

**Bernard J. Sadusky, Ed.D.**  
**Interim State Superintendent of Schools**

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

November 1, 2011

The Honorable Thomas Miller  
H-107 State House  
100 State Circle  
Annapolis, Maryland 21401

Dear President Miller:

Children are born with a remarkable capacity for learning. A young child's development is influenced by relationships, heredity and the quality of early childhood experiences. By nurturing each child's individual abilities we increase the likelihood that all children will enter school ready to learn.

I am very pleased to share with you *The Judith P. Hoyer Early Care and Education Enhancement Program 2011 Annual Report* which provides an up-to-date review of recent accomplishments focusing on State Fiscal Year 2011.

In May of 2000, the Maryland State Legislature enacted the Judith P. Hoyer Early Child Care and Education Enhancement Program, a statewide effort to help young children enter school ready to learn. Judith P. Hoyer Early Child Care and Family Education Centers, known as "Judy Centers", provide a central location for early childhood education programs and support services for children birth through Kindergarten and their families who reside in specific Title I school districts across the state. Maryland's 25 Judy Centers are models of collaboration between a diverse group of agencies, governmental organizations and private providers, all working together to ensure that children and families have the services and resources to ensure school success. In addition, the legislation established the Maryland Model for School Readiness (MMSR) professional development and assessment. It also promoted the improvement of early childhood programs through national or state program accreditation. The total budget for FY11 for these initiatives was \$10,575,000.

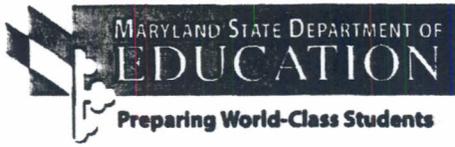
We are grateful for the tireless work of the local school systems and their early childhood partners as we strive to make the vision of school readiness and success in life a reality for all young children in Maryland. I encourage you to use this report as motivation for continuing your efforts to serve the needs of all Maryland's children.

Sincerely,



Bernard J. Sadusky, Ed.D.  
Interim State Superintendent of Schools

Maryland Public Schools: #1 in the Nation Three Years in a Row



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The Honorable Michael E. Busch  
H-101 State House  
100 State Circle  
Annapolis, Maryland 21401

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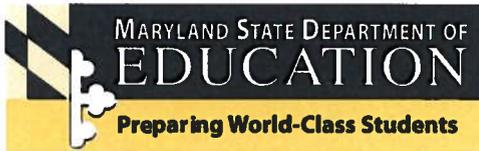
# THE JUDITH P. HOYER EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM



2011 ANNUAL REPORT  
November 2011







**Bernard J. Sadosky, Ed.D.**  
**Interim State Superintendent of Schools**

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**Judith P. Hoyer Early Care and Enhancement Program  
Annual Report 2011**

**Errata Sheet**

From: Rolf Grafwallner *RG*  
Assistant State Superintendent  
Division of Early Childhood Development

Correction: Page 19 Dorchester County Schools expenditures should be \$323,333  
Page 20 Dorchester County Schools expenditures should be \$ 3,207

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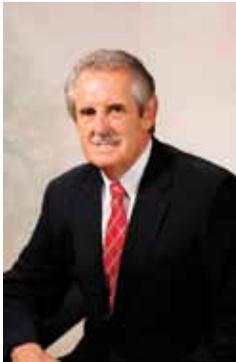
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Interim State Superintendent of Schools

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November 1, 2011

Dear Colleague:

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A handwritten signature in blue ink that reads "Bernard J. Sadusky".

Bernard J. Sadusky, Ed.D.  
Interim State Superintendent of Schools

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## INTRODUCTION

Consider the dilemma of low wage families with young children. They, like all families, want their children to thrive. They want safe and reliable care for their children while they are at work. If they are forward thinking, they realize their children should receive a high quality prekindergarten education as well. If their children show developmental delays, they would no doubt benefit from special services aimed at improving functioning. If they are new to their community, or are not proficient in English, they would benefit from orientation and instruction to help them fit in. Where do they find these services?

Previously, families with children under 5 were faced with a confusing array of overlapping and competing services—schools, child care providers, family support centers, home visitation organizations, health clinics, welfare organizations, parenting classes, etc.—provided by Federal, State and local governments, private organizations, churches, small businesses and national chains, all dedicated to serving some portion of the population. Seen as a whole, services to the families of young children could be described as a patchwork. Like a patchwork, the range of services combined bright and shiny areas with gaps and ragged pieces, often held together by thread stretched thin.

Judith P. Hoyer, as the early education coordinator for Prince George's County Public Schools, lamented the gaps of service for low income families. In the 1990's, she created a central location in Adelphi, Maryland for important early childhood services, thus fostering cooperation of governmental and private agencies around the needs of local families. After her untimely death in 1997, her husband,

Congressman Steny Hoyer (D-MD), in partnership with Governor Parris Glendening, led a successful movement to bring her model of cooperation and coordination to other areas of Maryland. As a result, the Maryland State Legislature enacted the Judith P. Hoyer Early Child Care and Education Enhancement Program in May of 2000.



That legislation addressed **three important principles** in Maryland's early childhood care and education programs:

1. The need for greater coordination among the providers of early childhood services: Focusing the services and resources of the various programs and providers on families with high needs in a particular locality provides a greater opportunity for positive outcomes for their children.
2. The need for a uniform assessment of success in early childhood education: Clearly, the State could not measure progress without some definition of success, and a means of assessing that success.

3. The need to ensure that all preschool age children receive quality care and education by promoting professional development for the early education workforce and accreditation for child care providers.

The preamble of the legislation remains today a concise and relevant statement of the new understanding of early childhood care and education:

- “Whereas recent brain research confirms that the most rapid brain growth occurs in the first three years of life; and Whereas
- a stimulating environment is essential to brain development and has a major impact on a child’s language and cognitive and emotional development; and Whereas
- the overwhelming evidence suggests that it is best to capitalize on the brain’s elasticity before

age 5, the age at which public education is guaranteed; and Whereas

- high quality early care and education programs make a significant contribution to the development of skills required by young children to succeed in school; and Whereas
- not all Maryland children have access to quality early care and education programs . . .”<sup>1</sup>

Eleven years have lapsed since that landmark legislation was passed, but the three principles listed above continue to be all-important goals in early childhood education. This paper is an up-to-date review of recent accomplishments and challenges in the legislation’s designated domain, focusing on State Fiscal Year 2011.



# PRINCIPLE NUMBER ONE: SERVICE COORDINATION THROUGH JUDY CENTERS

Even for families with ample time and financial resources, the process of finding and selecting high quality care for their preschool children can be daunting. For families at the lower end of the socioeconomic scale, the challenge can be insurmountable without help. The process of distinguishing the differences among various service providers, the challenge of negotiating different program eligibility requirements and availability schedules can be difficult even for those with professional expertise in the field. Thus, a key component of successful early care and education service delivery must be service coordination around the needs of the particular child.

Fortunately, Maryland had a ready model of a solution in Judith P. Hoyer's Family Learning Center. Dedicated to the needs of low income families in the local elementary school catchment area, this first Judy Center (although not named as such until after her death) quickly demonstrated the true value of such coordination.

Maryland's legislation took that model and financed an expansion across the state, offering comprehensive, integrated, full-day and full-year early care and education services. The year 2001, the first year of operation, saw the establishment of 13 Judy Centers in Allegany, Calvert, Caroline, Charles, Dorchester, Frederick, Kent, Montgomery, Prince George's, Queen Anne's St. Mary's and Washington Counties and Baltimore City. The next year 11 more were funded in Baltimore, Carroll, Cecil, Charles, Garrett, Howard, Montgomery, Talbot, Wicomico and Worcester Counties and Baltimore City. With the

opening of the Judy Center in Anne Arundel County in early 2011, there are now 25 Judy Centers across the State serving 39 elementary school districts. In all cases, Judy Centers are located in or near Title I schools, to better serve high needs populations.

## **"It takes a village to raise a child" . . . or support a family.**

"The Judy Center reminds me of my father's stories of the Lower Park Heights neighborhood [in Baltimore City] in the '30s," said Nancy Tobias, Resource Teacher, Home Instruction for Parents of Preschool Youngsters (HIPPPY), a partner with the Baltimore County Judy Center. "Then Father Monahan and the local rabbi would patrol the streets. Between the two of them they could recognize all the children and report to their parents if they were up to no good. They led not just by rewards and punishments, but by example. The Judy Center is like that, like an old-fashioned village, a set of mom-and-pop enterprises cooperating with each other. It takes a village to support a family, and so many of these families don't have a village because they left it behind in the old country. And in this new country, they are afraid and reluctant to reach out, which hurts both the parents and the children. They are isolated and powerless, needing a village but not knowing which way to turn."

## COMMUNITY PARTNERSHIPS ARE THE HEART OF THE JUDY CENTERS

Most of the work of the Judy Centers is accomplished through its partnerships. The partnerships reflect Judy Hoyer's vision of how professionals must collaborate to deliver a wide spectrum of early childhood education programs and family support services for children. In order to apply for the original grants, local school systems were required to include the following:

- Public Kindergarten and prekindergarten
- Infants and Toddlers Program ( intervention services for children with special needs from birth to 3) and prekindergarten Special Education and
- Private childcare providers, both family and center care.

Memorandum of Understanding with other community agencies and organizations that were critical to meeting the needs of families with high needs were also included. Charter agencies and organizations typically included Departments of Social Services, Health Departments, Healthy Families, Head Start, Family Support Centers, Adult Education and public libraries.



Since then, Judy Centers have cast a wide net to expand the partnerships and engage others in their communities who can deliver necessary services for families whenever a gap is identified, including local businesses. There are many partners contributing in unique and creative ways. For example, local book stores provide venues for story time at some Judy Centers; Child Care Resource Centers are vital partners that train local child care providers; Sheriff's Offices provide programming for children, as well as safety and security during events; and local organizations such as Lions Clubs and Rotary Clubs have stepped up to take on various roles such as vision screenings. Pediatric dentists have been recruited to provide a much-needed service that this population typically is not able to access due to cost and the limited availability of providers. Housing Authorities provide space for Judy Centers to provide parent workshops which help families maintain their housing. Mental health providers have been recruited to serve families in need. University of Maryland Extension provides essential nutrition information and activities for children and adults. Local colleges and universities provide degree programs for child care providers and teachers, as well as classroom interns at Judy Centers. PNC and BB&T Banks have generously provided grants to several Judy Centers for classroom materials. While Judy Centers originally had to seek out members for its partnerships, the list of organizations now asking to join the Judy Center Partnerships continues to grow.

The number of partners varies across Judy Centers depending on population density and the number of

agencies, organizations and businesses available in the area. Partnerships include from 10 to 29 agencies and organizations across the state; however, it is not unusual to see 30 members participating in most Judy Center Partnership Meetings because most organizations have multiple members representing different departments. Partnerships meet monthly and the larger partnerships have created subcommittees to ensure the work is more manageable and is accomplished as quickly and as effectively as possible.

## STANDARDS

All Judy Centers are required to meet the following 12 Component Standards deemed essential to the proper impact on children's well being.

1. **Full Day/Full Year:** Children who participate in Judy Centers are provided access to high-quality early care and education programs to meet the year-round needs of children and families.

2. **Breakfast/Lunch:** Children who participate in Judy Center Partnership, school or center based programs, for more than 2½ hours per day will have access to appropriate breakfast, lunch and snacks according to USDA guidelines. Eligible programs are required to access federal and/or state food programs. (e.g., Free and Reduced Meals, CACFP).



3. **Service Coordination and Family Support:** Service coordination is designed to include the 6 Elements of Effective Service Coordination:

- a. assessment of needs for children and families;
- b. a referral process;
- c. review and evaluation (includes the coordination of intervention services among various programs);
- d. intervention services;
- e. monitoring the effectiveness of intervention services; and
- f. reporting on progress of intervention services. The Judy Center Partnership coordinates its services, programs and activities to avoid duplicating the services offered to families, and to monitor the effectiveness of the family support offered. When a child participates in more than one program, the service coordinator, in collaboration with program and/or agency offices, will identify ONE key contact for that child. The key contact will be the one person who has developed the closest working relationship with the family and will interact with the family so that services are integrated. Several forms of support services are demonstrated and may include home visiting, child tutoring, behavior services and counseling.

**4. Integration of Early Education Services:**

Curriculum and assessment for all programs for children are aligned with the Maryland State Curriculum and the Maryland Model for School Readiness (MMSR) Framework and Standards documents for Prekindergarten and Kindergarten.

- 5. Family Involvement:** The Judy Center Partnership's role in Family Involvement is centered on the family's ability to participate in and support their child's early learning. It is based on the philosophy that the family provides the primary influence on a young child's well being. Family Involvement in the Judy Center Partnership depends on the collaboration of all partners to encourage parents and care givers to become empowered to meet the needs of their families. Family involvement activities include events for ages 0-5. Events are synchronized among all agencies to meet the needs of all children and a coordinated calendar is regularly distributed to families.

- 6. Early Identification/Intervention:** There is a plan in place to identify all children ages birth through five years of age. This includes those who are enrolled in state or federally regulated programs. Children receive age-appropriate developmental screenings, evaluations and interventions when appropriate. All children ages birth through five years, regardless of abilities, are fully included and have access to all programs and services.



- 7. Young Children with Disabilities (ages 3-5 with IEPs or IFSPs):** Consistent with the vision of the Judy Centers, preschool age children with disabilities and their families are seen as fully included in all of the services as part of the Individualized Education Plan (IEP) such as pre-kindergarten, family support and involvement, service coordination, and full-day, full-year services. Families who elect the Individualized Family Services Plan (IFSP) Option participate in Judy Center activities and are also included in ways that meet their Plan.

- 8. Primary Care Health Care Services include:** Immunizations; blood lead testing, as recommended; dental assessment and referral; vision and hearing assessments and referral; mental health assessments and referral; physical growth and nutritional assessments including referral to Women, Infants and Children Program (WIC); referral to local health department (drug and alcohol services), if warranted; and access to health care insurance, including other family members, but especially children (MCHP).

9. **Professional Development:** Staff members of all participating programs have participated in MMSR training and understand their responsibilities in implementing the MMSR as appropriate for their program. Joint trainings are held among partners on common topics of interest and needs to advance student outcomes.
10. **Adult Education/Family Literacy:** Parents are encouraged to pursue their own education to allow them to better support their children and to afford them opportunities at home, in school, or in the community to become full partners in their child's education. Family Literacy activities are paired with and are an integral part of all programs for children and families involved in the Judy Center Partnership.
11. **Accreditation/Validation:** All early care and education programs for children in the Judy Center Partnership are accredited or validated within the first 18 months of becoming part of the partnership, through the state or a national agency (MSDE, NAEYC, NEPCA, NAFCC). Accreditation/validation must be maintained and kept current for all programs.
12. **Judy Center Partnership/Leadership:** The Judy Center Partnership is actively engaged and is consistently and frequently involved in the school readiness mission of the Judy Center. The Judy Center is well-known in the community. Judy Centers are involved in the mission of its partners, their work benefits the entire community, and they are recognized as leaders in early childhood.

## POPULATION SERVED:

Currently, Judy Centers offer benefits to 39 Title I school attendance areas in the State. Based on the 2010 evaluation reports, total children served numbered 11,663, for an average of 507 children per Center. Children served are birth through kindergarten. Demographic data shows ethnic composition as 33% White, 40% African-American, 18% Hispanic, 2% Asian and 9% unknown. Considering

Judy Center enrollments as a proportion of the population in kindergarten in the schools served by the Judy Centers in the 2008-9 school year, 51% received at least one year of Judy Center services prior to kindergarten entry. This is a result of the successful outreach efforts employed by Judy Centers, and represents a major objective to serve all young children in the designated school attendance zone, not just the ones already enrolled in partnership programs.

This is a function of the success of outreach from existing Judy Centers, and represents a major objective to serve all young children in attendance, not only the ones already enrolled in programs.

In the larger perspective, however, and comparing these numbers to the total number of low income children in the State, it is clear that only a small portion of high needs children are being served. Since half the Judy Centers serve one school zone while the other half serves two or more, the proportion of children served by all Judy Centers combined is relatively small. In fact, estimating the "high needs" child population of the State (ages birth through 5) in 2010 at 121,585,<sup>2</sup> the 11,663 children served in Judy Centers comprise just under 10% of the total. MSDE reports that many jurisdictions are eager to expand the Judy Center services to other elementary schools if funding was available.

## MEASURING SUCCESS:

Every Judy Center must produce an annual evaluation report, emphasizing progress toward stated goals. These goals vary from one Judy Center to the next, depending on local priorities, so an overview is valuable. Such an overview was provided by the 2008-2009 Judy Center evaluation report, "An Analysis of Influence of Judy Center Services on the Maryland Model for School Readiness (MMSR) Kindergarten Assessment Outcomes."<sup>3</sup> This review by Research, Evaluation and Measurement, Inc., of White Hall, Maryland, demonstrated impressive results. Local Judy Center and partner staff identified 1,468 kindergarten children who had received at least one year of Judy Center experience prior to entering kindergarten. School readiness levels compared the 1,468 with Judy Center experience with the 1,392 children who did not receive Judy Center services prior to kindergarten. The results of this study can

be seen in Figure A. The bars represent the proportion of children fully ready in the 7 domains of learning, including personal and social, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, physical development, as well as a composite of all the individual domains.

More Judy Center children were fully ready for kindergarten compared to children who were not exposed to the Judy Center experience in all 7 domains of learning. The difference in the composite score was eight percentage points. The difference between the percentages for the two cohorts was highly significant on the composite rating.

Statistics are not the only way to measure outcomes. There are an infinite number of success stories that have brightened the picture in many low income families across the state. There are a large number of success stories that have brightened the picture in many low income and immigrant families across the state.

## FREDERICK COUNTY

It came to the attention of the Frederick County Judy Center's Family Services Coordinator, Colleen Guardia, that one of her Hillcrest Elementary School families had become homeless. The children, girls ages two and four, were obviously at risk. The Judy Center could put together some "homeless backpacks" for the children, packed with toys and instructional materials that they could take with them wherever they went. Even better, with the help of Frederick's Advocates for Homeless Families, Inc., the family was settled into transitional housing.

In the course of contact with the family, however, it became clear that the younger child was showing developmental delays. The Judy Center placed her in an appropriate

### Where is the Judy Center?

**Originally, before there was even the first real Judy Center, there was the Adelphi Early Childhood Center in Prince George's County. It housed a collection of colocated early childhood services because of the fortunate availability of space. That building still houses a Judy Center today, with a long and growing list of partners sharing space, including Head Start, Even Start, a Family Support Center, and Healthy Families home visitation program. As the Judy Center concept spread throughout Maryland, most counties housed their programs in an elementary school building. A few are housed in early learning centers, close to the designated Title I elementary school and other relevant county services. But the location really is secondary, because the Judy Centers are seen as a dynamic partnership which transcends the physical location of a building.**

childcare program. With stability and better care, she successfully recovered her lost ground within a year.

As for the mother, with the help of the Judy Center she arranged for Temporary Cash Assistance and Supplemental Nutrition Assistance at the Department of Social Services. She was soon volunteering in school classrooms, and then in various community agencies. Thus a situation of crisis was turned into a stable family environment, with the prospect of good school outcomes for two children.

## GARRETT COUNTY

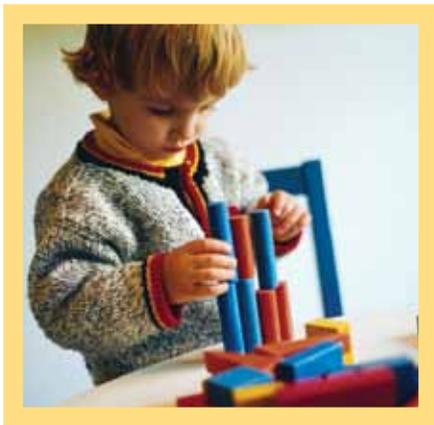
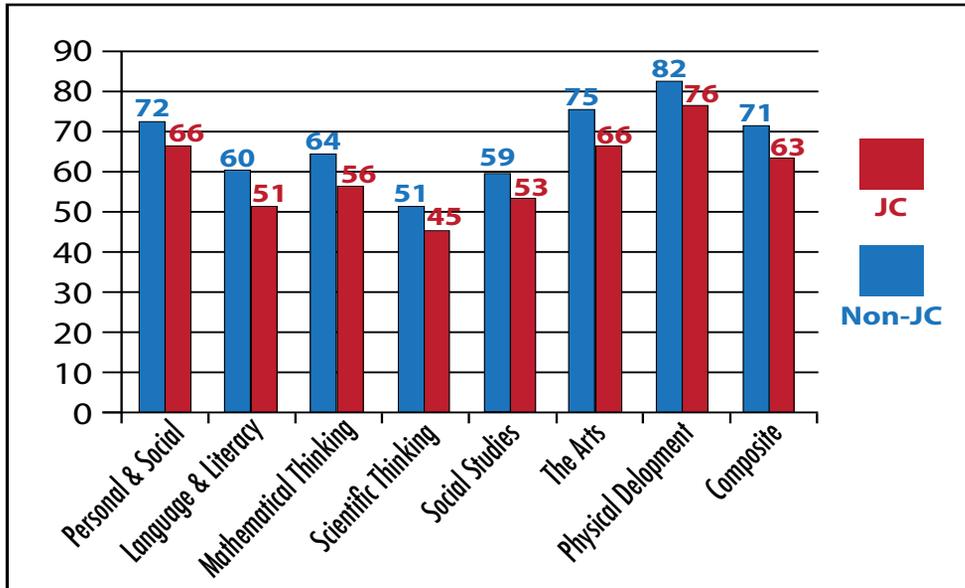
As an example of cooperation among partners, the Garrett County Judy Center teamed up with the local University of Maryland Agricultural Extension to put on a literacy/nutrition education/musical program for prekindergarten and kindergarten classes. Called "MAMA NIA," (for Music and Movement in Action, Nutrition In Action) and based on the musical Mamma Mia, there were eight 45 minute lessons in nutrition and healthy eating, focused around reading from a book, including singing and dancing and



**FIGURE A**

**Kindergarten Assessment Results, Judy Center vs. Non-Judy Center**

Ready %'s by Domain, 2008



a cooking competition with prizes. The extension service provided materials and two CDs with music to support the effort. Pat Shelton, Judy Center Coordinator for Garrett County, reports that one parent told her “I

don't know what you said about whole wheat bread, but now [my children tell me] I'm not allowed to buy anything else.” Other elementary schools in the county are now standing in line, wanting to know when they can enjoy some MAMA NIA, and “get on board the grain train.”

**MONTGOMERY COUNTY**

The situation: A Hispanic boy, from a family where very little English was spoken, came to the attention of Martha

Monks, Judy Center Coordinator, and her Gaithersburg-based staff when he was 18 months old. By age two, he still was not talking, neither in Spanish nor English. He also walked with a poor gait. The Judy Center referred him and his family to the local Infants and Toddlers program, who organized screening and therapy to address the issues of his walking, range of motion, and speech. Eventually the interventions provided relief and he showed marked improvement. When the Infants and Toddlers program assessed him as he approached three years old, they decided that he had improved so much that he no longer needed services. The Judy Center staff then helped his family enroll him in a Judy Center partner community-based preschool where he received a scholarship. Such was his family's commitment to his school readiness that he attended every Literacy Play and Learn session offered at the Judy Center. His mother regularly attended parent training offered at the Judy Center from the time he was 18 months old until the present day. Just recently the results of his kindergarten reading assessment benchmark showed that his reading ability was already at a first grade level as he just entered kindergarten in August 2011!

## QUEEN ANNE'S COUNTY

Four years ago, a drug rehabilitation counselor called the Judy Center asking if a young mother (with a girl in kindergarten and a 7 month old boy) could participate in a family support program. Placed in a new community and highly motivated to change, the young mother stopped her drug usage, and gained parenting skills and her General Education Diploma (GED.) She found employment and started working in the medical field which turned out to be an unfortunate choice for a former drug user. That summer she "fell off the wagon" and the Judy Center staff lost touch with her for 3 months. But when she reappeared, they recommitted themselves to her. She eventually went back to rehabilitation and is now drug free.



Grateful that the Judy Center staff didn't abandon her during her relapse, she now volunteers at the Judy Center where she has taught parenting programs and works at Head Start. She now has her own housing, is working on getting her driver's license and has only one more class for her certificate as a dental hygienist assistant.

The children have benefited as well. Her 3rd Grade daughter and her son in Head Start are both doing well in school.

## CHALLENGES:

Individual success stories like these, however, are not the only results from the Judy Center endeavor. Costs and needs continue to rise, while the program has been level funded since 2001. School systems have contributed to the operations of the local Judy Centers over time, a desired intent of the level funding, but the stress of the recent recession has made such contributions more difficult.

Charitable local businesses often come to the aid of what they see as a valuable effort, but such aid is often small and episodic, and cannot replace more consistent and dependable sources of funds.

Meanwhile, the needs of some local areas are increasing with the immigration of high needs individuals. Elementary school populations of English Language Learners are rising in many areas of the state. The challenges facing the Judy Centers are therefore increasing in complexity. Additional languages and cultures make outreach efforts ever more difficult.

On a larger scale, Judy Center Partnerships have become an important and effective support to Title 1 schools, some of which are in school improvement according to No Child Left Behind (NCLB) requirements. However, while children make early gains and progress during their preschool years, such positive early results are hard to sustain unless the support structure for the family and the individual education needs are maintained. Some Judy Center Partnerships have forged an effective birth through Grade 5 model, where Title 1 services for children and families are aligned beginning with the early years, thereby ensuring the extension of family engagement and behavioral supports for students.

## OUTLOOK:

The success of Judy Centers is gaining national recognition. The Full-Service Community Schools Act of 2009, for example, co-sponsored by Cong. Steny Hoyer (D-MD) and Senator Ben Nelson (D-NE) proposed taking the Judy Center principles and including them in full-service community schools nationwide. More recently, Senator Barbara Mikulski (D-MD), Member of the Health, Education, Labor and Pensions Committee and Chairwoman of the Subcommittee on Children and Families has held hearings on the importance of early childhood education, and has visited Judy Centers in the State.<sup>4</sup> It may be that Congress will recognize the Judy Center as a model for the nation, just as the Maryland General Assembly did with the Judy Hoyer Family Learning Center in Prince George's County.

## PRINCIPLE NUMBER TWO: KINDERGARTEN ASSESSMENT MEASURING PROGRESS OVER TIME

The issue of how to assess the quality of early childhood care and instruction in educational terms has been a thorny one for many states. To promote the development and use of such assessments, the U.S. Departments of Education and Health and Human Services have recently thrown the full weight of Federal grant support behind the issue through the Race to the Top - Early Learning Challenge (RTT-ELC) Program.<sup>5</sup>

Thanks to the Judith P. Hoyer legislation, Maryland has already had such a kindergarten assessment for the last ten years, putting Maryland well out in front of most states in the nation in terms of measuring child outcomes.

### THE MARYLAND MODEL FOR SCHOOL READINESS (MMSR)

Over the course of several years of study, between 1998 and 2001, MSDE decided on a set of standard definitions of children's capabilities and behaviors. This set of early learning standards and indicators is "a framework that defines what preschool and kindergarten children should know and be able to do during their early years, and how professionals and parents ensure quality early learning opportunities."<sup>6</sup> Professionals are guided by the framework when developing or selecting early childhood curricula, implementing evidence-based instruction, and promoting assessment practices which are aligned with the State's content standards, curriculum, and classroom instruction.

The MMSR is based on an adaptation of Pearson's Work Sampling System™ (WSS), a well known portfolio-based assessment system designed to help teachers document and evaluate children's skills, knowledge, behavior, and academic accomplishments across a variety of curricular areas.<sup>7</sup> Developed at the University of Michigan by Professor of Education Samuel J. Meisels and colleagues in the early 1990's, that system identified seven domains of learning, which were included in the MMSR:

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



Each of these domains is further elaborated into indicators, or sub-divisions of the area of competence. These domains of learning with their indicators, as incorporated into the MMSR, are the basis of curriculum development for public kindergarten, prekindergarten, Head Start, licensed child care, and MSDE certified nursery school, and have become increasingly important in Maryland's early learning framework.

### THE ASSESSMENT PROCESS:

To evaluate the kindergarten readiness of children based on these domains of learning, Maryland selected the use of a portfolio-based assessment system where teachers document and evaluate children's skills, knowledge, behavior, and academic accomplishments. In the first months of the kindergarten year, teachers observe, record, and evaluate the everyday classroom experiences and activities of their students. In that process, they gain a better understanding of what their students know, what they can do, and what they still need to work on. Then, they rate their students on 30 WSS indicators on what they have observed and

documented since September, placing their students into three groups based on their scores. Children are identified as

- Fully Ready: Consistently demonstrating the skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully.
- Approaching Readiness: Inconsistently demonstrating the skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and requiring targeted instructional support in specific areas.
- Developing Readiness: Failing to demonstrate the skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and requiring considerable instructional support in several areas.

To guide teachers' thinking in the assessment process, MSDE developed guidelines for the detailed components of the domains of learning, and trained teachers on how to use them to assess their students fairly. These guidelines are called "exemplars"—descriptions of proficiency regarding student skills and behaviors that a teacher looks for when evaluating performance. They offer descriptive models of student skills for each of the three levels of performance ratings. Both kindergarten, prekindergarten, and preschool special education teachers are encouraged to become familiar with the MMSR Exemplars, discuss them during the training sessions and with colleagues, use them to guide their evaluations, and share expectations for student performance when they move from one grade to the next. A similar portfolio assessment process has been developed for Head Start and child care programs who serve preschool-age children. The professional development on the use of MMSR/State Curriculum prekindergarten standards

## FIGURE B Maryland Model for School Readiness Exemplars

Content Area: Language and Literacy Development - 6.0 Listening  
 WSS Indicator: II A1 Gains meaning by listening. Fall Spring  
 MMSR/SC Indicator: 6A 1 Demonstrate active listening strategies  
 6A 2 Comprehend and analyze what is heard

MMSR/SC Objective:	<b>Proficient</b>	In Process	Needs Development
<b>Attend to the speaker</b>	Looks at the person who is speaking and/or remains quiet until the speaker is finished.	Inconsistently focuses on the speaker; may interrupt speaker before he is finished.	Does not focus on the speaker and engages in other activities while another is speaking.
<b>Determine a speaker's general purpose</b>	Communicates to the teacher one key idea about a book read or class discussion.	Identifies the main character of a story, but is unable to supply any story details.	Identifies some details about a personal experience irrelevant to the story being discussed.
<b>Listen carefully to expand and enrich vocabulary</b>	Pays attention to new vocabulary and is sometimes able to use it in the correct context during conversation.	Pays attention to new vocabulary but does not use it in the correct context during conversation.	Does not attend to or use new vocabulary that has been introduced.

\* Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

and the assessment exemplars align not only standards but instructional practices for children.

For example, one indicator of the Language and Literacy domain is listening, and the corresponding MMSR Exemplar is shown as Figure C. Note that it is extensively cross referenced to the MMSR/State Curriculum content standards and standard numbers (“SC”), and Work Sampling System (WSS) indicators.<sup>8</sup>

Since preschool special education teachers are working with all WSS indicators, exemplars have been written for all indicators from preschool through kindergarten. Thirty selected indicators, with corresponding exemplars, comprise the full set of the MMSR Kindergarten Assessment.

## MMSR SUPPORT ACTIVITIES:

As one component of ensuring reliable implementation of the assessment, ongoing training and coaching as well as effective communication of the assessment information is necessary. For that reason, the Hoyer legislation also financed a wide range of support activities including professional development for multiple populations, the production and distribution of instructional materials for parents, and management of the assessment process. The full list of assessment related activities financed by the Hoyer program includes:

- A. Direct Assessment Activities- Funding is largely dedicated to grants to the local school systems (known as local education authorities or LEA’s), covering costs associated with the assessment process. This includes not only the normal fall kindergarten entry assessment, but also additional spring assessments dedicated both to Judy Center elementary schools and to local priorities. There are 26 grants, one each for the 24 LEA’s plus one for the Maryland School for the Blind, and one for the Maryland School for the Deaf. MMSR data is instrumental in evaluating the success of the Judy Centers, as well as annual progress toward statewide school readiness goals.
- B. Data Management- Grants to local school systems also fund the collection and management of MMSR

data, both centrally at MSDE and in the local school systems. Originally a manual system, the process of data collection has become more automated over time. Currently, 14 systems are using an online data input system developed and managed by The Johns Hopkins University’s Center for Technology in Education; the remaining school systems submit their data electronically via batch files. The MMSR data is part of the Maryland Longitudinal Data System (MLDS).

- C. Professional Development- To maintain a fully competent workforce in both public and private early childhood education settings, continuing professional development on the domains of learning is provided for 160 days of the year. All kindergarten, prekindergarten, and preschool special education teachers are required to attend MMSR professional development, including training in the use of the assessment but also professional



development (PD) on instructional strategies for five out of the seven domains. MSDE’s Division of Early Childhood Development is planning the PD activities in collaboration with each of the 24 local school systems. A team of 14 trainers with extensive experience, including retired teachers, current teachers, and independent consultants, handles these training sessions.

For private early childhood care and education providers, this has been handled by Maryland Family Network’s group of local resource and referral agencies. Ongoing instruction is provided in multiple modules meant to introduce and reinforce

key concepts—especially the seven domains of learning—to the providers.

- D. Publications- To disseminate the results of the annual MMSR assessment, the Hoyer program finances the production of a number of publications, including centrally produced and distributed reports.
- E. Parent Materials- Under the supervision of Ready at Five,<sup>9</sup> parent instructional materials are made available on line. These materials are focused around areas of concern that vary from year to year, as determined by MSDE and Ready at Five staff. Recent areas of focus have included issues of African-American and Hispanic academic success and the particular needs of English-Language Learners.

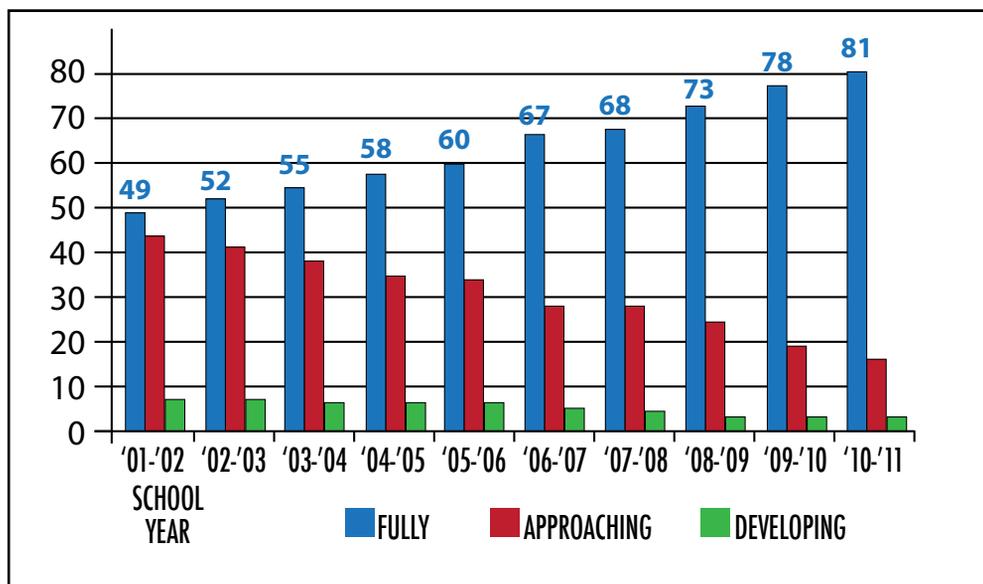
Fully ready scores have risen 32 percentage points from 49% in the 2001-2 school year to 81% in the most recent 2010-11 school year, a remarkable string of successful improvements.<sup>10</sup> While there is no particular program or initiative that accounts for the changes, the combination of improved program quality, better qualified workforce, and more family engagement have created a climate of greater awareness among many that school readiness is a critical goal of early childhood education. Defining school readiness in terms of domains of learning and assessment indicators has helped to articulate child outcomes for those who work with young children before they come to school.

It is important to stress that the MMSR early learning framework, particularly the assessment component, is central to the whole infrastructure of early childhood education in Maryland. Figure E illustrates this principle. Programs including Judy Centers, local school systems, and private child care providers use it for measuring progress. The State Legislature and the Governor’s Office use it for budget and performance analysis. MSDE uses it for policy analysis and planning. Early care and education providers use it for program improvement.

### MMSR ASSESSMENT RESULTS:

Annual reports summarizing the statewide results of these assessments have been issued since school year 2001-02. Over the nine years since the original report, readiness has grown remarkably. Figure D shows the composite scores (arithmetic averages of the 7 domain scores) in percent for the State since the first assessment.

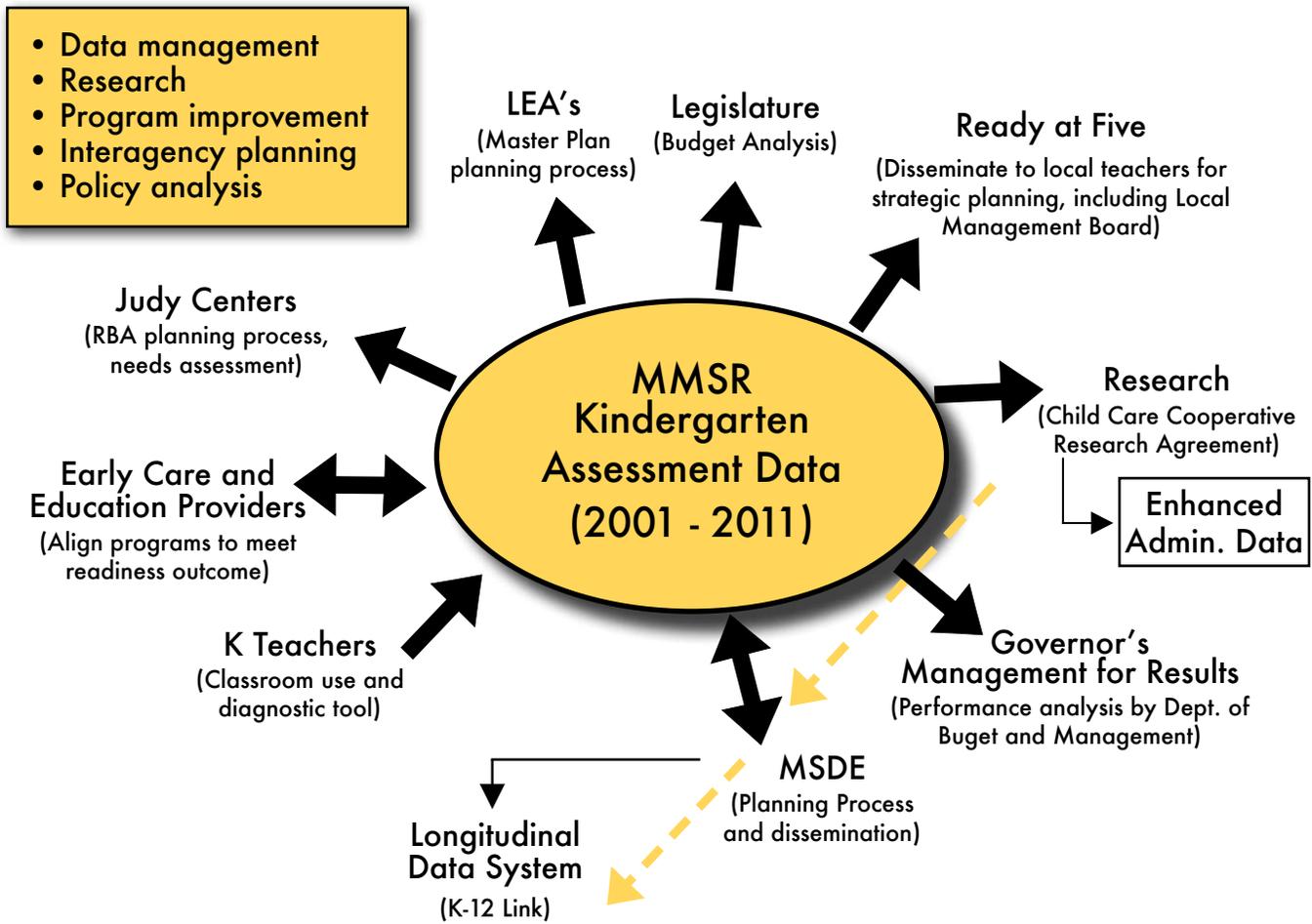
**FIGURE C**  
**MMSR Results Composite Scores**  
 (arithmetic averages of the 7 domain scores)



It is important to stress that the MMSR early learning framework, particularly the assessment component, is central to the whole infrastructure of early childhood education in Maryland. Figure E illustrates this principle. Programs including Judy Centers, local school systems, and private

child care providers use it for measuring progress. The State Legislature and the Governor's Office use it for budget and performance analysis. MSDE uses it for policy analysis and planning. Early care and education providers use it for program improvement.

**FIGURE D**  
Maryland's Early Childhood Accountability



ABBREVIATIONS FOR FIGURE D			
LEA's	Local Educational Authorities, which are the local school systems.	K-12	Kindergarten through 12 <sup>th</sup> grade
K	Kindergarten	RBA	Results Based Accountability Database Connections

## PRINCIPLE NUMBER THREE: PROGRAM ACCREDITATION AND PRESCHOOL FOR ALL

Higher quality early care and education programs produce better outcomes for children. Positive outcomes for children include higher cognitive development, foundations for academic achievement, overall better health status, and more mature social skills. Studies document “sizeable long-term effects on school achievement, grade retention, placement in special education, and social adjustment.” In Maryland, expanding the number of high quality early care and education programs will impact the school readiness skills of entering kindergartners as measured by the MMSR kindergarten assessment.

Voluntary accreditation and validation of early care and education programs provides consumers of service and the general community assurances about program quality. This



information is useful to parents who must evaluate various programs and make decisions about the best program for their child. Voluntary accreditation and validation is also a marketing tool to promote standards of high quality for public schools and non-public school programs alike.

In Maryland’s current early care and education system, the elements of quality are manifested differently among the various types of providers. Early childhood programs at public schools are governed by state regulations and operated by local boards of education. Head Start programs

for children, birth to five, are governed by the Federal government and operated by local organizations, generally not-for-profit agencies. Child care and nursery programs are operated privately and either licensed by the MSDE and/or approved by MSDE in accordance with the non-public school regulations.

The MSDE Standards for Implementing Quality Early Childhood Learning Programs intend to define program standards across the various types of programs and transcend—but not replace—program-specific licensing regulations. Since their inception in 1998, the Standards have gradually leveled the playing field among early educators, provided greater focus on quality features of early learning, and given the early childhood community in Maryland the opportunity to improve its services to customers and promote young children’s school readiness skills.

The Standards reflect research and advancements in the field and are now in their 5th edition, reflecting the changes in national and state standards and policies over the past 13 years. They incorporate program standards, indicators, and descriptions of best practices for prekindergarten, kindergarten, center-based child care, and Head Start programs. They focus on the administration, operation, and family/community partnership of classroom-based programs. MSDE did not develop Standards for family child care but recognizes the National Association of Family Child Care as the sole accrediting organization for Maryland’s 9,000 registered family child care providers.

By pursuing and successfully completing these programs, early learning programs in public schools will receive program validation and non-public schools will receive program accreditation. Any program that uses the revised Standards and participates in the accreditation/validation process has made a commitment to improve the performance of its early childhood services.

Professional development of the child care workforce was one of the major tenets of the original legislation, and

thus through the years, Hoyer grant funds have been used to train those directly caring for young children. For instance, Hoyer funds are being used to train teachers in the use of the MMSR Kindergarten Assessment and on developmentally appropriate practices promoting the MMSR early learning framework which includes the Maryland State Curriculum for prekindergarten and kindergarten.

## PRESCHOOL FOR ALL

In December 2007, Maryland's *Task Force on Universal Preschool Education* submitted a report to the Governor recommending the expansion of prekindergarten to all four-year olds. The delivery of educational services could be both public and private, provided that the same standards which currently define the program in public prekindergarten are maintained. The Task Force called the program *Preschool for All*. The initiative intends to broaden the scope of access to high quality prekindergarten beyond the currently mandated group of families whose income<sup>11</sup> qualifies them to access a prekindergarten program operated by local school systems.

The subsequent Preschool for All Business Plan, submitted to the Governor in December 2009, recommended the establishment of a separate funding stream for Preschool for All sites at accredited child care, Head Start, or nursery school programs. The constraints of the state budget over the past three years denied MSDE the opportunity to establish such a fund. However, Hoyer funds were realigned to create 11 Preschool for All pilot sites across the state. Named the Preschool Services Grant, the Preschool for All pilot sites must meet ten standard quality benchmarks adopted by the Task Force on Universal Preschool Education and recommended by the National Institute for Early Education Research (NIEER) at Rutgers University. These benchmarks are

1. **Curriculum standards.** All 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, MD State Curriculum (SC, now the MD Common Core State Curriculum) and Guidelines for Healthy Child Development and Care of Young Children.

2. **Teacher certification requirement.** Lead teachers in both public school and private settings must meet state teacher certification standards for early childhood education.



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.

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

5. **Teacher recertification requirement.** Teachers must attend the specified number of hours of approved professional development per year to keep certification requirements current.

6. **Maximum class size.** Class size 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 screening and referral services for vision,

hearing, general health, immunizations, and lead screening, and provide support services, such as parent training, parent involvement activities, and transition to kindergarten activities.

9. **Meal requirements.** All participants in full day sessions must be offered at least one full meal per day, in accordance with the Child and Adult Care Food Program.
10. **Monitoring.** Each year, programs that receive grant funding from MSDE must conduct a self-evaluation to assess program quality—using these quality indicators—and must report performance data to MSDE. Additionally, MSDE conducts one on-site visit 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 to quality standards.

Grant funds may be used for:

- Salaries, wages, and benefits for teaching staff;
- Equipment, materials, and supplies, including classroom furniture, instruction materials;
- Costs of health screening and intervention services for students;
- Costs for assessment and monitoring of students;
- Costs of professional development activities to support recertification of teaching staff;
- Cost associated with the evaluation and monitoring of the project; and
- Indirect costs incurred in operation the program.

Programs are also asked to describe the nature of their partnership, how services will be provided as required by Maryland regulations (COMAR), and how student progress and performance will be monitored and assessed in accordance with the MMSR.

Prekindergarten services include either a half-day (2 ½ hour) or full-day (6 ½ hour) session that meets five days a week in accordance with the official schedule of the school system's

academic year. Currently, the grant requires programs to offer enrolled families a tuition discount of 20% for a half-day, or 40% for a full-day session.

## CURRENT GRANTEES:

The funded partnerships with private providers demonstrate various program models and mechanisms through which services are provided at a reduced cost to families. Those models are:

- An “integrated approach” at The Young School in Howard County, in which eligible grant-funded children are placed in child care classrooms with tuition-paying children from the community;
- A “targeted approach” in which income-eligible and high-needs children are placed in a single classroom and provided full-day services with a prekindergarten curriculum at a reduced or no-cost rate. There are four examples of this approach run directly by school systems, Greenbelt Children’s Center in Prince George’s County, Cecil County Family Center in Cecil County, Sandi’s Learning Center in Baltimore City and Showell Elementary School in Worcester County. There are also privately run classrooms at CentroNia in Takoma Park, and Peppertree Centers, Inc. in Gaithersburg, both in Montgomery County, and The Learning Center in Washington County;
- A “Head Start add-on approach” at The Children’s Center Group of Walkersville in Frederick County where a half-day prekindergarten session is added to a half-day Head Start session to create a full-day program for eligible Head Start children and a half-day program for some additional children who are eligible only for prekindergarten; and
- A “Head Start/Prekindergarten blended approach” at Catholic Charities Head Start of Carroll County in which Head Start and prekindergarten funding are blended to provide a seamless full-day program for Head Start eligible children, including some three-year-olds.

The number of partnerships funded thus totals 10 (with 11 separate grants). They all meet the 10 quality benchmarks listed above. Taken as a whole, the projects will allow for the

evaluation of the problems and potential of each approach for the future direction of *Preschool for All*.

MSDE recently published a report on the implementation of the pilot sites and their effects on school readiness.<sup>12</sup> It showed that children, including those from at-risk groups,

enrolled at the *Preschool for All* pilot sites significantly improved their school readiness skills. The results suggest that a combination of a high quality prekindergarten component embedded in an all-day, all-year accredited child care program increase the impact on early learning significantly.



# APPENDIX

## FY 2011 JUDITH P. HOYER PROGRAM BUDGET

This table shows expenditures in Fiscal Year 2011, organized by the three priorities covered above. The total budget for the Judith P. Hoyer grant program amounted to \$10,575,000.

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
<b>JUDY CENTERS</b>		
11453701	ALLEGANY CO PUBLIC SCHOOLS	\$ 323,333
11535901	ANNE ARUNDEL CO PUBLIC SCHOOLS	\$ 322,000
11426501	BALTIMORE CO PUBLIC SCHOOLS	\$ 322,000
11440101	CALVERT CO PUBLIC SCHOOLS	\$ 323,333
11453601	CAROLINE CO PUBLIC SCHOOLS	\$ 323,333
11433001	CARROLL CO PUBLIC SCHOOLS	\$ 322,000
11453501	CECIL CO PUBLIC SCHOOLS	\$ 322,000
11471801	CHARLES CO PUBLIC SCHOOLS (2 CENTERS)	\$ 645,333
11432801	DORCHESTER CO PUBLIC SCHOOLS	\$ 328,333
11440501	FREDERICK CO PUBLIC SCHOOLS	\$ 323,333
11432901	GARRETT CO BOARD OF EDUCATION	\$ 322,000
11440001	HOWARD CO PUBLIC SCHOOL SYSTEM	\$ 322,000
11440301	KENT CO PUBLIC SCHOOLS	\$ 323,333
11453201	MONTGOMERY CO PUBLIC SCHOOLS	\$ 202,988
11453401	MONTGOMERY CO PUBLIC SCHOOLS	\$ 322,000
11440701	PRINCE GEORGE'S CO PUBLIC SCHOOLS	\$ 323,333
11477901	QUEEN ANNE'S CO PUBLIC SCHOOLS	\$ 323,333
11429201	ST MARY'S CO PUBLIC SCHOOLS	\$ 323,333
11453301	TALBOT CO PUBLIC SCHOOLS	\$ 322,000
11440202	WASHINGTON CO PUBLIC SCHOOLS	\$ 323,333
11435501	WICOMICO CO PUBLIC SCHOOLS	\$ 322,000
11429301	WORCESTER CO PUBLIC SCHOOLS	\$ 322,000
11440401	BALTIMORE CITY BD OF SCHOOL COMMISSIONERS (NEW)	\$ 323,333
11453101	BALTIMORE CITY BD OF SCHOOL COMMISSIONERS (NEW)	\$ 322,000
11471901	BALTIMORE CITY BD OF SCHOOL COMMISSIONERS (NEW)	\$ 150,000
<b>TOTAL</b>		<b>\$ 8,101,984</b>

THE JUDITH P. HOYER EARLY CARE & EDUCATION ENHANCEMENT PROGRAM

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
<b>MMSR</b>		
11455001	ALLEGANY CO PUBLIC SCHOOLS	\$ 3,734
11453901	ANNE ARUNDEL CO PUBLIC SCHOOLS	\$ 43,556
11458301	BALTIMORE CO PUBLIC SCHOOLS	\$ 14,448
11458401	CALVERT CO PUBLIC SCHOOLS	\$ 12,961
11454001	CAROLINE CO PUBLIC SCHOOLS	\$ 6,293
11458501	CARROLL CO PUBLIC SCHOOLS	\$ 47,547
11458601	CECIL CO PUBLIC SCHOOLS	\$ 17,332
11535601	CHARLES CO PUBLIC SCHOOLS	\$ 12,827
11453801	DORCHESTER CO PUBLIC SCHOOLS	\$ 323,333
11458701	FREDERICK CO PUBLIC SCHOOLS	\$ 18,673
11458801	GARRETT CO BOARD OF EDUCATION	\$ 13,634
11458901	HARFORD CO PUBLIC SCHOOLS	\$ 23,470
11454101	HOWARD CO PUBLIC SCHOOL SYSTEM	\$ 12,583
11459001	KENT CO PUBLIC SCHOOLS	\$ 6,267
11454201	MONTGOMERY CO PUBLIC SCHOOLS	\$ 53,564
11454401	PRINCE GEORGE'S CO PUBLIC SCHOOLS	\$ 99,434
11454301	BOARD OF EDUCATION OF QUEEN ANNE'S CO	\$ 17,635
11454501	ST MARY'S CO PUBLIC SCHOOLS	\$ 7,614
11454601	SOMERSET CO PUBLIC SCHOOLS	\$ 9,517
11459101	TALBOT CO PUBLIC SCHOOLS	\$ 23,725
11454701	WASHINGTON CO PUBLIC SCHOOLS	\$ 18,702
11459201	WICOMICO CO PUBLIC SCHOOLS	\$ 16,711
11454801	BOARD OF EDUCATION OF WORCESTER COUNTY	\$ 13,680
11535701	BALTIMORE CITY BD OF SCHOOL COMMISSIONERS (NEW)	\$ 32,097
11423801	MARYLAND FAMILY NETWORK	\$ 400,000
11431901	THE JOHNS HOPKINS UNIVERSITY	\$ 490,540
<b>TOTAL MMSR</b>		<b>\$1,419,751</b>

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
<b>PRESCHOOL FOR ALL</b>		
11432701	CECIL CO PUBLIC SCHOOLS	\$ 99,000
11432601	PRINCE GEORGE'S CO PUBLIC SCHOOLS	\$ 99,000
11432501	WORCESTER CO BOARD OF EDUCATION	\$ 99,000
11465001	BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS (NEW)	\$ 99,000
11432401	CATHOLIC CHARITIES HEAD START OF CARROLL COUNTY	\$ 99,000
11435701	CENTRONIA	\$ 99,000
11432101	CHILDRENS CENTER GROUP AT WALKERSVILLE	\$ 84,265
11432001	PEPPERTREE CENTER INC	\$ 78,000
11433101	SANDI'S LEARNING CENTER INC	\$ 99,000
11432301	THE LEARNING CENTER	\$ 99,000
11432201	THE YOUNG SCHOOL	\$ 99,000
	<b>TOTAL</b>	<b>\$ 1,053,265</b>
	<b>GRAND TOTAL</b>	<b>\$10,575,000</b>

# ACKNOWLEDGEMENTS

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## ENDNOTES

- <sup>1</sup> The original legislation, <http://mlis.state.md.us/2000rs/billfile/hb1249.htm>
- <sup>2</sup> Based on Census 2010 estimates of Maryland children under 5 multiplied by the 28.5% estimate of children ages 5-17 at or below 200% of poverty from the 2009 Annual Social and Economic Supplement of the Current Population Survey, and then adding a like percentage of kindergarten enrollees from 2010.
- <sup>3</sup> See <http://www.msde.maryland.gov/NR/rdonlyres/50E778B3-88E6-4276-8CA4-981A50B7F31D/27629/JCinfluence1.pdf>
- <sup>4</sup> See <http://mikulski.senate.gov/media/pressrelease/060911.cfm>
- <sup>5</sup> See <http://www.ed.gov/early-learning/elc-draft-summary?page=1>
- <sup>6</sup> See [http://www.msde.maryland.gov/MSDE/divisions/child\\_care/early\\_learning/MMSR](http://www.msde.maryland.gov/MSDE/divisions/child_care/early_learning/MMSR)
- <sup>7</sup> See <http://fairtest.org/work-sampling-system> and <http://www.pearsonassessments.com/pai/>
- <sup>8</sup> Note that the prekindergarten and kindergarten standards of the State Curriculum are referenced as the MMSR standards.
- <sup>9</sup> Ready At Five is a self-sustaining, board-designated program of the Maryland Business Roundtable for Education. See <http://www.readyatfive.org/raf/about-us/about-us.html>
- <sup>10</sup> For additional information on the impressive results of early childhood programs and the improvement in the proportion of children entering school ready to learn, see this Hoyer Program funded report: [http://www.msde.maryland.gov/MSDE/newsroom/publications/school\\_readiness.htm](http://www.msde.maryland.gov/MSDE/newsroom/publications/school_readiness.htm)
- <sup>11</sup> 185 percent of Federally Poverty Guidelines (FPG)
- <sup>12</sup> Maryland State Department of Education (2011). The Judith P. Hoyer Early Care and Education Preschool Services Grant. Baltimore: Author. Retrieved from [http://www.marylandpublicschools.org/MSDE/divisions/child\\_care/pubs](http://www.marylandpublicschools.org/MSDE/divisions/child_care/pubs)









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