

NOTICE OF
FUNDING
AVAILABILITY
(NOFA)



JUDITH P. HOYER
EARLY
CHILDHOOD
EDUCATION
ENHANCEMENT
GRANT

**MARYLAND STATE
DEPARTMENT OF EDUCATION**

200 West Baltimore Street
Baltimore, Maryland 212101

Deadline: Tuesday, June 1, 2021

No later than 2:00 p.m. EST

PROPOSAL DESCRIPTION

Name of Grant Program:

Judy Center Early Learning Hub Grants

Authorization:

Annotated Code of Maryland, Education Article, Section § 5-217
Prekindergarten Expansion Act of 2014 (Senate Bill 332)

Dissemination:

March 26, 2021

Deadline:

2:00 p.m. on Tuesday, June 1, 2021

Purpose:

These grants will provide funds for the expansion of Judith P. Hoyer Early Childhood Education Enhancement Grant (Judy Centers) Program in Maryland, serving children birth through 5 years. Judy Centers provide comprehensive early care and education services for young children and their families to promote continuous improvement toward school readiness.

Required Components:

Proposals must contain the following to be considered for funding:

Each applicant must include a description of their Judy Center Partnerships, which must include:

- 1) All public prekindergarten programs in the school catchment area,
- 2) All kindergarten programs at the school,
- 3) Early Intervention and preschool special education programs in the school catchment area,
- 4) All Head Start/Early Head Start programs in the school catchment area, and
- 5) A minimum of three licensed/registered MD EXCELS level 4 or 5 child care providers, including faith-based child care, family child care, and center-based child care programs (if there are at least three providers in the school catchment area or providers that are serving catchment area children)
- 6) Family Support Center (if there is a FSC in the school catchment area)

The Judy Center must include a minimum of five of the following participating partners and services:

- 1) Local businesses
- 2) Regional child care resource centers,
- 3) Community health programs,
- 4) Local public libraries,
- 5) An Institute of Higher Education/adult education program,
- 6) Family literacy programs,
- 7) Early childhood programs associated with institutions of higher education,
- 8) Local colleges and universities for higher education and job training programs, and

- 9) Healthy Families and/or other home visiting programs (Healthy Start, PAT, HIPPY, Nurse Family Partnership).

Judy Center grant applicants must respond to all questions. Judy Center applications must include Memoranda of Understanding (MOUs) with signatures in the appendices of the grant application for all partnerships addressing specifics of the partnership. In addition, include, a copy of the Local School System MOU with a minimum, Head Start, as required in Title I. Electronic signatures are acceptable.

Include a detailed MSDE Budget Narrative Form, signed budget forms, signed Assurances page.

The Request for Proposal will not be reviewed unless all Required Components in this section and in the Submission Requirements section below are submitted with the grant application.

Eligible Applicants:

Local Boards of Education

Proposal Review:

The review of proposals will be a four-part process.

- 1) Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all prescreen requirements will not be read.
- 2) A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. The committee will be composed of MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores.
- 3) Applicants may be scheduled for an oral program presentation as determined by the review committee.
- 4) Final approval for awards will be determined by the review committee.

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

Award Notification:

Notification of awards will be sent on or before July 1, 2021

Total Funds Available:

Approximately \$3,300,000 (contingent upon funding)

Length of Grants:

July 1, 2021 through June 30, 2022

Estimated Number of Grants:

10

Estimated Grant Amount:

Up to \$330,000 (contingent upon funding)

Fund Use

Cost(s) incurred prior to the approval of the grant may not be funded through the award. The following are approved uses for grant funds:

- Staffing to coordinate and manage programming and family support services with all participating agencies and programs (i.e., Project Coordinator/Manager and Family Services Coordinator). MSDE requires the Coordinator and Family Service Coordinator positions be full-time, twelve month employees with a degree in Early Childhood, Education, Special Education, Human Services or Social Work;
- Professional development for staff and partnering agencies. Additional professional development sessions may depend on the training needs of staff and program requirements.
- Materials and supplies (i.e., instructional materials, books and related supplies for family literacy or home visiting activities, purchase of state recommended curriculum for child care partners).
- "In-State travel" travel to destinations inside the boundaries of Maryland, and includes Washington, D.C
- 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" travel to destinations outside Maryland and Washington, D.C.;
- Classroom teachers and assistants' salaries & benefits; with the exception of summer programming;
- Early Childhood District Office staff salaries and benefits;
- Overtime employee compensation;
- Office furniture and equipment for Judy Center staff.

The General Education Provisions Act (GEPA), Section 427:

Each application must develop and describe the steps such 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.

Reporting Requirements:

Grantees must submit by mail:

- A mid-year report that is received by MSDE no later than January 30.
- An end of year report that is received by MSDE no later than July 30.
- Data and requested information to MSDE's External Evaluator as requested at a time determined by MSDE.
- Annual Financial Report no later than 90 days after the end of the grant period each year

- MSDE may conduct at least one formal onsite monitoring visit each fiscal year at the discretion of MSDE.
- Grantees are required to participate in regularly scheduled program support and technical assistance meetings conducted for Judy Center Coordinators and Family Service Coordinators, and must attend one annual leadership conference.

Proposals must contain the following information, assembled in the order indicated:

1. Proposal Cover Sheet
2. Implementation Plan
3. Budget Narratives (2)
 - 3.1 C-1-25C State (1)
4. Results Based Accountability
5. Signed Recipient Assurances
6. Appendices. Do not append any required sections indicated above. Appendices are included below.
 - a. Memorandum of Understanding
 - b. GEPA Statement

Submission Requirements:

1. Mail the complete the attached Judy Center Grant Application. Submit the original marked “Original” and 2 copies that clearly marked “COPY.”
2. All pages must be numbered (except appendices).
3. Include in the appendices, current and signed Memoranda of Understanding (MOU) that describe the responsibilities of all collaborating partners. Make sure all partners have signed and dated the MOUs and that MOUs and dates are current. Do not submit the grant without the MOUs. Electronic signatures are acceptable.
4. Narrative portion should use single line spacing and a type size of 12-point font.
5. All pages in the original proposal and the copy (including appendices and separator sheets) must be on standard size (8 ½” x 11”) paper of 20# weight.
6. Print out the application one-sided (not on both sides of the paper).
7. The prescribed cover sheet must be the first page of the proposal. Do not include the Grant Application cover sheet and instructions.
8. The original cover sheet and all signature pages must be signed in blue ink. Copies of the cover sheet, Assurances pages, MOU, and budget forms in the copy provided must not be color copied.
9. All tables and charts must follow the prescribed formats.
10. Do not use acronyms in the application.
11. An unbound original application, together with one (2) copy, clipped in the left hand corner, must be submitted to the program contact:

Program Contact and Address Submission to:

Amy Beal, Judy Center Partnerships Specialist
 Maryland State Department of Education
 Division of Early Childhood Development, 10th floor
 200 W. Baltimore Street
 Baltimore, MD 21201
 Phone: 410-767-0567

Email: amy.beal@maryland.gov

Technical Assistance:

Technical assistance meeting will be held virtually on March 29, 2021
10:00 a.m. - 12:00 p.m.

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration Maryland State
Department of Education
200 W. Baltimore Street - 6th Floor Baltimore, Maryland 21201-2595
410-767-0426 – voice
410-767-0431 – fax 410-333-6442 - TTY/TDD

PROPOSAL COVER SHEET

Local School System:	
Name and Location of Judy Center:	
City:	ZIP:
Contact Person:	
Telephone of contact person:	Fax of contact person:
E-mail of contact person:	
Address of contact person (if it is different from the address above):	
City:	ZIP:
Funds requested (FY 2022):	
Signature of Superintendent:	

Describe briefly how grant funds will be used, including staffing, the number of children and families served, and services and activities provided to promote continuous improvement toward school readiness. The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do and how it will be accomplished). Outcomes and strategies should address equitable access and participation. Do not exceed this page.

Project Narrative

[PAGE LIMIT]-2 page limit

The Project Narrative provides an opportunity to convince readers that the project is sound and deserves to be funded. The Project Narrative should encompass the entire life of the project. When writing the Project Narrative keep the following suggestions in mind:

- Be succinct and clear. Readers need to understand quickly and easily the components of the project and how they work together to address the stated needs.
- Do not assume the reader is familiar with the project; readers represent diverse backgrounds. Avoid jargon, and define all acronyms.
- Be succinct and clear on how all of the 12 Judy Center Components will be met.
- Describe how this new Judy Center will complement and work with the existing Judy Center(s) in the jurisdiction.
- Include how the Judy Center will ensure equity of services in the community.
- Proofread the Narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone not familiar with the project read and critique the proposal before submitting it to MSDE.
- Be as detailed as possible. Use the entire page limit to explain the project.

Extent of Need

[PAGE LIMIT]-2-3 page limit

A compelling proposal will have a clearly-defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal.

Below are some suggestions for the needs assessment.

- Clearly state the main problem in the first paragraph.
- Cite research supporting the need for the project.
- State what data were collected to confirm the existence of the problem, the sources of the data, and methods used to collect them.
- Present easily measured quantitative data. (e.g., test scores, absentee rates).
- Present qualitative data in support of quantitative data (e.g., interviews, focus groups).
- Use multiple methods to document the problem (e.g., surveys, analysis of school records, previous studies, focus groups).
- Use multiple data sources (teachers, students, parents, etc.).
- Use national or state data to establish the problem's existence outside of the local area.
- Use local data to document the problem in the local area. Include relevant demographics and other statistics about each and every population to be served. Include all relevant data from the Maryland Report Card.
- State who is affected by the problem. State when and where the problem exists.
- Document the factors contributing to the problem.
- Document current or past efforts to address the problem.
- Show why those efforts failed or are inadequate to address the total need.
- Discuss the applicant's history or expertise in dealing with the problem.
- Discuss the consequences of not dealing with the problem.

Priority Points

Please check the box(es) below if you are claiming priority points (extra points) for any of the priority areas listed below.

- School Free and Reduced Meals (FARMS) rate is 75% or higher or schools that adopt Community Eligibility Provision (CEP)
Please describe how you will approach the high level of need in the school community and the partnerships you will work with to address the need including work with community schools coordinator, health professionals, and local providers.
- The program will serve English Learners.
Please describe how you will ensure that English Learners are provided access to the program, what criteria will you use to determine if a child is an English Learner, how eligible families will be recruited, and how you will support these children in full, meaningful participation throughout the program.
- The program will enroll children with disabilities, regardless of income.

Please describe how you will ensure that children with developmental delays/disabilities are provided access to the program, how eligible families will be recruited, and how you will support these children in full, meaningful participation throughout the program, to include collaborating with early intervention or preschool special education providers as appropriate.

Future Plans

[PAGE LIMIT]-1 page limit

Describe plans for continuing the project beyond the funding cycle. How will the project be sustained after funding ends? How will the project's partnerships be sustained?

Budget Narrative

Instructions for Budget Narratives and C-1-25 Budget Form

There will be **one** C-1-25 form submitted that will align with the Budget Narrative. The C-1-25 is for State funds requested only. **There are two budget narrative forms, one will align to the C-1-25 and one will list LEA and partnership funds and will not be accompanied with a C-1-25.**

The Revenue Source block at the top of the C-1-25s should say “State”. Group line items according to the following categories: Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, and Transfers. Total each category.

The project’s budget should detail Fiscal Year 2022. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs will appear in the budget narrative.

Explain how line item costs were estimated, if the rationale is not obvious. Show how the budget is cost effective. Each line must be detailed and specific. General expenses should be broken down into specific line items. There is no page limit for the budget, so be as detailed as possible.

At least 25% of the state funds must be used for quality programming that aligns to the Judy Center 12 Component Standards. Such as family engagement events, curriculum enhancement opportunities, playgroups, activities focused on the Kindergarten Readiness Domains. No more than 60% of the state funds can be used for all salary and fringe benefits including summer staff, part time staff, and hourly staff.

LEA funds listed on the LEA and Partnership narrative pages below should not include Judy Center grants if the LEA receives more than one Judy Center grant.

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.

State Funds (budget narrative should match C-1-25)

1. Personnel

Item	Requested
Total Personnel	

2. Fringe Benefits

Item	Requested
Total Benefits	

3. Travel

Item	Requested
Total Travel	

4. Supplies

Item	Requested
Total Supplies	

5. Contractual

Item	Requested
Total Contractual	

6. Other

Item	Requested
Total Other	

Totals

Total Direct Costs	
Indirect Costs	
Total Costs	

LEA and Partnership Funds (no C-1-25 Required)

1. Personnel

Item	Requested	Source of Funds
Total Personnel		

2. Fringe Benefits

Item	Requested	Source of Funds
Total Benefits		

3. Travel

Item	Requested	Source of Funds
Total Travel		

4. Supplies

Item	Requested	Source of Funds
Total Supplies		

5. Contractual

Item	Requested	Source of Funds
Total Contractual		

6. Other

Item	Requested	Source of Funds
Total Other		

Totals

Total Direct Costs		
Indirect Costs		
Total Costs		

Results Based Accountability

Definitions of terms:

- **Result:** Community condition of well-being for children, youth, families, the environment or communities stated in plain language. For Judy Centers, this is the % of children demonstrating readiness on the KRA.
Other Examples: Children are successful in school; Communities are safe; Families are economically stable
- **Indicator:** a measure, which helps to quantify the achievement of a result.
Examples: % of children in a community that are demonstrating school readiness (KRA); % of fourth graders reading on grade level; crime rate; % of children living in poverty.
- **Indicator Baseline:** the actual historical data for an indicator. This is usually shown in a trend line graph.
- **Story Behind the Data:** an analysis of the conditions, causes and forces at work that helps explain why a baseline of an indicator 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 and indicators or performance measures.
- **Implementation Steps:** The specific actions that a Judy Center will take to implement a strategy
- **Performance Measure:** a measure of the quantity of effort (How much we do); quality of effort (How well we do it) and effect (is anyone better off) of a program implemented by Judy Centers.

1. Results (Population) Level Accountability

Use the form below to share plans and strategies for working with partners to continuously improve school readiness in the Judy Center catchment area. Provide a graph with the trend line for the past three years of the % of children demonstrating readiness on the KRA and answer the questions in each section of the form below:

RESULT: All Judy Center catchment children will enter school ready to succeed.

INDICATOR: % of all children demonstrating readiness on the Kindergarten Readiness Assessment overall readiness score **(Insert graph)**

[INSERT GRAPH HERE]

HOW ARE YOU DOING ON THIS INDICATOR?

- Is the overall readiness indicator increasing over the past three years?
- Where would you like this indicator to be in three years? (What percentage of children in your catchment area do you project will be demonstrating readiness?)

STORY BEHIND THE DATA: (Looking at the graph of the indicator: if the overall readiness indicator is increasing over time what are the positive factors contributing to that improvement? If it is decreasing, what are the three most important challenges to school readiness in the catchment area?)

Positive Factors:

- 1.
- 2.

3.

Challenging Factors:

- 1.
- 2.
- 3.

Partners: Provide a list of partners (including organizations that may not be members of the Judy Center Partnership) that are coordinating with who could have a role to play in addressing the factors listed above to improve the % of children demonstrating school readiness.

Strategies: In the sections below, identify the top three strategies that will be the Judy Center’s responsibility as a partner to continuously improving school readiness over the next three years. For each strategy, identify the major implementation steps; person responsible for implementing each step and a target completion date.

Strategy #1:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Strategy #2:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Strategy #3:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

2. Program Level Accountability (Performance Measures):

For the Judy Center Partnership, for FY22 there are three performance measures that will be required to report on using the forms below. These performance measures are:

- % of families achieving case management goals
- Average length of time a child is a participant in the Judy Center
- # of child care partners who achieve accreditation

1-2 additional performance measures that the Judy Center is tracking may be added. This is not required but may be useful in working with partners and showing the success that the Judy Center Partnership is having.

Program: Family Case Management

HEADLINE PERFORMANCE MEASURE 1: % of families achieving case management goals

How will this performance measure be tracked?

- 1.
- 2.
- 3.

If a graph is available for this performance measure

[INSERT GRAPH HERE]

HOW ARE YOU DOING ON THIS INDICATOR?

- Is the indicator increasing over the past three years?
- Where would you like this indicator to be in three years?

What is the story behind this performance measure? What are the positive factors contributing to this performance measure? What are any challenges that the Judy Center is facing to achieve progress on this performance measure?

Positive Factors:

- 1.
- 2.
- 3.

Challenging Factors:

- 1.
- 2.
- 3.

Partners: Provide a list of partners (including organizations that may not be members of the Judy Center Partnership) that are coordinating with who could have a role to play in addressing the factors listed above to improve the % of children demonstrating school readiness.

Strategies: In the sections below, identify the top three strategies that will be the Judy Center’s responsibility as a partner to continuously improving school readiness over the next three years. For each strategy, identify the major implementation steps; person responsible for implementing each step and a target completion date.

Strategy #1:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Strategy #2:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Strategy #3:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

PROGRAM: Early identification and outreach

HEADLINE PERFORMANCE MEASURE 2: Average length of time a child is a participant in the Judy Center

How will this performance measure be tracked?

- 1.
- 2.
- 3.

If a graph is available for this performance measure

[INSERT GRAPH HERE]

HOW ARE YOU DOING ON THIS INDICATOR?

- Is the indicator increasing over the past three years?
- Where would you like this indicator to be in three years?
- **What is the story behind this performance measure?** What are the positive factors contributing to this performance measure? What are any challenges that the Judy Center is facing to achieve progress on this performance measure?

Positive Factors:

- 1.
- 2.
- 3.

Challenging Factors:

- 1.
- 2.
- 3.

Partners: Provide a list of partners (including organizations that may not be members of the Judy Center Partnership) that are coordinating with who could have a role to play in addressing the factors listed above to improve the % of children demonstrating school readiness.

Strategies: In the sections below, identify the top three strategies that will be the Judy Center's responsibility as a partner to continuously improving school readiness over the next three years.

For each strategy, identify the major implementation steps; person responsible for implementing each step and a target completion date.

Strategy #1:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Strategy #2:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Strategy #3:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

PROGRAM: Child care Partners

HEADLINE PERFORMANCE MEASURE 3: # of child care provider partners who achieve accreditation

How will this performance measure be tracked?

- 1.
- 2.
- 3.

If a graph is available for this performance measure

[INSERT GRAPH HERE]

HOW ARE YOU DOING ON THIS INDICATOR?

- Is the indicator increasing over the past three years?
- Where would you like this indicator to be in three years?

What is the story behind this performance measure? What are the positive factors contributing to this performance measure? What are any challenges that the Judy Center is facing to achieve progress on this performance measure?

Positive Factors:

- 1.
- 2.
- 3.

Challenging Factors:

- 1.
- 2.
- 3.

Listed above to improve the % of children demonstrating school readiness.

Strategies: In the sections below, identify the top three strategies that will be the Judy Center’s responsibility as a partner to continuously improving school readiness over the next three years. For each strategy, identify the major implementation steps; person responsible for implementing each step and a target completion date.

Strategy #1:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Strategy #2:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Strategy #3:

Implementation Steps	Who	Target Date
1.		
2.		
3.		
4.		
5.		
6.		

Signed Assurances

Please carefully read and complete the Recipient Assurances page,
<http://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf>,
which must be signed and dated by the Superintendent of the school system.