



APPLICATION FOR PARTICIPATION

Judy Center Early Learning Hub Expansion Grant

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

Deadline
May 31, 2023
No later than 5:00 p.m. ET

MARYLAND STATE DEPARTMENT OF EDUCATION

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Instructions

1. Complete this application electronically by typing directly into the fillable fields and charts.
2. Do not alter or remove sections.
3. When finished, save the application document as a PDF to your computer and obtain appropriate signatures.
4. The completed Application should be saved as a PDF and emailed to Kaymi Plank at kaymi.plank@maryland.gov.

Proposal Cover Page

Local Education Agency (LEA):

Name of Judy Center Early Learning Hub:

Name of School where the Judy Center will be located:

Proposed School is located in a Title I Community: Select Yes or No

Proposed School is located in a Community with an SVI of 0.6 or Higher: Select Yes or No

Address:

Name of School Principal:

Name of Primary Point of Contact:

Title of Primary Point of Contact:

Phone Number Primary Point of Contact:

Email Primary Point of Contact:

Amount of the request for grant period (July 1, 2023 – August 30, 2026):

\$990,000 total (\$330,000 per year)

Superintendent or Head of Agency Signature

Date

Superintendent or Head of Agency Printed Name

School Principal Signature

Date

School Principal Printed Name

Eligibility

Refer to the Grant Information Guide for further guidance.

PLANNING SESSION ATTENDANCE

It is a requirement that applicants, Judy Center supervisors, and the school principal where the Judy Center will be located attend at least one general information session. Complete the chart below with this information:

Name of Attendee	Title	Date of Session Attended

Project Narrative

EXTENT OF NEED – (5 POINTS)

Clearly define your need and discuss the impact of the proposed Judy Center Early Learning Hub. Refer to the Grant Information Guide for further guidance.

PROJECT SUMMARY, (1 PAGE LIMIT) - (5 POINTS)

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

EVIDENCE OF IMPACT – (5 POINTS)

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the LEA’s experience in terms of effective practices leading to the desired outcomes. Refer to the Grant Information Guide for further guidance.

PROJECTED ENROLLMENT

Complete the chart below with the program's projected children served and growth. The child's age is determined the same way the school system determines school eligibility, whereas a child's age is based on their age on September 1. Only children in the Judy Center catchment area should be included. Children counted include those enrolled in public school, Early Head Start/ Head Start, Patty Centers (Family Support Centers), private licensed childcare programs that will partner with the Judy Center, or 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.

Age	Year One (July 1, 2023 – August 31, 2024)	Year Two (September 1, 2024 – August 31, 2025)	Year Three (September 1, 2025 – August 31, 2026)
Prenatal/Birth to 1-year olds			
2-year-olds			
3-year-olds, not enrolled in prekindergarten			
3-year-olds, enrolled in prekindergarten			
4-year-olds, not enrolled in prekindergarten			
4-year-olds, enrolled in prekindergarten			
5-year-olds, enrolled in kindergarten			

IMPLEMENTATION PLAN PART A: POPULATION-LEVEL – (10 POINTS)

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

Using the last two years of KRA data, complete the chart below showing the children in your catchment area who demonstrated emerging readiness (ER), approaching readiness (AR) and those that demonstrated readiness (DR) for kindergarten. Refer to the Grant Information Guide for further guidance on this section.

	School Year 2022-2023 (Current)			School Year 2023-2024 (Projected)		
	ER	AR	DR	ER	AR	DR
All Students (Number)						
All Students (Percentage)						
% Female						
% Male						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific						
% Economically Disadvantaged						
% English Learner						
% Special Education						

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

What is the overall target percentage 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 August 30, 2026, _____ % of children in the Judy Center catchment area will demonstrate readiness for kindergarten on the KRA assessment.

IMPLEMENTATION PLAN PART B: PERFORMANCE MEASURES – (20 POINTS)

To successfully meet the goals of the Judy Center program, 12 Component Standards have been developed to outline all programmatic responsibilities required of a Judy Center. Each of the 12 Component Standards contains multiple sub-requirements to achieve the standard. Refer to the Grant Information Guide for further guidance on this section.

Performance Measure 1: Family Engagement Component

The average number of research and evidence-based playgroup opportunities offered each week at the Judy Center.

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

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

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

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 need clarification and need to develop your understanding, please note that as well. (No more than 200 words)

Who are partners that have a role to play? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership) who could help you with addressing the factors listed above to improve on this specific performance measure. (Only list all available partners; only partners who can help with this specific performance measure.)

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

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. Only three action steps are required. This action plan should cover only one year.

Action Step	Who	When

Performance Measure 2: Professional Development Component

The number of professional development opportunities offered to partners and friends of the Judy Center.

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

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

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

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 need clarification and need to develop your understanding, please note that as well. (No more than 200 words)

Who are partners that have a role to play? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership) who could help you with addressing the factors listed above to improve on this specific performance measure. (Only list all available partners; only partners who can help with this specific performance measure.)

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

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**. Only three action steps are required. This action plan should cover only one year.

Action Step	Who	When

Performance Measure 3: Case Management Component

Percent of family-driven, case management goals achieved through the Judy Center.

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

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

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

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 need clarification and need to develop your understanding, please note that as well. (No more than 200 words).

Who are partners that have a role to play? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership) who could help you with addressing the factors listed above to improve on this specific performance measure. (Only list all available partners; only partners who can help with this specific performance measure.)

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

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. Only three action steps are required. This action plan should cover only one year.

Action Step	Who	When

Performance Measure 4: All Components

Percent of children who engaged with the Judy Center for at least one year and demonstrated readiness on the KRA.

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

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

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

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 need clarification and need to develop your understanding, please note that as well. (No more than 200 words)

Who are partners that have a role to play? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership) who could help you with addressing the factors listed above to improve on this specific performance measure. (Only list all available partners; only partners who can help with this specific performance measure.)

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

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. Only three action steps are required. This action plan should cover only one year.

Action Step	Who	When

Performance Measure 5: Applicant’s Choice

Choose **one** of the results-based accountability measures from the table below. The measures address either the quantity or quality of programming and are related to effort. Delete the measures from the chart that you didn’t choose.

Performance Measure
Percent of families enrolling in adult education courses.
The number of partner events, enhancement activities with the school, and outreach programs Judy Center staff attended.
The number of referrals made to community partners or organizations.
The percent of families completing adult education courses.
The percent of families who make connections or engage with referrals

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

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

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

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 need clarification and need to develop your understanding, please note that as well. (No more than 200 words)

Who are partners that have a role to play? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership) who could help you with addressing the factors listed above to improve on this specific performance measure. (Only list all available partners; only partners who can help with this specific performance measure.)

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

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. Only three action steps are required. This action plan should cover only one year.

Action Step	Who	When

Performance Measure 6: Applicant's Choice

Choose **one** measure from the list below. Delete the measures from the chart that you didn't choose. The measures address both the quantity and quality of programming and are related to the effects of programming.

Performance Measure
Percent of partners who report the Judy center partnership improved their capacity to support families.
Percent of parents who reported the Judy Center helped them better understand child development.
Percent of Pre-K parents who report the Judy Center helped them better work with their child's school.
Percent of parents who report the Judy Center helped their child increase their school readiness.

How will this performance measure be tracked (no more than 100 words)?

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

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

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 need clarification and need to develop your understanding, please note that as well. (No more than 200 words)

Who are partners that have a role to play? Provide a list of partners (including organizations or people that may not be members of the Judy Center Partnership) who could help you with addressing the factors listed above to improve on this specific performance measure. (Only list all available partners; only partners who can help with this specific performance measure.)

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

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. Only three action steps are required. This action plan should cover only one year.

Action Step	Who	When

EARLY IDENTIFICATION AND OUTREACH – (10 POINTS)

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

July 2023			
Outreach Activity <i>(Brief Description)</i>	Intended Outcome <i>(What are your specific goals and measures? What is your target population?)</i>	Key Personnel	Community Partners or Agencies <i>(if this is not applicable, state "no applicable partners")</i>
August 2023			
Outreach Activity <i>(Brief Description)</i>	Intended Outcome <i>(What are your specific goals and measures? What is your target population?)</i>	Key Personnel	Community Partners or Agencies <i>(if this is not applicable, state "no applicable partners")</i>
September 2023			
Outreach Activity <i>(Brief Description)</i>	Intended Outcome <i>(What are your specific goals and measures? What is your target population?)</i>	Key Personnel	Community Partners or Agencies <i>(if this is not applicable, state "no applicable partners")</i>
October 2023			
Outreach Activity <i>(Brief Description)</i>	Intended Outcome <i>(What are your specific goals and measures? What is your target population?)</i>	Key Personnel	Community Partners or Agencies <i>(if this is not applicable, state "no applicable partners")</i>

November 2023			
Outreach Activity <i>(Brief Description)</i>	Intended Outcome <i>(What are your specific goals and measures? What is your target population?)</i>	Key Personnel	Community Partners or Agencies <i>(if this is not applicable, state "no applicable partners")</i>
December 2023			
Outreach Activity <i>(Brief Description)</i>	Intended Outcome <i>(What are your specific goals and measures? What is your target population?)</i>	Key Personnel	Community Partners or Agencies <i>(if this is not applicable, state "no applicable partners")</i>

PLAN OF OPERATION – (10 POINTS)

Describe your plan of operation for your Judy Center Early Learning Hub. Be sure to include a clear plan for where the Judy Center will be located within the school. The school should have dedicated space to house a Judy Center Coordinator and Family Service Coordinator. There should be a classroom/meeting space that is comfortable for crawling infants through active preschoolers and adults. Address how your Judy Center will work collaboratively within the school, be included in early childhood professional development and how the Judy Center will work within the community. Refer to the Grant Information Guide for further guidance. (Please attach a map and/or picture of your proposed Judy Center space in the appendix)

MANAGEMENT PLAN (5 POINTS)

The management plan defines key personnel's roles, responsibilities, and time devoted to ensuring your program succeeds. Ensure that all administrative and key personnel responsible for successfully implementing and monitoring the grant requirements are captured here. Refer to the Grant Information Guide for further guidance.

Key Personnel		
Title	Responsibilities	Time Devoted
Site-Based Coordinator		Full-time, 12-month employment
Family Services Coordinator		Full-time, 12-month employment

**Add more rows if necessary.*

Please include all community partners that will be included in your Memorandum of Understanding (MOU) and that have agreed to partner with the Judy Center Early Learning Hub.

Steering Committee Members		
Name	Title	Partner Organization

**Add more rows if necessary.*

PROJECT TIMELINE - (10 POINTS)

Applicants must provide a timeline for the **first** year of operation. Please include information on the Judy Center space, general outreach, work with community partners, and how the Judy Center will be a part of the school community. See a sample timeline below and add rows as needed:

Proposed Activities	Date of Implementation	Name of Responsible Person & Title

**Add more rows if necessary.*

BUDGET AND BUDGET NARRATIVE (10 POINTS)

Please provide a detailed budget of the requested funds for years 1-3 of the grant periods by using the categories listed below. Add more rows if needed. An MSDE Grant Budget C-125 form must also be completed, signed, and submitted as an appendix.

Year 1

Salaries & Wages

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Fringe Benefits

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Travel

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Supplies & Materials

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Contractual Services

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Other Costs

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Indirect Costs

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Total Request Amount for Year 1: \$

Year 2

Salaries & Wages

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Fringe Benefits

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Travel

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Supplies & Materials

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Contractual Services

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Other Costs

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Indirect Costs

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Total Request Amount for Year 2: \$

Year 3

Salaries & Wages

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Fringe Benefits

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Travel

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Supplies & Materials

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Contractual Services

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Other Costs

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Indirect Costs

Line Item	Calculation	Requested	In-Kind	Total
		Total: \$	Total: \$	Total: \$

Total Request Amount for Year 3: \$

Scoring Rubric

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Judy center Placement Priority One 5 Points</p>	<p>Is the applicant proposing opening a Judy Center that will be in a community served by a Title I school or a community with an SVI of at least 0.6?</p>	<p><input type="checkbox"/> Yes Points 5</p>	<p><input type="checkbox"/> No Points 0</p>
<p>Judy Center 50% In-Kind Priority Two 5 Points</p>	<p>Is the LEA providing at least 50% of in-kind funding for Judy Center staff salaries?</p>	<p><input type="checkbox"/> Yes Points 5</p>	<p><input type="checkbox"/> No Points 0</p>
<p>Extent of Need 5 Points</p>	<p>Clearly identifies the ways in which a Judy Center would benefit the community.</p> <p>Discusses the impact of a Judy Center on several target populations and specifically addresses their needs.</p> <p>Multiple data sources are used to demonstrate the proposed impact and support the application’s narrative.</p> <p>Notes multiple factors contributing to the associated with the need for a Judy Center.</p> <p>Notes multiple factors contributing to the associated with the need for a Judy Center.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 4-5</p>	<p>Demonstrates that there is a need for a Judy Center in the identified community.</p> <p>The impact the Judy Center will have on the community and targeted population is stated.</p> <p>Makes note of the proposed impact using one source of data to support the narrative.</p> <p>Notes one or two factors contributing to the associated with the need for a Judy Center.</p> <p>Notes one or two factors contributing to the associated with the need for a Judy Center.</p> <p>Meets all conditions listed for each criterion Points 2-3</p>	<p>Does not articulate a clearly defined need for a Judy Center.</p> <p>Does not use data to support narrative.</p> <p>Does not address the targeted population and needs.</p> <p>Either does not note factors contributing to the need for a Judy Center or stated factors are misaligned.</p> <p>Notes one or two factors contributing to the need for a Judy Center but they are misaligned.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-1</p>
<p>Project Summary 5 Points</p>	<p>There is a well-defined description of how the grant funds will be used to serve the families and partners in the community to continuously promote school</p>	<p>There is a description of how the grant funds will be used to serve the families and partners in the community to continuously promote school</p>	<p>The description of how the grant funds will be used to serve the families and partners in the community to continuously promote school readiness and strengthen</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>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>In addition to meeting all conditions listing in "Meets Standard" Points 4-5</p>	<p>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, but it is not detailed.</p> <p>Meets all conditions listed for each criterion Points 2-3</p>	<p>families is not well developed.</p> <p>Does not describe how the plan and strategies are evidence-based. Little or no experience regarding effective practices leading to the desired outcomes is addressed.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-1</p>
<p>Evidence of Impact 5 Points</p>	<p>Has an established track record of successfully implementing evidence- and/or research-based initiatives.</p> <p>Demonstrated history of setting and achieving multiple measurable goals and outcomes concurrently.</p> <p>Discusses the ways in which program implementation has occurred in the past, complete with how evaluations were performed, and how findings were used to adapt implementation as applicable.</p> <p>In addition to meeting all conditions listing in "Meets Standard" Points 4-5</p>	<p>Has a track record of successfully implementing evidence- or research-based initiatives.</p> <p>Demonstrated history of setting and achieving measurable goals and outcomes.</p> <p>Meets all conditions listed for each criterion Points 2-3</p>	<p>Does not have an adequate track record of implementing evidence- or research-based initiatives.</p> <p>Does not have a history of setting and achieving measurable goals and outcomes.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-1</p>
<p>Implementation Plan Section A: Population- Level Accountability 10 Points</p>	<p>A chart displaying 3-years of KRA data for children within the school's catchment area is shown matching specifications.</p> <p>Identifies multiple strategies and clearly articulates how</p>	<p>The KRA data chart is shown matching specifications.</p> <p>Identifies strategies that can connect to improving KRA scores.</p>	<p>The chart does not meet all specifications.</p> <p>Does not clearly articulate strategies.</p> <p>Provides an overall target percentage of students</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>each strategy is connected to improving KRA scores using relevant data.</p> <p>Provides an overall target percentage of students demonstrating readiness which is challenging and attainable in a three-year span of time.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>Provides an overall target percentage of students demonstrating readiness which is attainable in a three-year span of time.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>demonstrating readiness which is not attainable in a three-year span of time.</p> <p>Does not meet one or more of the conditions listed for each criterion. Points 0-4</p>
<p>Implementation Plan Section B: Program- Level Accountability 20 Points</p>	<p>Explanation addressing how the performance measure will be tracked are clearly stated and are ambitious. Relevant data is used where applicable.</p> <p>Explanation of current performance measure status is provided, the reasoning behind them is detailed and pertinent data is used as appropriate.</p> <p>The target for the performance measure is both ambitious and realistic. Target is stated in the correct value.</p> <p>Explanation of the story behind performance measure is comprehensive, including positive, negative, and anticipated factors that may play a role in the data.</p> <p>Any uncertainty surrounding factors affecting the story behind the performance measure has been identified along with a plan to address this unknown.</p>	<p>Explanation addressing how the performance measure will be tracked are clearly stated and realistic to implement.</p> <p>Explanation of current performance measure status is clearly articulated.</p> <p>The target for the performance measure is realistic for this time period. Target is stated in the correct value.</p> <p>Explanation of the story behind the data required factors. Explanation includes the three (positive, negative, or anticipated) factors.</p> <p>The list of partners is specific to the needs of this performance measure.</p> <p>Strategies to turn the curve/improve performance measure are presented and follow from identified needs.</p> <p>Action steps are stated and information on how they will be completed is included. It is clear who is responsible for</p>	<p>No explanation provided or explanation does not adequately explain how performance measures will be tracked.</p> <p>Current performance measure status is not provided, or explanation is not adequately explained.</p> <p>No target is provided, or the target is provided as a narrative.</p> <p>Explanation is not provided or does not articulate the story behind the data proficiently. Explanation only includes fewer than the required (positive, negative, or anticipated) factors.</p> <p>No partners listed or all partners are presented in an overcompensating list.</p> <p>No strategies are provided or are misaligned to identified needs.</p> <p>The number of required action steps does not match what is presented in the GIG.</p> <p>Three or more action steps do not include who is</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>List of partners are specific to the needs of this performance measure and...</p> <p>Strategies to turn the curve/improve performance measure are clearly stated, follow from identified needs, and capture high-level ideas.</p> <p>Three action steps are clearly stated and easily understood as to how this step will be carried out. Each action step includes who is responsible for the action and when the step should occur. All directives are followed.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 15-20</p>	<p>each action step. All directives are followed.</p> <p>Meets all conditions listed for each criterion Points 7-14</p>	<p>responsible for the action or when the step should occur.</p> <p>All directives are not followed.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-6</p>
<p>Early Identification and Outreach 10 Points</p>	<p>There is a well-defined description of the outreach activities.</p> <p>The intended outcomes have specific goals/ measures and includes the targeted population.</p> <p>All key personnel are listed, and their roles are defined.</p> <p>All key community partners/ agencies are listed if applicable.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>There is a description of the outreach activities.</p> <p>The intended outcomes either include the specific goals/ measures or the targeted population but not both.</p> <p>All key personnel are listed.</p> <p>All key community partners/ agencies are listed if applicable.</p> <p>Meets all conditions listed for each criterion 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 Points 0-4</p>
<p>Plan of Operation 10 Points</p>	<p>Plan of operation clearly describes the dedicated space where the Judy Center will be located in the school. All staffing and facility related to the Judy Center is</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</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</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>addressed and there is a clear plan to accommodate the needs of families and children at the 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 Extent of Need.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>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 Extent of Need.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>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 Extent of Need are missing.</p> <p>Does not meet one or more of the conditions listed for each criterion. Points 0-4</p>
<p>Key Personnel / Steering Committee 5 Points</p>	<p>The management plan clearly defines the roles, responsibilities, and tasks of key personnel to make sure your program is a success. Assignments make sense based upon 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” Points 4-5</p>	<p>The management plan defines the roles, responsibilities, and tasks of key personnel.</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 Points 2-3</p>	<p>The management plan does not define the roles, responsibilities, and tasks of key personnel. 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. Points 0-1</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p>Project Timeline 10 Points</p>	<p>The timeline for the first year of operation 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.</p> <p>In addition to meeting all conditions listing in “Meets Standard” Points 8-10</p>	<p>There is a timeline for the first year of operation.</p> <p>Tasks can realistically begin and end in the proposed time frame.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>The timeline for the first year of operation lacks much of the key information.</p> <p>Most tasks cannot realistically begin and end in the proposed time frame.</p> <p>Does not meet one or more of the conditions listed for each criterion Points 0-4</p>
<p>Budget and Budget Narrative 10 points</p>	<p>Provides a budget narrative justifying all expenses as they relate to the purpose of the 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.</p> <p>Budget contains no mathematical errors.</p> <p>In addition to meeting all conditions listing in “Meets</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.</p> <p>Budget contains no mathematical errors.</p> <p>Meets all conditions listed for each criterion Points 5-7</p>	<p>Provides a budget narrative, but many expenses are not justified or do not provide a budget narrative.</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.</p> <p>Budget contains mathematical errors.</p> <p>Does not meet one or more of the conditions listed for</p>

Plan Criteria	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	Standard" Points 8-10		each criterion Points 0-4

Appendix

The following appendices must be included but do not apply to the page limit of the Project Narrative. Include other appendices as deemed necessary.

Appendix A: [A signed recipient assurances page](#)

Appendix B: [A signed \(C-125 MSDE budget form\)](#) for Year One

Appendix C: A map and/or pictures of your proposed Judy Center space.

Appendix D: A job description for a full-time Judy Center Coordinator

Appendix E: A job description for a full-time Family Services Coordinator

Appendix F: Job descriptions for any additional Judy Center staff to be paid for through grant funding.