

Prekindergarten Capacity Building Grant for

Fiscal Year 2024

**APPLICATION FOR PARTICIPATION**

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

Deadline  
September 8, 2023  
No later than 5:00 p.m. EDT

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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

**Deann Collins, Ed.D.**Deputy Superintendent of Teaching and Learning

**Shayna Cook, Ed.D.**Assistant Superintendent, Division of Early Childhood

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Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

Table of Contents

[Instructions 3](#_Toc141706342)

[Proposal Cover Page 4](#_Toc141706343)

[Appendices 23](#_Toc141706344)

[Scoring Rubric 24](#_Toc141706345)

# Instructions

Complete this application electronically by typing directly into the fillable fields and charts (the application must be typed). Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed application should be saved as a pdf an emailed to:

**Nykia Washington**

Program Manager

Division of Early Childhood

Maryland State Department of Education

Phone: 410-767-0088

[prekexpansiongrant.msde@maryland.gov](mailto:prekexpansiongrant.msde@maryland.gov)

# Proposal Cover Page

Program name:

Federal ID number:

Name of contact person:

Title of contact person:

Address:

County:

Phone number:

Email address:

Program type:

Total amount requested: $

Note: Applicants may request $10,000 per full-day Prekindergarten slot, or up to $10,000 per full day slot for Ulysses Currie Head Start programs

Project Statement (not to exceed 100 words)

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Superintendent or Head of Agency (Printed Name Here) Date

Superintendent or Head of Agency (Signature Here) Date

## Prekindergarten Slots Requested

All applicants must indicate the number of full-day Prekindergarten slots being requested per site within the table that is appropriate to their agency type. LEAs should indicate the total number of full-day Prekindergarten slots across all programs.

For Private Providers

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| **Program Name** | **Number of full-day Prekindergarten 3-year-old slots**  **2023-2024 school year** | **Number of full-day Prekindergarten**  **4-year-old slots**  **2023-2024 school year** |
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For Local Education Agencies

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| Number of Prekindergarten slots reported on September 30, 2022, enrollment | Additional full-day Prekindergarten 3-year-old slots being requested | Additional full-day Prekindergarten 4-year-old slots being requested | Total number of full-day slots reported on September 30, 2023, enrollment (minimum) |
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For a complete list of local education agency September 30, 2022 full-day three-year-old and four-year-old enrollment totals, click [here](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/earlychildhood.marylandpublicschools.org/system/files/filedepot/4/2023_prek_enrollment_by_age_for_all_students_20230131_2.pdf).

The total number of slots requested represents the minimum number of full-day 3-year-olds and 4-year-olds to be served during the 2023-2024 school year. This figure must align with the number reported in the September 30, 2023, enrollment count.

For Head Start Programs

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| **Program Name** | **Number of full-day Prekindergarten 3-year-old slots  2023-2024 school year** | **Number of full-day Prekindergarten 4-year-old slots   2023-2024 school year** |
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For Head Start Programs, the applicant must also include the following information in the application.

How many federally funded slots are being supplemented with state funds?

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Of the total number of slots requested for the FY24 school year, estimate how many are full-day **three-year-old** slots?

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Of the total number of slots requested for the FY24 school year, estimate how many are full-day **four-year-old** slots?

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What is the amount per slot that you are requesting? (Up to $10,000 per slot)

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A brief description of how the state supplemental funds awarded under the Prekindergarten Capacity Building Grant will be used. (i.e., half-day to full-day, professional development, additional quality enhancements, etc.) This will be addressed more fully in the proposed plan.

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## EXTENT OF NEED

Using a previous program evaluation or a needs assessment, describe how your program can use these funds to increase access to high-quality, full-day Prekindergarten and school readiness services.

Applicants should include the target audience and expected objectives. Applicants are required to have completed a needs assessment that clearly identifies areas of attention or barriers to achieving high- quality, full-day Pre-K. For a quality response, at least one data source must be used for analysis.

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## EVIDENCE OF IMPACT

Applicants must describe how implementation of the proposed Prekindergarten program will lead to the desired goal(s). Applicants must include a description of the program’s experience in implementing an effective Pre-K program or how chosen curricula, materials, and instructional strategies are tied directly to research with a record of improving student objectives. Discuss how this experience or existing research aligns with the definition of high-quality Pre-K and the impact your proposed activities are likely to have on the target population(s).

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## GOALS AND OBJECTIVES

Applicants are required to identify clear goals and objectives that their program will achieve. Goals communicate the final impact the program will bring about. Objectives set standards of progress towards meeting the overall goal(s) of the program.

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| **Goal 1:** |
| **Objective(s):** |

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| **Goal 2:** |
| **Objective(s):** |

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| **Goal 3:** |
| **Objective(s):** |

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| **Goal 4:** |
| **Objective(s):** |

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| **Goal 4:** |
| **Objective(s):** |

## PLAN OF OPERATION

Describe how the program will ensure that all eligible children are provided access to the program. How will economically disadvantaged children, children with an Individualized Education Plan (IEP) /Extended Individualized Family Service Plan (Ext IFSP), children who are from homes where English is not the primary spoken language, and children experiencing homelessness be recruited for the program?

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Identify the evidence-based curriculum that will be used for all age groups. Describe how instructional staff will be supported to ensure fidelity of implementation.

Note*: Local school systems may cite their district-approved curriculum that aligns with the Maryland College and Career Ready Standards.*

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Describe the professional learning (PL) activities that will be offered to instructional staff (teachers and assistant teachers). Professional learning activities must consist of 15 total hours and support school readiness, including alignment with the [Maryland Early Learning Standards](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-_appendix_2016.pdf) in early language and literacy, the science of reading, early mathematics, and social foundations.

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Prekindergarten programs funded through this program are required to provide full-day instruction (at least 6.5 hours), 180 school days per year. Describe how the program will meet this requirement. Also, if necessary, provide the program schedule, including hours of instruction.

*Note: Tuition may not be charged for the 6.5-hour day; tuition may be charged only for additional wrap-around services when applicable.*

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Describe how both screening and referral services covering at least vision, hearing, speech and language, health, and physical development will be provided.

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Programs must offer, either directly or through coordination with local school systems or local departments of health and social services, additional support services for Prekindergarten families. These services may include parenting support or training including those with languages other than English, physical and mental health and wellness services, and early intervention for children with disabilities and/or special health care needs. Be specific about who will provide these services, and how Prekindergarten families will be given access to them.

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Programs that implement a comprehensive family engagement plan and that incorporate educational activities beyond the classroom into the program will be prioritized. Describe the program’s family engagement strategies in accordance with the [Maryland Early Childhood Family Engagement Framework](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf).

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## EVALUATION AND DISSEMINATION

Describe in detail what success will look like and the criteria that will be used to determine and measure success. Applicants must have a program evaluation in place to ensure continuous program improvement. The evaluation plan must identify the data and instruments that will be used to monitor the quality of the program, as well as how this information will be used to support continuous quality improvement. The plan must also include how parents and guardians will be informed and engaged about student progress and areas of concern to support student learning and growth.

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## STAFFING, MANAGEMENT PLAN AND KEY PERSONNEL

Applicants should complete all staffing and site selection information and must list all administrative key personnel responsible for the successful implementation and monitoring of the grant requirements including resumes.

### Management Plan Worksheet

| **Person Responsible** | **Title, Organization** | **Responsibilities** | **Time Devoted** |
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\*Add additional rows as needed.

Note: Teaching staff will be captured in the Staffing and Site Selection portion of the application.

### Staffing and Site Selection Worksheet

| **Name of school or private provider** | **Address** | **Number of slots anticipated** | **Has a Lead Teacher been hired?** | **Lead Teacher salary or posted salary in job announcement** | **Has an Assistant Teacher been hired?** |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Choose an item. |  | Choose an item. |
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\*Add additional rows as needed.

## PROJECT TIMELINE

Describe all the key tasks or activities that need to be conducted to implement the program successfully. The key activities should be aligned with the grant goals and objectives and proposed plan. It should contain the following categories: management, implementation, and evaluation. Management activities provide oversight and monitor grant requirements. Implementation activities directly support grant objectives. Evaluation activities assess program quality and student progress. The project timeline should cover the entire grant year.

| **Key Activities** | **Individual Responsible** | **Time Frame** |
| --- | --- | --- |
| **Management Activity** | | |
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| **Implementation Activity** | | |
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| **Evaluation Activity** | | |
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\*Add additional rows as needed.

## COLLABORATION AND SUSTAINABILITY

List any applicable collaborating partners and their respective roles in the successful outcome of this project (i.e., libraries, business partnerships, Department of Social Services, mental health care organizations, Judy Center Early Learning Hub, Early Childhood Advisory Council, etc.). The plan may include braiding funds and/or matching funds to the extent possible.

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| **Business / Agency Name** | **Do they provide matching funds?** | **Responsibilities** |
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Describe the plan for sustainability using the partnerships outlined above.

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## BUDGET AND BUDGET NARRATIVE

The project’s budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, allowable, and cost-effective. All projected costs should appear in the budget narrative and must be included on the budget form (C-1-25). Reviewers should be able to see a clear connection between the proposed activities and the budget line items. Clearly show the requested funds and in-kind contributions for each line item if applicable. Please note in-kind contributions are not required.

The funding per Prekindergarten student will be $10,000 per full-day slot for three-year-olds and four- year-olds from families earning up to 300% of the [Federal Poverty Level (FPL),](https://aspe.hhs.gov/sites/default/files/documents/1c92a9207f3ed5915ca020d58fe77696/detailed-guidelines-2023.pdf) and up to $10,000 per slot for Head Start program applicants. Students with disabilities regardless of income, students experiencing homelessness and students from homes in which English is not the primary spoken language are eligible regardless of income.

Each line must be detailed and specific. Budget categories should be broken down into specific line items. For example, “meeting expenses” can be captured in the “Other” category and the line items can be broken down into room rental, photocopying and AV equipment. There is no page limit for the budget, so be as detailed as possible.

### Salaries & wages (list separately for each position)

| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
| --- | --- | --- | --- | --- |
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| Total for Salaries &Wages: | |  |  |  |

\*Add additional rows as needed.

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

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### Contracted Services

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

\*Add additional rows as needed.

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

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### Supplies & Materials

| **Line item** | **Calculation** | **Requested** | **In-Kind** | **Total** |
| --- | --- | --- | --- | --- |
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| Total for Supplies & Materials” | |  |  |  |

\*Add additional rows as needed.

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

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### Other Charges

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

\*Add additional rows as needed.

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

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### Equipment

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

\*Add additional rows as needed.

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

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### Transfers (Indirect Costs)

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

\*Add additional rows as needed.

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

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# Appendices

The following appendices must be included with an application. Include other appendices as deemed necessary.

* Works Cited: A works cited page is required for any sources that are cited in the proposal.
* A description of how the income verification forms and family-provided documents will be collected and maintained on-site. The income eligibility criteria are based on the [Federal Poverty](https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines/prior-hhs-poverty-guidelines-federal-register-references/2023-poverty-guidelines-computations) [Levels (FPL).](https://aspe.hhs.gov/sites/default/files/documents/1c92a9207f3ed5915ca020d58fe77696/detailed-guidelines-2023.pdf)
* Resumes of Key Personnel: Include a one-page resume for each person playing a key role in the project. Only information relevant to the project should be included in the resume. Resumes for teachers are not necessary.
* Evidence of Lead Teacher qualifications: hold a bachelor’s or the job announcement showing education and experience, and salary requirement.
* Evidence of assistant teacher credentials: minimum of a high school diploma.
* Maryland EXCELS work plan.
* [Signed recipient assurances page](https://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf)
* [Signed C-1-25 MSDE budget form](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls)
* GEPA, Section 427 Statement
* Head Start Program only: Applicants must submit a letter of support from the principal of Head Start Program-funded grantee if the applicant is not the principal funded grantee.
* Request for advance payment (optional). A 15% advancement of the grant award amount will be issued upon request and all supporting receipts will be required. Applicants who are approved for funding and meet all grant requirements are eligible to receive a 15% advance upon request. Applicants requesting an advance must complete the following [Request for Payment Advance](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/fy_2024_request_for_payment_advance.docx) and submit it with the application. Advance requests received after the application has been submitted will not be considered.

# Scoring Rubric

| **Plan Criteria (100 Possible Total Points)** | **Level 3 Exceeds Criteria (8-10pts)** | **Level 2 Meets Criteria (4-7pts)** | **Level 1 Does Not Meet  (1-3pts)** |
| --- | --- | --- | --- |
| Maryland EXCELS work plan | The MD EXCELS work plan addresses all criteria in the Quick Guide, provides a detailed timeline, and identifies all responsible parties and their respective roles. In addition, includes a management plan to identify benchmarks and ensure that the timeline remains on track | The MD EXCELS work plan addresses all criteria in the Quick Guide, provides a detailed timeline, and identifies all responsible parties and their respective roles. | The MD EXCELS work plan is vague, does not address all criteria in the Quick Guide, and/or does not provide a detailed timeline or identify the responsible parties and their respective roles. |
| Extent of Need | A needs assessment or previous/existing program evaluation was conducted that identifies multiple related problems.  Multiple data sources are used, including both quantitative and qualitative data. These data are presented and clearly identify areas of growth that connect to clear implementation strategies. | A needs assessment or previous/existing program evaluation was conducted, and the application addresses any identified area of growth or attention.  However, only one data source is used for analysis. | No needs assessment or previous/existing program evaluation was done, or the applicant provides a problem, but the data presented does not align to the problem. |

| **Plan Criteria (100 Possible Total Points)** | **Level 3 Exceeds Criteria (8-10pts)** | **Level 2 Meets Criteria (4-7pts)** | **Level 1 Does Not Meet  (1-3pts)** |
| --- | --- | --- | --- |
| Evidence of Impact | The application describes how the proposed Prekindergarten program implementation will lead to the desired goal(s). The application includes a detailed description of the program’s experience in implementing an effective Pre-K program; and how this experience fully aligns with the definition of high- quality Pre-K and the impact the proposed activities are likely to have on the target population(s). The application goes further, citing data and research specific to chosen curricula, interventions, and strategies to link planned programming to a likely impact on student success. | The application describes how the proposed Prekindergarten program implementation will lead to the desired goal(s). The application includes a description of the program’s experience in implementing an effective Pre-K program; and how this experience aligns with the definition of high- quality Pre-K and the impact the proposed activities are likely to have on the target population(s). | The application partially describes how the proposed Prekindergarten program implementation will lead to the desired goal(s) and description of the program’s experience in implementing an effective Pre-K program. |
| Goals and Objectives | The application contains more than one goal and objective that aligns with the Maryland Early Learning Standards. The goals are clear, and objectives are specific, measurable, achievable, realistic, and timely (S.M.A.R.T.). | The application contains at least one goal that aligns with the Maryland Early Learning Standards. | The application’s goals and objectives are not clearly identified, not measurable, and/or not aligned with the Maryland Early Learning Standards. |

| **Plan Criteria (100 Possible Total Points)** | **Level 3 Exceeds Criteria (8-10pts)** | **Level 2 Meets Criteria (4-7pts)** | **Level 1 Does Not Meet  (1-3pts)** |
| --- | --- | --- | --- |
| Plan of Operation | The application is comprehensive and fully addresses each of the seven questions in describing how all proposed activities will lead to the successful implementation of full-day, high-quality Pre-K for all eligible students. | The application addresses each of the seven questions with some details for how each of the proposed activities will lead to the successful implementation of full- day, high-quality Pre-K for all eligible students. | The application partially describes how all proposed activities will lead to the successful implementation of full-day, high- quality Pre-K for all eligible students. |
| Evaluation and Dissemination | The application provides a distinct plan for program evaluation to ensure continuous improvement and inform future decisions.  This includes identifying the data and instruments, how the information will be used, and how families/parents/guardians will be informed of program and student(s) progress and areas of concern. The plan implements multiple data collection methods. | The application provides a plan for program evaluation to ensure continuous improvement and inform future decisions.  The plan includes some details of how success will be determined. The plan identifies data and instruments, how the information will be used, and how families/parents/guardians will be informed of student(s) progress and areas of concern. | The application does not include a clear plan for program evaluation and continuous improvement, and details are limited. |

| **Plan Criteria (100 Possible Total Points)** | **Level 3 Exceeds Criteria (8-10pts)** | **Level 2 Meets Criteria (4-7pts)** | **Level 1 Does Not Meet  (1-3pts)** |
| --- | --- | --- | --- |
| Staffing, Management Plan and Key Personnel | All the requirements under meets criteria are met. In addition, a resume including information relevant to the project is provided for all key personnel.  The staffing qualification table is also correct and complete, and multiple staff exceed qualification requirements. All supporting documentation is provided. | All aspects of this section of the application are addressed, including information relevant to all key personnel.  The staffing qualification table is also correct and complete, and staff meet qualification requirements. All supporting documentation is provided. | Administrative and key personnel are not listed in the chart, responsibilities are vague, or time devoted is missing. Some or no resumes are provided.  The staffing qualification table is incomplete or incorrect. The teacher(s) and/or teacher assistant(s) do not meet qualification requirements and/or partial documentation is provided. |
| Project Timeline | The project timeline chart lists all key activities, individuals responsible, and time frame. The key activities are aligned with the grant goals, objectives, proposed plan and correspond with the correct categories. The timeline covers the entire grant year. In addition, a management plan has been developed to ensure that the timeline remains on track. | The project timeline chart lists all key activities, individuals responsible, and time frame. The key activities are aligned with the grant goals, objectives, proposed plan and correspond with the correct categories. The timeline covers the entire grant year. | The project timeline chart is missing either key activities, the individual responsible or time frame; or contains vague activities that may not correspond with the correct categories. The timeline partially covers the grant year. |

| **Plan Criteria (100 Possible Total Points)** | **Level 3 Exceeds Criteria (8-10pts)** | **Level 2 Meets Criteria (4-7pts)** | **Level 1 Does Not Meet  (1-3pts)** |
| --- | --- | --- | --- |
| Collaboration and Sustainability | The application contains a thorough plan for sustainability with blending and braiding federal, state, and local funding streams.  The plan includes extensive community and business partnerships.  Responsibilities of collaborating partners are provided in detail. The plan may or may not include matching funds to the extent possible. | The application contains a thorough plan for sustainability with extensive community and business partnerships. Responsibilities of collaborating partners are provided in detail. The plan may or may not include matching funds to the extent possible. | The application contains a vague plan for sustainability. A list of partners is included but without their respective roles. |

| **Plan Criteria (100 Possible Total Points)** | **Level 3 Exceeds Criteria (8-10pts)** | **Level 2 Meets Criteria (4-7pts)** | **Level 1 Does Not Meet  (1-3pts)** |
| --- | --- | --- | --- |
| Budget and Budget Narrative | The application includes a budget and budget narrative that follows the prescribed budget categories. Each line-item is specific and shows calculations. All line items are calculated correctly, and budget forms are free of errors. Items on the budget narrative are reasonable, allowable, and allocable with justification. The budget narrative and C-1-25 are aligned. The budget narrative aligns with the proposed activities.  The application includes additional sources of funding or revenue to supplement activities in the proposed budget and budget narrative that tie back to corresponding community and business partnerships. | The application includes a budget and budget narrative that follows the prescribed budget categories. Each line-item is specific and shows calculations. All line items are calculated correctly, and budget forms are free of errors. Items on the budget narrative are reasonable, allowable, and allocable with justification. The budget narrative and C-1-25 are aligned. The budget narrative aligns with the proposed activities. | The application includes budget expenses with limited justification and/or does not align with the prescribed categories or the proposed activities. Costs may not be reasonable, allowable, or allocable. Budget contains errors and/or missing calculations. |