outcome that all children in Maryland enter school ready to learn. Data from the Kindergarten Readiness Assessment (KRA) helps to drive decisions surrounding what families need to achieve this outcome.

The KRA is a developmentally appropriate assessment tool administered to incoming public-school kindergarteners. Administered by kindergarten teachers at the start of the school year, the KRA looks at the knowledge, skills, and behaviors necessary to be successful in kindergarten. There are three different levels of school readiness indicated by the KRA:

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

Judy Centers work to move the needle on this population-level indicator by supporting and working with families in their catchment area. In this section, applicants will report on past KRA data and set a target for the percentage of students in the catchment area that demonstrate readiness for kindergarten. The report of past data must be in the form of a chart showing a trend line. Applicants must use the [excel template provided here](#) to create a chart similar to the one below:



Part B: Population-Level Accountability

In order to successfully meet the goals of the Judy Center program, [12 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.

The Judy Center Grant program uses Results-Based Accountability (RBA) as a method to capture data related to Judy Center programmatic activities in order to analyze data in determining implementation effectiveness. The definitions common to the RBA method are:

- **Result:** condition of well-being for children, youth, families, the environment, or an entire community. For Judy Centers, the result is that all children in Maryland enter school ready to learn.
- **Indicator:** a measure which helps to quantify achievement of a result. For Judy Centers, this is the percent of children who demonstrate readiness on the Kindergarten Readiness Assessment (KRA).
- **Performance Measure:** a measure of the quantity of effort (How much we do), quality of effort (How well we do it) and the effect (Is anyone better off) of a program implemented by a Judy Center
- **Indicator Baseline:** the actual historical data for an indicator. This is shown on a trend line chart.
- **Story Behind the Data:** an analysis of the conditions, causes and forces at work that help explain why the baseline of an indicator or performance measure looks the way it does. These factors can be positive in that they help to improve an indicator, or they can be negative and impede the improvement of an indicator.
- **Strategy:** a coherent collection of actions that has a reasoned chance of improving results
- **Action Plan:** the specific actions that a Judy Center will take to implement a strategy/what works to turn the curve

All 12 Component Standards will be evaluated throughout each fiscal year through site visits and required reporting; however, applicants are only required to analyze 6 of those 12 component standards in the application for participation (four of which are required and two of which are of the applicant’s choosing).

The application must address all of the following 4 performance measures:

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
Component 9: Professional Development	How much	Number of professional development opportunities offered to partners and friends of the Judy Center
Component 3: Case Management	How well	Percent of families achieving case management goals
All	Better Off	Percent of children who engaged with the Judy Center for at least one year who demonstrate readiness on the KRA

The application must address 1 “How Much” or “How Well” performance measure from the table below:

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

The application must address 1 “Better Off” performance measure from the table below:

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

BUDGET AND BUDGET NARRATIVE

Applicants must submit a proposed budget for each year of the Judy Center program. The budget narrative should include all related project expenses and demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. Budget line items should be grouped 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, “meeting expenses” can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item if applicable. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices. Show how the expenses were calculated for each line item. Reviewers will use this information to determine if the budget is reasonable and cost-effective.

APPENDIX

The following Appendices must be included in your application for funding:

- A job description for a full-time Judy Center Coordinator: in collaboration with the Judy Center steering committee and school leadership, is responsible for guiding the development of the Judy Center, completing an ongoing community needs assessment, securing/coordinating partnerships to serve students, families, and the community, and coordinating the implementation and monitoring of services.
- A job description for a full-time Family Services Coordinator: through service coordination meetings with partners, is responsible for case management, program support, home visiting, outreach, and referrals for families and children.
- A list of Steering Committee members, their titles, and organizational affiliations.
- A list of participating agencies and programs (partners).
- Budget narrative for all 3 years and the [itemized budget form \(C-1-25\)](#) for year 1. The C-125 form can be accessed through the MSDE grants website and must be submitted with the application.
- An MOU that meets the provisions of this program and signed by all parties and partners.
- [A signed recipient assurances page.](#)

Submission Requirements

- Interested applicants must download the Judy Center Grant Application from the Judy Center webpage.
- Application package must include the Judy Center Grant Application (which includes a cover page signed in blue ink, project summary, projected enrollment and growth chart, Implementation Plan A, Implementation Plan B, and budget narrative) and all appendices.
- Applications must be submitted in pdf form by email to judycentergrants.msde@maryland.gov.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirement for each Year
Ongoing	Fiscal and program monitoring
January 30	Midyear report due and the C-125-C form (the C-125-C form can be found on the MSDE grants webpage)
May 15	Updated budget for fiscal year starting July 1
July 30	Final report due covering the previous fiscal year period; the C-125-D form (that can be found on the MSDE grants webpage) is due within 90 days of the grant end date
Once per year	Site visit will be conducted
No later than Sep 26, 2025	Annual financial report (the C-125-D form that can be found on the MSDE grants webpage) is due

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

Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the [Judy Center webpage](#)

Date	Program Milestone
Mar 30, 2022	The grant application period opens.
Mar 31, 2022	The MSDE will hold customer service support sessions from 1-2:30pm to review the program and the application for interested applicants.
April 6, 2022	The MSDE will hold customer service support sessions from 10-11:30am to review the program and the application for interested applicants.
May 16, 2022	The grant application closes.
May 17, 2022	The MSDE begins reviewing applications for eligibility and completeness.
May 20, 2022	The MSDE will notify applicants if the application is lacking the minimum submission requirements and will therefore not be reviewed.
May -June 2022	The MSDE Review Committee will convene and evaluate complete applications using the scoring rubric .
June 15, 2022	The MSDE will notify applicants of the award status and begin to create a Notice of Grant Award (NOGA) for approved applications.
Jul 1, 2022	The grant period begins.

Customer Service Support Sessions

The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide an overview of the program, the requirements, the application, and answer any questions. To attend a virtual session, please use the links below:

- Thursday, Mar 31, 2022, from 1:00-2:30 PM EST
 - Video call link: <https://meet.google.com/ujh-vrcc-byv>
 - Or dial: (US) +1 321-804-6965 PIN: 891 154 510#
- Wednesday, Apr 6, 2022, from 10:00-11:30 AM EST
 - Video call link: <https://meet.google.com/ujh-vrcc-byv>
 - Or dial: (US) +1 321-804-6965 PIN: 891 154 510#

The Review Process

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

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

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

REVIEW COMMITTEE

The review committee will consist of the MSDE Judy Center Program Manager and Judy Center Program Specialists. The review committee will convene and evaluate applications for funding based on the rubric. Each application will be reviewed and scored by members of the review committee.

AWARD NOTIFICATION

Notification of awards will be sent by email in the spring. Processing of the official Notice of Grant Awards (NOGA) will begin on July 1st; this process can take 3-4 weeks.

Questions

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

Amanda Holliday-Bembridge
Judy Center Program Specialist
Division of Early Childhood, Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
Phone: 410-767-0763
Email: Amanda.Holliday@maryland.gov

A list of Frequently Asked Questions (FAQ) and answers will be posted to [Judy Center Grants webpage](#) and updated as questions arise through the customer service support sessions.

The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

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 Operations
Maryland State Department of Education
200 W. Baltimore Street – 2nd Floor Baltimore, Maryland 21201-2595
410-767-0123 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD