

**Maryland State Department of Education**  
**Judith P. Hoyer Early Child Care and Education Enhancement (Judy Centers)**  
**FY 10 Governors Report**

**Authorization:**

Maryland code Annotated, Education §5-217(k)(1)

**Description of Program:**

Judy Centers promote school readiness for children from low income families by establishing full-day, year-round early care and educational programs for young children. Judy Centers also provide families with the support needed to help their children enter school with the skills and abilities necessary to become successful learners. All Judy Centers provide integrated early childhood programs in the form of prekindergarten, kindergarten, preschool special education, local Maryland Infants and Toddlers Programs, and before and after school early childhood programs provided by child care partners. Judy Centers must also involve a community partnership to provide services with at least five of the following agencies or programs:

- Head Start Programs;
- Family Support Centers;
- Family Childcare Providers;
- Family literacy programs and services (e.g., *Even Start*);
- Early childhood programs associated with institutions of higher education;
- Local Public Libraries;
- Health Services for children in accordance with state and federal guidelines;
- Parent involvement programs;
- Healthy Families and
- Other home visiting, community health, family support services, and Regional Child Care Resource Centers.

**Funding Level: FY 10: \$7,661,201**

**Description of Activities:**

- **MSDE Steering Committee** – assists in the governance of procedural matters for the implementation of Judy Centers. Members assist in monitoring the progress of Judy Centers on yearly site monitoring visits. MSDE departments include:  
Division of Student, Family and School Support  
Division of Special Education and Early Intervention  
Division of Early Childhood Development  
Division of Library Development Services
- **Judith P. Hoyer Advisory Council** - meets quarterly to monitor the progress of Judy Centers. Members offer technical assistance and may participate in yearly site monitoring visits and review grant renewal applications. Participating agencies include:  
Maryland Family Network                      MD Department of Health & Mental Hygiene  
Ready At Five                                      MD State Child Care Association  
Head Start    MD State Family Child Care Association  
Governor’s Office for Children              Judith P. Hoyer Foundation  
Institutions of Higher Education              MD Assoc. of Public Library Administrators

MD DLLR, Division of Workforce Development & Adult Learning  
MD Association for the Education of Young Children

- **Support meetings for Judy Center Coordinators** are held quarterly to provide technical assistance and offer problem-solving ideas for the day-to-day operation of Judy Centers.
- **Component Standards** reflect the requirements of the grant. The 11 Component Standards are the unifying elements of the Judy Centers. The standards are used by Judy Center partnerships to rate their yearly progress on the required elements of the grant. The Component Standards include:
  - ❑ Full-day/Full-Year Services
  - ❑ Provision for Breakfast/Lunch
  - ❑ Service Coordination among Partners
  - ❑ Integration of All Early Education Programs
  - ❑ Family Involvement
  - ❑ Early Identification and Intervention
  - ❑ Young Children with Disabilities
  - ❑ Provision of Health Related Services
  - ❑ Professional Development
  - ❑ Adult Education and Family Literacy Services
  - ❑ Early Childhood Program Accreditation
- **Learning Symposia**, in collaboration with Ready At Five, for Judy Center Coordinators and staff are encouraged and supported to continue the education and collaboration for the delivery of services surrounding the 11 required Component Standards for Judy Centers.
- **Technical Assistance** is provided by MSDE to Judy Center Coordinators and the Judy Center Partnerships as requested, and based on information provided in mid-year and end of year reports, as well as annual evaluation reports submitted to MSDE.

Number of Participants: Almost 12,000 children served

#### Evaluative Information:

Judy Centers provide evaluation reports to the Maryland State Department of Education, Division of Early Childhood Development, at the end of each fiscal year. Reports are due September 30 and are on file in the Division of Early Childhood Development. The scope of the annual Judy Center evaluation is limited to the specific conditions of each Judy Center Partnership. The Results Based Accountability (RBA) process is used. The process is designed to provide information about the implementation of the 11 Components at each Judy Center, as well as account for specified outcomes as set out in each Judy Center's annual grant renewal application. Evaluation reports include the results of the Maryland Model for School Readiness Kindergarten Assessment data collected during the fall and spring of each year. Judy Centers may also use local school system benchmark data and other information (e.g., parent surveys, focus groups) as part of their evaluation reports. A report entitled, *An Analysis of Influence of Judy Center Services on the Maryland Model for School Readiness Kindergarten Assessment Outcomes for School Year 2008-2009* documents the positive impact that participation in Judy Centers has on the school readiness levels of low income children. A copy of this report is attached.

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**Additional Information: Judith P. Hoyer Early Care and Education Centers (Judy Centers)**

Website Information: [http://www.mdk12.org/instruction/ensure/readiness/judy\\_centers.html](http://www.mdk12.org/instruction/ensure/readiness/judy_centers.html)

Contact: Cheryl DeAtley - Division of Early Childhood Development – Maryland State Department of Education – 410-767-0586 or [cdeatley@msde.state.md.us](mailto:cdeatley@msde.state.md.us).

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**Appendix A**  
**Judith P. Hoyer Early Care and Education Grants (Judy Centers)**  
**Budgetary Breakdown**  
**FY 10 Governors Report**

<b>Local School System</b>	<b>Elementary Schools Served</b>	<b>Funding Amount</b>
Allegany County	Beall & John Humbird Elementary Schools	\$ 323,333
Baltimore City	Moravia Park Elementary/Middle School	\$ 323,333
	John Eager Howard Elementary School	\$ 322,000
Baltimore County	Campfield Early Learning Center	\$ 329,350
Calvert County	Patuxent Elementary School	\$ 323,333
Caroline County	Federalburg Elementary School	\$ 323,333
Carroll County	Robert Moton & Taneytown Elementary Schools	\$ 322,000
Cecil County	Holly Hall & Gilpin Manor Elementary Schools	\$ 322,000
Charles County	Dr. Mudd Elementary	\$ 323,333
	Eva Turner & C. Paul Barnart Elementary Schools	\$ 322,000
Dorchester County	Sandy Hill Elementary	\$ 323,333
Frederick County	Waverly, Hillcrest & Lincoln Elementary Schools	\$ 323,333
Garrett County	Dennett Road and Yough Glades Elementary Schools	\$ 329,350
Howard County	Cradlerock School	\$ 334,525
Kent County	Henry Highland Garnett Elementary School	\$ 323,333
Montgomery County	Rolling Terrace Elementary School	\$ 202,988
	Summit Hall, Rosemont, and Washington Grove Elementary Schools	\$ 322,000
Prince George's County	Cool Spring and Adelphi Elementary Schools	\$ 323,333
Queen Anne's County	Grasonville Elementary School	\$ 323,333
St. Mary's County	Green Holly & George Washington Carver Elementary Schools	\$ 323,333
Talbot County	Easton Elementary School	\$ 322,000
Washington County	Bester & Winter Street Elementary Schools	\$ 323,333
Wicomico County	Pemberton & Beaver Run Elementary Schools	\$ 329,350
Worcester County	Snow Hill Elementary School	\$ 323,642
	<b>Total</b>	<b>\$7,661,201</b>

**Maryland State Department of Education**  
**Judith P. Hoyer Early Care and Education Enhancement Program**  
**Preschool for All Pilot Sites**  
**FY 2010**

**Authorization**

Annotated Code of Maryland – Education §5-217(k)(1)

**Description of Project:** In response to the needs of families with young children in Maryland, the General Assembly passed HB 1466 to create a Task Force on Universal Preschool Education in an effort to develop a framework and specific recommendations of how the access to prekindergarten can be extended to all four-year-olds whose parents, regardless of income, would like to have their children enrolled in such a program.

In December 2007, the *Task Force on Universal Preschool Education* submitted a report to the Governor recommending the expansion of prekindergarten to all four-year olds. It reiterated the support for prekindergarten under the Bridge to Excellence law. It called for offering prekindergarten at all types of early childhood programs, provided that the same standards which currently define the public prekindergarten program are met. The Task Force called the program *Preschool for All*. The Task Force also charged MSDE to develop a business plan, including cost estimates for expanding the program. Maryland's Preschool for All Business Plan was submitted to the Governor's office in December 2009.

In March 2008 the Maryland State Department of Education (MSDE) released a request for proposals for partnership projects under *The Judith P. Hoyer Early Child Care and Education Enhancement Grant for Preschool Services* (a.k.a. "Preschool Services Grant"), which would serve as pilot projects regarding the recommendations of the Task Force. The grant was available to any state licensed and accredited early childhood program that proposed to use funds to provide prekindergarten in accordance with COMAR 13A.06.02 (Prekindergarten Regulations), and that entered into a collaborative arrangement with a local school system. MSDE received thirteen proposals and awarded six (6) grants for FY09 and FY10 for an average amount per site of \$105,000 each year. In FY10 a secondary request for proposals was released. An additional five (5) grants were awarded bringing the total number of Preschool for All pilot sites to eleven (11). Each of the eleven Preschool for All pilot sites is currently funded at the level of \$99,000 per year.

**Funding Level:**

\$1,090,000 – Division of Early Childhood Development General Funds

**Description of Activities:** In order to be eligible, providers are required to meet each of the 10 Benchmarks for High-Quality Preschool Education as stated in the *Task Force on Universal Preschool Education* report. Children are provided a prekindergarten program in high quality State or nationally accredited child care or Head Start centers. The benchmarks include:

**1. Curriculum standards.** Universal preschool programs must implement a state-recommended comprehensive curriculum, an MSDE-approved individually developed curriculum, or a local

school system curriculum that aligns with the MMSR, State Curriculum (SC), and Healthy Beginnings© (formerly *Guidelines for Healthy Child Development and Care of Young Children.*)

**2. *Teacher certification requirement.*** Lead teachers in both public and private settings must meet state teacher certification standards for Early Childhood Education (Pre-K–3).

**3. *Specialized training requirements for teachers.*** Pre-service requirements for lead teachers must include specialized training in Early Childhood Education. Elementary teaching certificates alone will not qualify directly or through coordination with local school systems, or local health and social service departments, additional support services for participants, which may include English as a Second or Other Language (ESOL) services, parenting support or training, physical and mental health and wellness services, and early intervention for children with disabilities and/or special health care needs, including medical interventions within inclusive settings.

**4. *Assistant teacher degree requirement.*** Assistant teachers must hold a minimum of a high school diploma, but preferably a Child Development Associate (CDA) or equivalent training (i.e., Level 4 in Child Care Credentialing Program).

**5. *Teacher recertification requirement.*** Teachers must attend a specified number of hours of approved professional development per year.

**6. *Maximum class size.*** Class sizes must be limited to no more than 20 children for four-year olds and no more than 16 children for three-year-olds.

**7. *Staff-child ratio.*** At least one staff member must be present per 10 children in a classroom for four-year-olds and per 8 children for three-year-olds.

**8. *Screening/referral requirements.*** Programs must provide both screening and referral services covering at least vision, hearing, speech and language, health and physical development. Programs also must offer, either directly or through coordination with local school systems, or local health and social service departments, additional support services for participants, which may include English as a Second or Other Language (ESOL) services, parenting support or training, physical and mental health and wellness services, and early intervention for children with disabilities and/ or special health care needs, including medical interventions within inclusive settings.

**9. *Meal requirements.*** All participants must be offered at least one full meal per day if preschool services are offered for more than 2 ½ hours, in accordance with the Child and Adult Care Food Program.

**10. *Monitoring.*** Each year programs receiving grant funding from MSDE must conduct a self evaluation to assess program quality according to these quality indicators and report performance data to MSDE. MSDE will conduct two site visits each year. Programs not meeting standards and in need of improvement must create a program improvement plan identifying the steps they

will take to fulfill each standard. Additional site visits will be conducted to assess improvement and adherence

**Number of Participants:** During the 2010-2011 school-year two-hundred (200) children are participating in the prekindergarten programs provided by the Preschool for All pilot sites.

**Evaluative Information:** MSDE is working with the directors of all Preschool for All pilot programs to ensure that participating students are given a State student identification number (Student ID) in order that student assessment data can be shared and tracked with the public school system when the child enters the public school kindergarten program. The children participating in the programs have consistently been rated as 'fully ready' on the Maryland Model for School Readiness (MMSR) Kindergarten Assessment. ©

**Accomplishments:** The children attending the prekindergarten in the Preschool for All pilot sites have shown measureable progress and are entering school better prepared for learning. Parents are receiving the benefit of having their children in quality educational programs with the added benefit of affordable quality child care during the hours when they must be at work.

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Additional information on the Preschool for All Pilot Sites is available by contacting Valerie Kaufmann, Branch Chief, Early Learning, Division of Early Childhood Development 410-767-6549, [valeriek@msde.state.md.us](mailto:valeriek@msde.state.md.us)

**Maryland State Department of Education**  
**Judith P. Hoyer Early Care and Education Enhancement Grant for Private**  
**Providers and the Early Childhood Accreditation Project**  
**Annual Report for 2010**

### Authorization

Annotated Code of Maryland - Education §5-217(k)(1)

### Description of Project

The Maryland State Department of Education (MSDE) Early Childhood Accreditation Project enables public and non-public early childhood programs in the state of Maryland to obtain voluntary state or national accreditation. The process involves a program self-evaluation, program improvement, and external validation regarding the quality of a program. Programs voluntarily pursuing MSDE's accreditation has two years from the application date to complete the process. Programs that receive state grants have two years from the beginning of the grant approval to complete program accreditation.

### Funding Levels (FY 10): \$797,649

During FY 10, MSDE administered 65 grants as part of the Judith P. Hoyer Early Care and Education Enhancement Grants to Private Providers. The funds ranged in the amounts of \$1,534 to \$25,000 per funded year.

The incentive grants provide funds for:

- Professional and staff development
- Tuition reimbursement and books for child care workers
- Educational classroom materials
- Equipment for classrooms
- Salary enhancements
- Monetary incentives for staff who have completed identified course work
- Project evaluation
- Application fee for national program accreditation
- Purchasing a state recommended curriculum
- Registration fees for state and national conferences and training costs for recommended curriculum

### Description of Activities FY 10

#### Validated Programs

Seventy Three (73) programs completed the MSDE Early Childhood Accreditation process and received a three-year validation of their programs.

- Twenty Four (24) prekindergarten programs
- Twenty Six (26) kindergarten programs
- Twenty Nine (29) center-based child care programs
- Eighteen (18) Early Head Start and Head Start programs

The total of accredited programs in the state of Maryland as of November 30, 2010, is 774. This is a decrease of 15 programs from the 2009 total. This total includes all state and national accredited programs: family providers, center-based child care, Early Head Start, Head Start, public prekindergarten and public kindergarten programs.

### Number of Participants

Funds provided by the 69 enhancement grants, affected approximately 4,697 children and 896 early child care workers. Professional credentials were improved and enhanced because of the awarded grant funds.

Note: Due to budget constraints, this program will be consolidated for FY11 into the Accreditation Support Program of the Child Care Credentialing System.

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Additional information about the MSDE Early Childhood Accreditation Project is available on the MSDE website:

[http://www.marylandpublicschools.org/MSDE/divisions/child\\_care](http://www.marylandpublicschools.org/MSDE/divisions/child_care)

Contact: Vanessa T. Jones – Division of Early Childhood Development, Office of Child – Credentialing Branch– Maryland State Department of Education – 410-767-8961 – [vjones@msde.state.md.us](mailto:vjones@msde.state.md.us)

**Maryland State Department of Education**  
**Judith P. Hoyer Early Care and Education Enhancement Program**  
**Maryland Model for School Readiness (MMSR)**  
**Annual Report to the Governor**  
**2010**

**Authorization**

Annotated Code of Maryland – Education §5-217(k)(1)

**Description of Project:**

On January 20, 2000, the Subcabinet for Children, Youth, and Families submitted a report to the Joint Committee on Children, Youth, and Families outlining strategies to improve services for young children and to prepare them to enter school ready to learn. The report states, “If progress toward our goal (of school readiness) is to be made, policymakers must have access to data by which progress may be measured”. In 2001, The Maryland State Board of Education (MSDE) incorporated a school readiness goal in MSDE’s strategic plan, using the annual school readiness information to measure the progress toward this goal. The annual school readiness report has been issued since school year 2001-02.

The Maryland Model for School Readiness defines early learning standards and indicators of what children should know and be able to do before they start formal education. The MMSR includes as its assessment component the Work Sampling System™ (WSS), a portfolio-based assessment system helping teachers document and evaluate children’s skills, knowledge, behavior, and academic accomplishments across a variety of curricular areas. Through ongoing observation, recording, and evaluating everyday classroom experiences and activities, teachers gain a better understanding of what their students know, are able to do, and what they still need to work on. The WSS™ learning domains which are part of the school readiness information are:

1. Social and Personal Development;
2. Language and Literacy;
3. Mathematical Thinking;
4. Scientific Thinking;
5. Social Studies;
6. The Arts;
7. Physical Development and Health.

**Funding Level:**

\$584,768 – Division of Early Childhood Development General Funds  
\$462,815– IDEA Part B Preschool Funding

**Description of Activities:**

The goal of the MMSR is to provide a statewide approach to enhance school readiness. The purpose of the MMSR is to improve the performance of kindergarten, prekindergarten, and preschool special education students by providing intensive professional development for teachers and other early childhood providers such as Head Start and child care.

The Divisions of Early Childhood Development and Special Education collaborate on the funding and implementation of MMSR. MMSR is funded through the Judy Hoyer Early Care and Education Enhancement Program and the Early Childhood Special Education Accountability System (ECAS) IDEA Part B Preschool Funds. Each local school system and the Maryland School for the Deaf apply for funding through the MMSR/ECAS Professional Development application process. The MMSR funds are used by each local school system for professional development, substitutes, materials of instruction, and articulation meetings.

**Number of Participants:**

More than 2,000 kindergarten, prekindergarten, and preschool special education teachers across the state participate in the MMSR professional development training. During the 2009-2010 school year, 128 MMSR professional development training sessions were provided. Early Childhood Supervisors, in collaboration with the MMSR and ECAS Coordinators from MSDE, select the professional development sessions that best meet the needs of the local school system based on the data included in the prior year's School Readiness Report.

MSDE provides seven (7) MMSR regional professional development sessions over a two (2) year period for teachers who are first and second year kindergarten, prekindergarten and preschool special education teachers. The components of the regional trainings include assessment, instruction, curriculum expectations, family communication, and coordination and collaboration of early childhood programs. A total of forty-eight (48) regional trainings were provided state-wide this year for six hundred sixty (660) participants.

In addition to the seven MMSR professional development sessions, MSDE offers specific professional development training sessions for Language and Literacy, Mathematics, Science, Social Studies, and Early Childhood Classroom Environments. Eight (8) Language and Literacy training sessions were provided for 240 participants. Nine (9) mathematics training sessions were provided for three hundred twenty (320) participants. Twelve (12) science training sessions were provided for three hundred fifty (350) participants. Seven (7) Social Studies training sessions were provided for five hundred (500) participants. Thirty-four (34) MMSR Updates and Twenty (10) individualized professional development sessions were provided to local school systems whose teachers have completed the professional development training sessions mentioned above. The individualized training sessions are provided in an effort to support school readiness needs specific to each of the school systems.

**Evaluative Information:**

Participants evaluate each of the MMSR professional development sessions. The evaluations are summarized and shared with the MMSR trainers and local school system early childhood supervisors/coordinators. Detailed information is on file at MSDE.

**MMSR Accomplishments:**

- Increased focus on school readiness across all stakeholder groups
- Established common goals and language regarding school readiness for early care and education professionals
- Provided consistent and coherent joint professional development program for public school prekindergarten, kindergarten, preschool special education, Head Start teachers, and child care providers
- Increased funding for early childhood education as part of a results-based early care and education quality improvement initiative

Appendix A: Maryland Model for School Readiness Grant Amounts

Appendix B: *Children Entering School Ready to Learn* – Maryland Composite Data

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Additional information about the Maryland Model for School Readiness is available at <http://www.mdk112.org/instruction/ensure/MMSR/indeedx.html> or by contacting Janice E. Treakle, MMSR Coordinator, at 410.767.0337 or [jtreakle@msde.state.md.us](mailto:jtreakle@msde.state.md.us)

## Appendix A: Maryland Model for School Readiness FY10 Grant Totals

FY 10 Grant No.	LEA	FY10 STATE	FY10 FEDERAL	TOTALS FY10
1048172	Allegany	\$3,931	\$27,312	\$31,243
104818	Anne Arundel	\$45,892	\$43,091	\$88,983
105049	Baltimore City	\$38,467	\$75,701	\$114,168
104819-1	Baltimore Co.	\$15,208	\$31,855	\$47,063
104820	Calvert	\$13,644	\$20,446	\$34,110
104821	Caroline	\$6,625	\$18,015	\$24,640
104822	Carroll	\$45,698	\$28,960	\$74,659
105052	Cecil	\$25,502	\$2,400	\$23,822
105051	Charles	\$23,359	\$12,600	\$35,959
104490	Dorchester	\$3,601	\$0	\$3,601
104823	Frederick	\$19,656	\$15,203	\$34,859
105632	Garrett	\$16,010	\$17,788	\$33,798
104824	Harford	\$25,822	\$21,220	\$47,042
105050	*Howard	\$12,429	\$16,700	\$76,629
104825	Kent	\$6,597	\$6,597	\$13,139
104826	MSD	\$0	\$12,325	\$12,325
104827	Montgomery	\$63,017	\$42,768	\$105,785
1048280	Prince George's	\$104,666	\$36,272	\$140,938
104829	Queen Anne's	\$18,135	\$4,215	\$22,350
104830	St. Mary's	\$12,021	\$8,015	\$20,036
104831	Somerset	\$10,184	\$2,197	\$12,381
104675	Talbot	\$23,160	\$0	\$23,160
104832	Washington	\$19,686	\$2,100	\$21,786
104833	Wicomico	\$17,591	\$13,123	\$30,714
104834	Worcester	\$13,867	\$3,912	\$17,779
				\$1,090,969
	<b>Totals</b>	<b>\$584,768</b>	<b>\$462,815</b>	<b>\$10,909,669</b>

**Appendix B: *Children Entering School Ready to Learn – Maryland Composite Data***

