

Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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November 5, 2013

The Honorable Martin O'Malley  
State House  
100 State Circle  
Annapolis, Maryland 21401

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

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

RE: *The Judith P. Hoyer Early Care and Education Enhancement Program* (MSAR #8626)

Dear Governor O'Malley, President Miller, and Speaker Busch:

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 delighted to share with you *The Judith P. Hoyer Early Care and Education Enhancement Program 2013 Annual Report* which provides an up-to-date review of recent accomplishments focusing on State Fiscal Year 2013.

We are grateful for the tireless work of the local school systems and their early childhood partners as we all 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 stimulus for continuing your efforts to serve the needs of all Maryland's children.

Should you have questions or need additional information, please contact me at (410) 767-0462, or Dr. Rolf Grafwallner, Assistant State Superintendent, Division of Early Childhood Development, at (410) 767-0342, or via email at [rgrafwal@msde.state.md.us](mailto:rgrafwal@msde.state.md.us).

Sincerely,

Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

LML/GVT

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



## ANNUAL REPORT NOVEMBER 2013



THE JUDITH P. HOYER EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM

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



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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



November 1, 2013

Dear Colleagues:

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 2013 Annual Report* which provides an up-to-date review of recent accomplishments focusing on State Fiscal Year 2013.

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 plus three satellites 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 state budget for FY13 for these initiatives was \$10,925,003.00.

We are grateful for the tireless work of 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 a catalyst for continuing your efforts to serve the needs of all Maryland's children.

Sincerely,

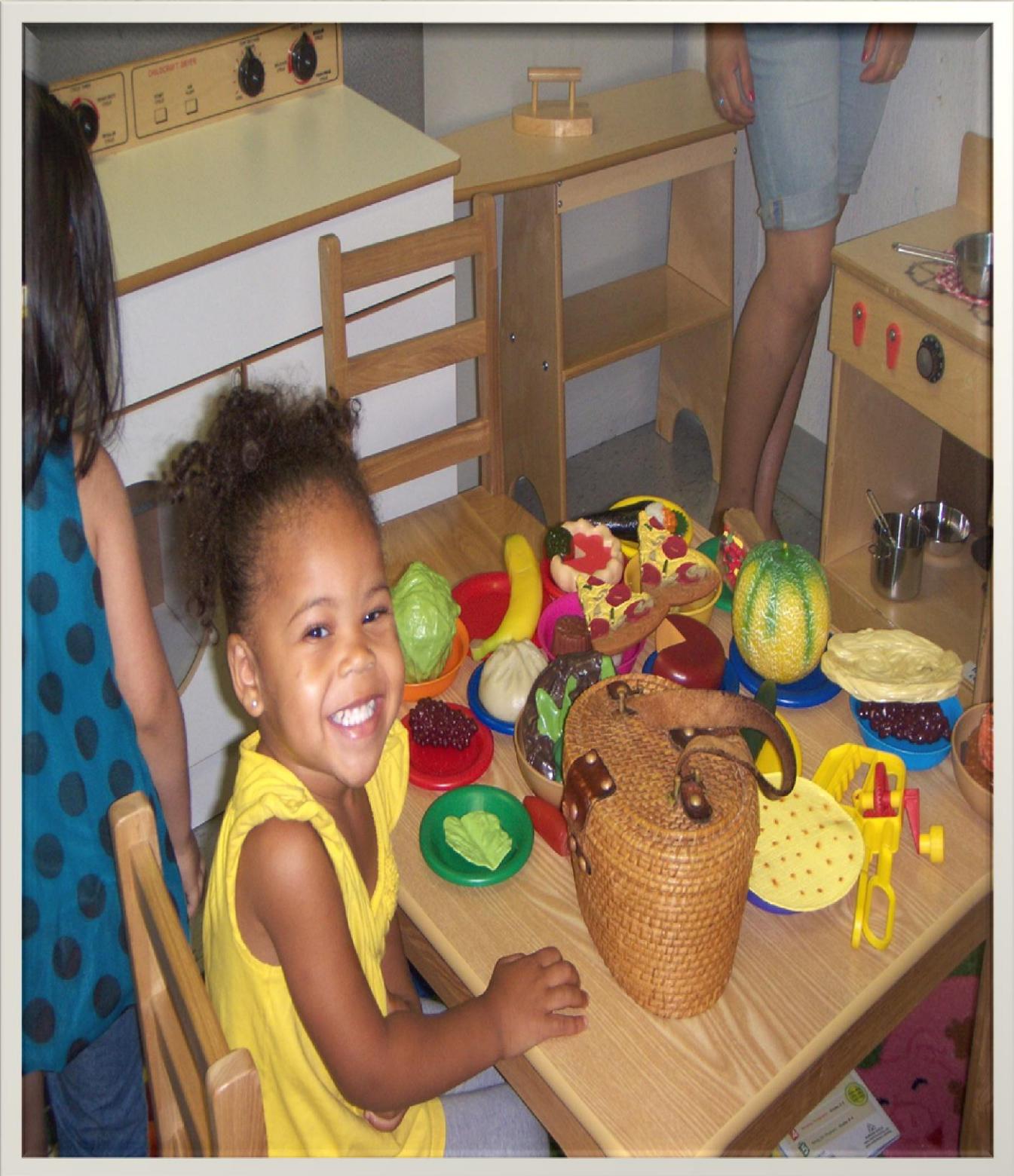
Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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

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THE JUDITH P. HOYER EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM



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

## INTRODUCTION

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. Judy Centers - The need for greater coordination among the providers of early childhood education and support services: Focusing the services and resources of the various programs and providers on families with high needs in designated Title 1 school zones provides a greater opportunity for positive outcomes for children and greater school readiness.
2. Kindergarten Assessment - 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. Program Accreditation and Preschool For All - 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



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- 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>

Thirteen years have lapsed since that landmark legislation was passed but the three principles listed above continue to be all-important in early childhood education.

In fact, they formed the basis for Maryland’s successful competition for the Race to the Top-Early Learning Challenge grant, which expanded Judy Centers and professional development for the Maryland Model for School Readiness. In addition, it will transform the state’s program accreditation for improving program quality to a broad-based quality rating and improvement system.<sup>2</sup> This report is an up-to-date review of recent accomplishments and challenges focusing on State Fiscal Year 2013.



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## PRINCIPLE NUMBER ONE JUDY CENTERS

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. The Judy Center in Anne Arundel County opened in FY 2011. The Race to the Top-Early Learning Challenge Grant provided funding for two satellite Judy Centers in FY13 in Prince George's County and Baltimore City. A Satellite is an extension of an existing Judy Center and is half-funded. The existing partnership extends services to the satellite location and the coordinator typically oversees the satellite location as well. There are now 25 Judy Centers and three satellites 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.

"To me, the most crucial responsibility of any community is the protection, education and mentoring of its children. As adults, guardians, and parents, we must offer as many opportunities as possible to ensure the success and development of our children. If we can do this, we will all have met our most fundamental obligation

## COMMUNITY PARTNERSHIPS ARE THE HEART OF THE JUDY CENTERS

Judy Centers serve all children birth through Kindergarten who live in the designated Title I school zones. 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. Judy Centers are required to include the following:

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

Judy Centers enter into Memoranda of Understanding with community agencies and organizations that are critical to meeting the needs of families with high needs. Agencies and organizations typically include Departments of Social Services, Health Departments, Healthy Families, Head Start, Family Support Centers,

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Adult Education and public libraries. 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 who care for children who live in the Judy Center school zones;



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 for programming and classroom volunteers. 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 30 agencies and organizations across the state; however, it is not unusual to see 30 members participating in 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. They play key roles in decision-making and goal setting.

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## STANDARDS

All Judy Centers are required to meet the following 12 Component Standards deemed essential to the positive impact on children's school readiness.

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

**2. Breakfast/Lunch:** Children who participate in Judy Center Partnership programs for more than 2 ½ hours per day 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 at Judy Centers is designed to include the 6 Elements of Effective Service Coordination:

- a. assessment of needs of 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. Several forms of support services may be provided and include, but are not limited to, home visiting, child tutoring, child care tuition assistance, behavior services and family 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. Events are coordinated among all partners to avoid conflicts in scheduling and to ensure families have many opportunities to participate. A calendar of events 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 who live in the designated Judy Center school zones. 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.

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**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 Program (IEP) such as pre-kindergarten, family support and involvement, service coordination, and full- day/full-year services. Families who elect the Individualized Family Service Plan (IFSP) Option participate in Judy Center activities and are also included in ways that meet their Plan.

**8. Health Services:** Judy Centers ensure children receive immunizations; blood lead testing, as recommended; dental, vision and hearing screenings and referrals when appropriate; mental health assessments and referrals when appropriate; 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 participate in MMSR training and understand their responsibilities in implementing the MMSR as appropriate for their program. Training and workshops are provided for child care providers and Head Start staff, as well as prekindergarten and kindergarten teachers.

**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, and 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.

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## POPULATION SERVED:

Currently, Judy Centers offer benefits to 39 Title I school attendance areas in the State. In 2013, the total children served numbered 12,727. Children served are birth through kindergarten. Demographic data shows ethnic composition as 33% White, 41% African-American, 18% Hispanic, 3% Asian and 5% other. Considering Judy Center enrollments as a proportion of the population in kindergarten in the schools served by the Judy Centers in the 2012-13 school year, 52% received at least one year of Judy Center services prior to kindergarten entry.

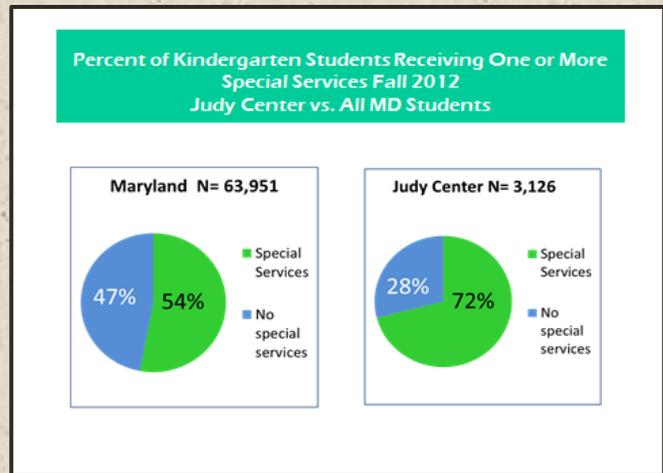
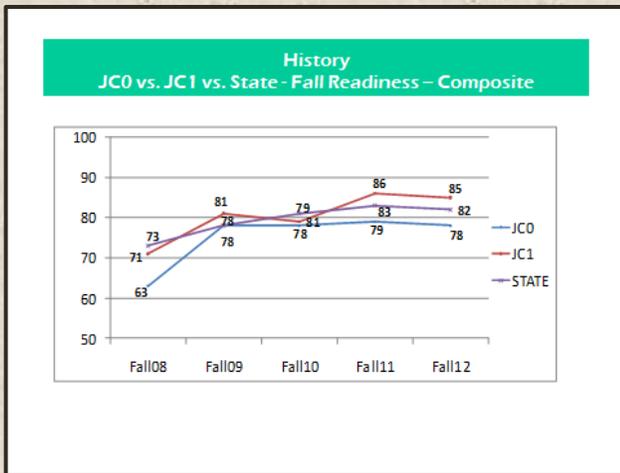
In the larger perspective, however, and comparing these numbers to the total number of low income children in the State, it is clear that only a small portion of high needs children are being served. Since half the Judy Centers serve one school zone while the other half serves two or more, the proportion 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>3</sup> the 12,727 children served in Judy Centers comprise approximately 10% of the total. MSDE reports that most jurisdictions are eager to expand the Judy Center services to other elementary schools if funding was available.

## MEASURING SUCCESS:

Judy Centers use the Results Based Accountability method to set their annual goal and headline performance measures based on local data and to track their success. Every Judy Center must produce an annual evaluation report on how well they met the goal and headline performance measures from the previous fiscal year. The goal and headline performance measures vary from one Judy Center to another and reflect the uniqueness of the needs of the populations they serve.

An overview of all Judy Centers is compiled each year and continues to demonstrate impressive results when comparing the school readiness results of entering kindergartners who had at least 1 year of Judy Center experience with their kindergarten peers who did not have the advantage of the Judy Center experience. What is also impressive is the success of children who had Judy Center experience before entering kindergarten when compared with all kindergartners entering Maryland schools. In the Fall 2012, 82% of Maryland’s kindergartners were fully ready for school 85% of children with Judy Center experience were fully ready; and 78% of children who entered kindergarten with their Judy Center peers but who did not have the Judy Center experience themselves were fully ready. Figure A shows that a greater percentage of children with Judy Center experience were fully ready for kindergarten four of the past five years than the total of kindergarteners statewide.

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Children with Judy Center experience have enjoyed this success even though Judy Centers serve a much higher percentage of children who are receiving special services. Special services include Free and Reduced Price Meals, Special Education or English Language Learners, or a combination. In the State, 54% of entering kindergartners receive special services; however, 72% of Judy Center kindergartners receive special services. See Figure B.

Statistics are not the only way to measure outcomes. There are countless success stories emanating from families and Judy Center staff. Here are a few:

## ALLEGANY COUNTY JUDY CENTER

Deborah Kolb, Coordinator of the Allegany County Judy Center, reports that they have been budgeting money for several years to help students pay for their GED tests. It seems as though each year they have more and more GED students in need of assistance. This year there was a young, single father of two in need of assistance. He had completed all of his assignments and was ready to take the final GED exam when he found out it was going to cost \$45. He was distraught. He did not have the money. The GED/EDP Coordinator, Joan Davis, consoled him and said she would make a phone call to see what she could do. She called the Judy Center and asked if there were any funds available for this man, and Deb said, "Absolutely!" Joan went back and told him it would be taken care of, and the man broke down in tears. He said, "You don't know what this will mean to me and my family." Joan dried her eyes, called Deb back, and the two agreed that this is what the Judy Center is all about!

## ST. MARY'S COUNTY JUDY CENTER

Wendy Binkley, Coordinator of the St. Mary's County Judy Center, provides the following example of how a Judy Center Partnership's collaborative spirit and full engagement can result in positive outcomes for families:

*Two years ago, Annette Wood, the Principal of George Washington Carver Elementary School, referred a family to the Judy Center that had just moved to the area from the West Coast. Kerrie Spurling, the Judy Center Family Service Coordinator, contacted the family and a home visit was scheduled. During the home visit, it was determined that the family was in need of a myriad of services. The fourth grader had ongoing health-related issues that were untreated. The two-year-old was in dire need of peer social interactions. Mom needed to find a job, continue her education, find child care, and complete the paperwork to have her social service benefits transferred to the State of Maryland.*

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*Within a few weeks many of the family's needs were being met due to the strong partnerships that the Judy Center staff has established. Wendy Binkley, Judy Center Coordinator, arranged for the youngest child to attend child care and for the Judy Center to assist with the cost of tuition. The oldest child was being treated for his mental illness through the Center for Children, a Judy Center Partner. Through collaboration with Adult Education, Freneta Carson, Judy Center Program Assistant, was able to enroll mom in school. Kerrie arranged for food from St. Andrew's Church Food Pantry. Pajamas were donated by the Pajama Connection, and clothing was also provided via the Lexington Park United Methodist Church Clothes Closet.*

*The Judy Center staff conducted weekly home visits and took activities for the family to act as a catalyst for "quality family time." The family began participating in Judy Center family nights, playgroups, and parent workshops. After a few months, there was a noticeable difference in the social skills of the two-year-old. The older child was doing better in school and spending less time in the in-school suspension program. Mom learned ways to cope with her child's mental health needs during family counseling provided by the Center for Children.*

*Fast forward two years later and the youngest child is thriving in Pre-K and looks forward to spending time with his friends. The oldest is in middle school and no longer receives special education services. Mom has obtained full-time employment and is continuing her education with the College of Southern Maryland.*



### QUEEN ANNE'S COUNTY JUDY CENTER

As in past years, the Queen Anne's County Judy Center sponsored their summer program, except this year they partnered with the Migrant Education and Title I Programs to include the youngest migrant children.

When the growing season hits Queen Anne's County, there is an influx of Migrant families who come from Florida, North Carolina, Texas and Virginia to harvest crops in the area. Some stay for the harvest while others remain in the area for up to 3 years. The families are housed in Migrant Camps and while the parents are working in the fields, the children participate in the Queen Anne's County Migrant Education Program. The Migrant Education Program, along with the Judy Center Summer School Program, is held at Sudlersville Elementary School, home of the Judy Center. The Judy Center provided space for nine children ages birth-2 at the nearby Family Support Center ensuring a developmentally appropriate environment for infants and toddlers. The 3-, 4- and 5-year-old children were at Sudlersville Elementary School.

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The Judy Center identified seven 3-year-olds (one of whom is a migrant child) in the Summer Program who will be attending the Pre-K program in the fall. The children were chosen due to low scores on their Pre-K registration assessments. The Judy Center provided the Teaching Assistant for the 3-year-old classroom, as well as the curriculum for the 3-year-olds, Pre-K and Kindergarten programs. The Migrant Education and Title I Programs provided transportation, teachers, and meals. The Judy Center also contracted with Blue Sky Puppet Theater to offer a puppet show educating the children about healthy eating, exercise and the importance of regular medical visits. There were a total of 30 children (including five migrant children) who attended the program 5 days per week, 7 ½ hours per day for the month of July. Every child received a pre- and post-assessment. EVERY child showed gains in their post-assessment! The Judy Center is very proud of the success of the teachers and the children!

### CALVERT COUNTY JUDY CENTER

Naomi Watkins, Family Service Coordinator for the Calvert County Judy Center, reports that the letter below is from one of the parents they have been serving for quite some time. The parent wrote the letter in the Judy Center office after registering two of her children for Head Start. The Judy Center has helped the children's father with Adult Education classes and has assisted both parents with job searches. The Judy Center has paid for the children to go on field trips. One child wanted to join the chorus so badly but the mom knew the family would not have the funds to purchase the clothes for the performances so the Judy Center purchased them. It has taken years for them to overcome asking for help. The Judy Center taught them that asking for help when the family needs it will benefit their children. Now the mom will do what she can to get the assistance she needs for her family and she knows the Judy Center is there if they need them. Naomi is very proud of the advancements this family makes every day to accomplish their goals.

*I have been living in this county for six years now. Out of those six years, the Judy Center has been helping me and my family for five years now. The program is very helpful. They have helped me with enrolling my children in school and obtaining all the documents I need. They have helped me with dental care for my children to the point of surgery for two. They helped me renew my WIC which had expired and I had no transportation but the Judy Center was there for me. Also school supplies, sources for food and clothing, help with my electric bill, my septic tank cleaned when I had no funds and it became a health issue and I was afraid of what might happen. I have called on The Judy Center for transportation needs to doctor appointments, parent teacher conferences and much more. Without this program, things would be very difficult for me because I'm a mother of seven children who now are all enrolled in the school system. It would have been very hard for me to get everything I needed for school if the Judy Center did not help. I hope this program stays around for a long time and continues to help me as well as other families who need their assistance. I would like to thank the Judy Center and their staff for all they do and to keep up the good work.*

### THE CALVERT COUNTY JUDY CENTER ALSO RECEIVED THIS TESTIMONIAL FROM A GRATEFUL PARENT:

*I met Ms. Naomi (Family Service Coordinator for the Calvert County Judy Center) when I needed transportation for my oldest son James' parent-teacher conference. And, from that meeting came so much more! I was introduced to the Judy Center (Ms. Naomi, Ms. Carmon (administrative assistant), Ms. Jordan (Judy Center Coordinator), and other staff). These women mentioned above are friendly, helpful, and a wonderful team. At anytime if I call I know they will do what they can to help! My younger son, Jim'Mari, is in the HIPPY program (second year) doing wonderful! Ms. Naomi gave me activities for James to stay focused, introduced Jim'Mari to HIPPY and Head Start, referring him to the Pre-K academy and school supply program. They also do dental screenings and treatment to keep families healthy. If they are able they give me transportation for the benefit*

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*of my children. The best thing about the Judy Center is they don't help just the kids they interact with through Head Start - they involve themselves with the whole family giving any support to keep them happy and the children positive and learning. Some other services she referred me to were Healthy Families for my baby due on September 3, WIC and referring for employment.*

## **GARRETT COUNTY JUDY CENTER**

Andrea Turner, Service Coordinator for the Garrett County Judy Center, reports the following:

I met one of our families in March 2013 through a referral from the Garrett County Board of Education. During our initial visit together, I learned that the mom recently became a single parent due to a separation from her husband. As I was listening to her story, I realized that she was a true example of someone who went from having it all to having nothing at all in just a short amount of time, but I also realized that she was strong and determined and that she would persevere!

Upon meeting this mom, I learned that she was essentially homeless (living with her father), did not have employment and had very limited supports for herself and her three children, ages 4, 11 and 15. She knew immediately that her three top priorities were housing, childcare and transportation. After connecting her to various resources throughout the county, she was able to obtain a security deposit and first month's rent from the Garrett County Community Action Committee. I also attended an appointment with her at the Department of Social Services and helped her apply for all of the services that would help push her through this unexpected trial in her life. She was able to receive food assistance, child support and medical assistance for her children!

One afternoon, Jessica Zimmerman, Coordinator of the Garrett County Judy Center, and I visited the mom and her children at her new home and, although she was still facing many obstacles, she was also finding her own independence. She had sought out employment and received a job at the local Dollar Tree and, after just a few short months, was promoted to Assistant Manager! One concern she had expressed to us was the need for childcare once school was back in session. Her youngest daughter had been accepted to attend Pre-K at Yough Glades Elementary School; however, once she moved into her new home, she was considered "out of district" and no bus transportation would be available for her. We immediately put in a referral to the 12-month Head Start center and now her daughter is scheduled to start school in just a few days!

This mom has had an incredible self-drive and has been very determined to provide for herself and her children. She has come a long way in just a few short months and she has taught me that perseverance, strength and a little bit of guidance can help create a "brand new kind of free!"

## **CHALLENGES:**

Individual success stories like these, however, are not the only results from the Judy Center endeavor. 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 I schools that receive supplemental federal funds to provide additional services in a school district's highest poverty

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communities. 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.

## OUTLOOK:

The success of Judy Centers is gaining national recognition. The Full-Service Community Schools Act of 2011, for example, co-sponsored by Congressman 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.<sup>4</sup> 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>5</sup>



Arne Duncan, Secretary of the U.S. Department of Education visited the Charles County Judy Center. Along with Kathleen Sebelius, Secretary of U.S. Department of Health and Human Services, he also visited the Judy Center in Montgomery County. To further his Preschool Initiative, President Barack Obama visited the Baltimore City Judy Center at Moravia Park Elementary School.



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## PRINCIPLE NUMBER TWO KINDERGARTEN ASSESSMENT

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 (RTTT-ELC) Program.<sup>6</sup>

Thanks to the Judith P. Hoyer legislation, Maryland has already had such a kindergarten assessment for the last twelve years, putting Maryland well out in front of most states in the nation in terms of measuring child outcomes. Kindergarten teachers will administer the MMSR Kindergarten Assessment in school years 2013-14 for the last time. The current assessment will be replaced by a newly developed kindergarten assessment in school year 2014-15.

### 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>7</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<sup>TM</sup> (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>8</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

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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.



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**FIGURE C**  
**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:	Proficient	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.

The professional development on the use of MMSR/State Curriculum prekindergarten standards 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 D. 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>9</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

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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 LEAs), 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 120 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 12 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.

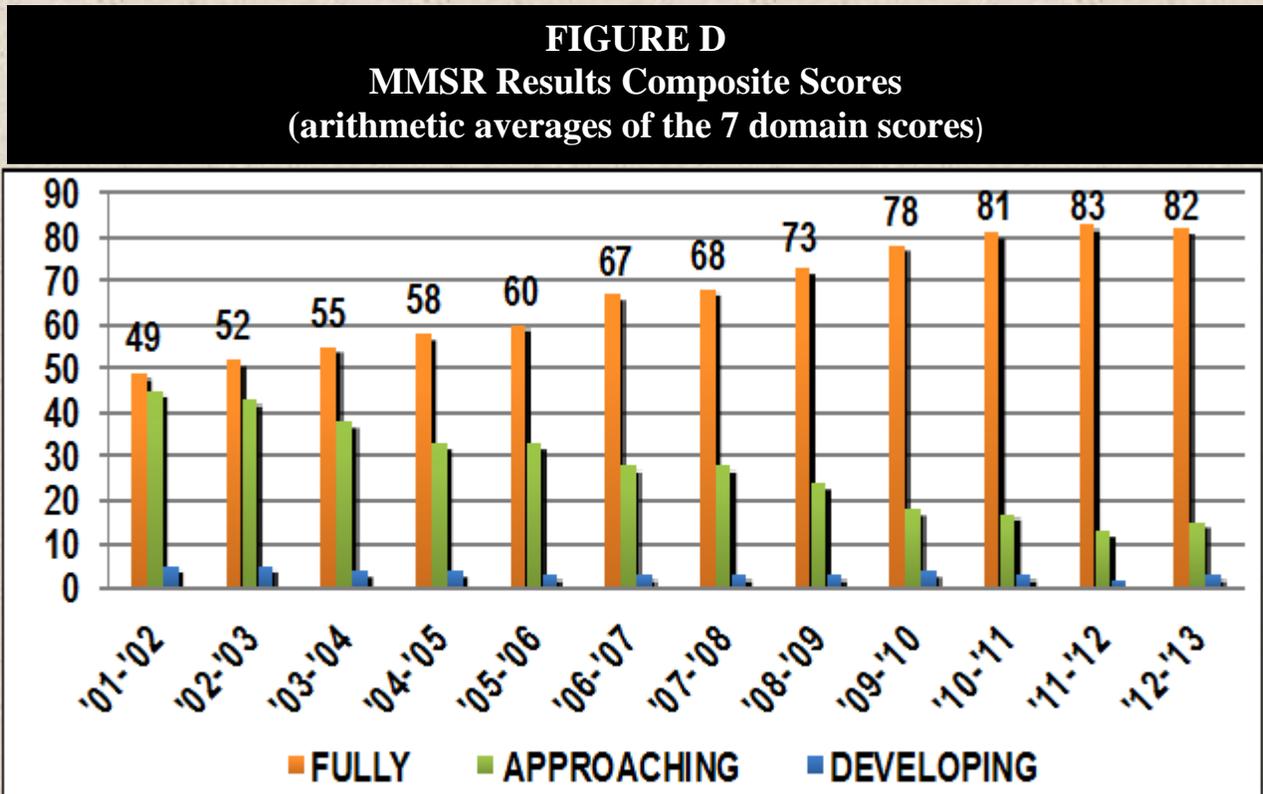
E. Parent Materials- Under the supervision of Ready at Five,<sup>10</sup> parent instructional materials are made available on line. These materials are focused around areas of concern that vary from year to year, as determined by MSDE and Ready at Five staff. Recent areas of focus have included issues of African American and Hispanic academic success and the particular needs of English- Language Learners.

## **MMSR ASSESSMENT RESULTS:**

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

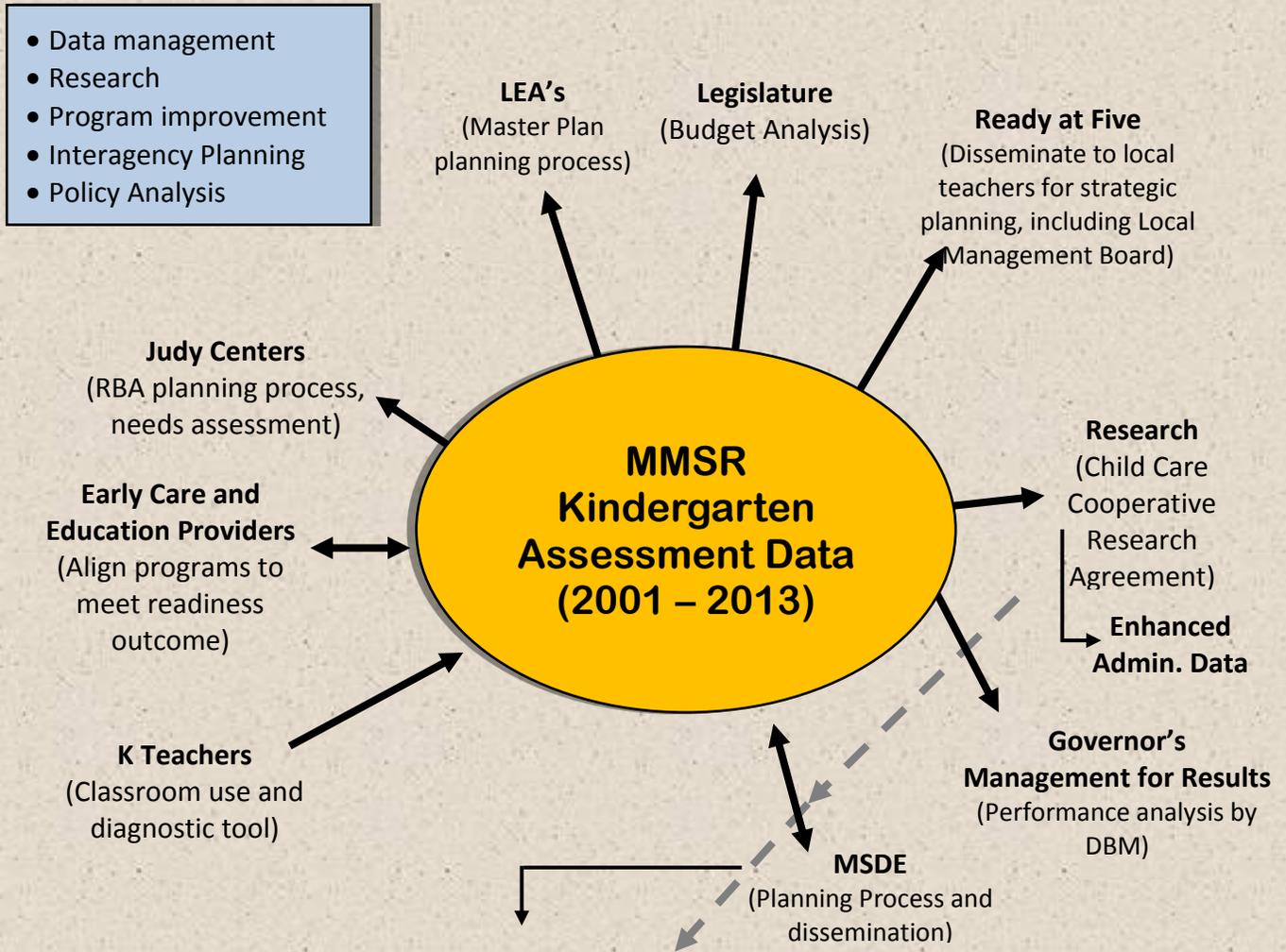
# THE JUDITH P. HOYER EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM

Fully ready scores have risen 34 percentage points from 49% in the 2001-2 school year to 82% in the most recent 2012-13 school year, a remarkable string of successful improvements.<sup>11</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 F 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 E**  
Maryland's Early Childhood Accountability



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

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## 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 5<sup>th</sup> 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

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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 pre-Kindergarten 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>12</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. The Race to the Top Early Learning Challenge Grant awarded to Maryland in 2010 provided additional funding for 5 additional sites. The five additional sites are King's Kid Academy and Early Learning Center in Wicomico County, Crossway Community Montessori Charter School in Montgomery County, Howard County Community College's Children's Learning Center in Howard County, Hagerstown Community College's Children's Learning Center, and Downtown Baltimore Child Care Center in Baltimore City. 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 Healthy Beginnings (Birth to 48 months).
- 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-

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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 1/2 hour) or full-day (6 1/2 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 three 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, and King’s Kids Academy and Early Learning Center in Wicomico County. There are also privately run classrooms at CentroNia in Takoma Park, and Peppertree

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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.
- A “Multi-age Montessori Charter approach” at Crossway Community Montessori Charter School in Montgomery County. Eligible three and four year-old children will be placed in a carefully prepared Montessori environment that promotes learning in both the cognitive and social domains.

With the addition of the two newest sites at King’s Kids Academy and Early Learning Center and Crossway Community Montessori Charter School the number of partnerships funded thus totals 13. They all meet the 10 quality benchmarks listed above. This year, all grantees attended the first Preschool for All Gab Session. Preschool for All site directors, early learning supervisors and coordinators from the local school systems, as well as persons representing some of the Preschool for All collaborative partners were among those in attendance. Topics shared during the meeting included diversity and parent empowerment, collaboration and family support, meeting the budgetary needs of families, and collaboration with school systems. Program directors completed action plans to share next steps as a result of new learning that took place during the session. 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.



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## APPENDIX

### FY 2013 JUDITH P. HOYER PROGRAM BUDGET

This table shows expenditures in Fiscal Year 2013, organized by the three priorities covered above. The total budget for the Judith P. Hoyer grant program amounted to \$10,925,003.00

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
<b>JUDY CENTERS</b>		
134573	Allegany Co Public Schools	\$323,333
134642	Anne Arundel Co Public Schools	\$322,000
134569	Baltimore City Board of School Commissioners	\$322,000
134637	Baltimore City Board of School Commissioners	\$323,333
134727	Baltimore City Board of School Commissioners	\$150,000
134489	Baltimore Co Public Schools	\$322,000
134639	Calvert Co Public Schools	\$323,333
134641	Caroline Co Public Schools	\$323,333
134488	Carroll Co Public Schools	\$322,000
134644	Cecil Co Public Schools	\$322,000
134638	Charles Co Public Schools (2 centers)	\$645,333
134742	Dorchester Co Public Schools	\$323,333
134342	Frederick Co Public Schools	\$323,333
134487	Garrett Co Board of Education	\$322,000
134640	Howard Co Public School System	\$322,000
134576	Kent Co Public Schools	\$323,333
134575	Montgomery Co Public Schools	\$202,988
134574	Montgomery Co Public Schools	\$322,000
134298	Prince George's Co Public Schools	\$323,333
134341	Queen Anne's Co Public Schools	\$323,333
134566	St. Mary's Co Public Schools	\$323,333
134643	Talbot Co Public Schools	\$322,000
134486	Washington Co Public Schools	\$323,333
134568	Wicomico Co Public Schools	\$322,000
134565	Worcester Co Public Schools	\$322,000
<b>SUBTOTAL</b>	<b>STATE FUNDS</b>	<b>\$8,096,984</b>
134616	Baltimore City Board of School Commissioners	\$175,000
134636	Prince George's Co Public Schools	\$175,000
<b>SUBTOTAL</b>	<b>EARLY LEARNING CHALLENGE GRANT</b>	<b>\$350,000</b>
	<b>TOTAL JUDY CENTERS</b>	<b>\$8,446,984</b>

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GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
	<b>MMSR</b>	
13451701	ALLEGANY CO PUBLIC SCHOOLS	\$ 14,531.00
13451801	ANNE ARUNDEL CO PUBLIC SCHOOLS	\$ 41,236.00
13452001	BALTIMORE CO PUBLIC SCHOOLS	\$ 19,177.00
13455601	CALVERT CO PUBLIC SCHOOLS	\$ 16,987.00
13452101	CAROLINE CO PUBLIC SCHOOLS	\$ 11,883.00
13452201	CARROLL COUNTY PUBLIC SCHOOLS	\$ 42,352.00
13452301	CECIL COUNTY PUBLIC SCHOOLS	\$ 12,912.00
13452401	CHARLES CO PUBLIC SCHOOLS	\$ 10,289.00
13472601	CHARLES CO PUBLIC SCHOOLS	\$ 21,975.00
13452501	DORCHESTER COUNTY PUBLIC SCHOOLS	\$ 4,745.00
13452601	FREDERICK CO. PUBLIC SCHOOLS	\$ 27,391.00
13452701	GARRETT COUNTY BOARD OF EDUCATION	\$ 13,634.00
13455701	HARFORD CO PUBLIC SCHOOLS	\$ 27,482.00
13452801	HOWARD COUNTY PUBLIC SCHOOL SYSTEM	\$ 16,044.00
13452901	KENT CO PUBLIC SCHOOLS	\$ 6,735.00
13453001	MONTGOMERY CO PUBLIC SCHOOLS	\$ 50,820.00
13453201	PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	\$ 75,166.00
13453301	BOARD OF EDUCATION OF QUEEN ANNE'S COUNTY	\$ 16,035.00
13453501	SOMERSET COUNTY PUBLIC SCHOOLS	\$ 6,808.00
13453401	ST MARY'S COUNTY PUBLIC SCHOOLS	\$ 9,978.00
13453601	TALBOT CO. PUBLIC SCHOOLS	\$ 24,755.00
13453701	WASHINGTON COUNTY PUBLIC SCHOOLS	\$ 12,165.00
13453801	WICOMICO CO PUBLIC SCHOOLS	\$ 15,933.00
13455801	WORCESTER COUNTY BOARD OF EDUCATION	\$ 17,185.00
13451901	NEW BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS	\$ 53,164.00
13537401	MARYLAND FAMILY NETWORK	\$ 8,000.00
13415903	MARYLAND FAMILY NETWORK	\$ 300,000.00
13482701	JOHNS HOPKINS UNIVERSITY	\$ 719,065.00
	<b>TOTAL MMSR</b>	<b>\$ 1,596,447.00</b>

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GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
	<b>PRESCHOOL FOR ALL</b>	
13429201	CECIL CO PUBLIC SCHOOLS	\$ 99,000.00
13429401	PRINCE GEORGE'S CO PUBLIC SCHOOLS	\$ 99,000.00
13542201	WICOMICO CO PUBLIC SCHOOLS	\$ 61,715.00
13428901	ASSOCIATED CATHOLIC CHARITIES INC	\$ 99,000.00
13433201	CENTRONIA	\$ 99,000.00
13429001	CHILDRENS CENTER GROUP AT WALKERSVILLE	\$ 86,142.00
13542101	CROSSWAY COMMUNITY INC	\$ 61,715.00
13429501	PEPPERTREE CENTERS INC	\$ 78,000.00
13429101	THE LEARNING CENTER	\$ 99,000.00
13429901	THE YOUNG SCHOOL	\$ 99,000.00
	<b>TOTAL PRESCHOOL</b>	<b>\$ 881,572.00</b>

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

## ACKNOWLEDGMENTS

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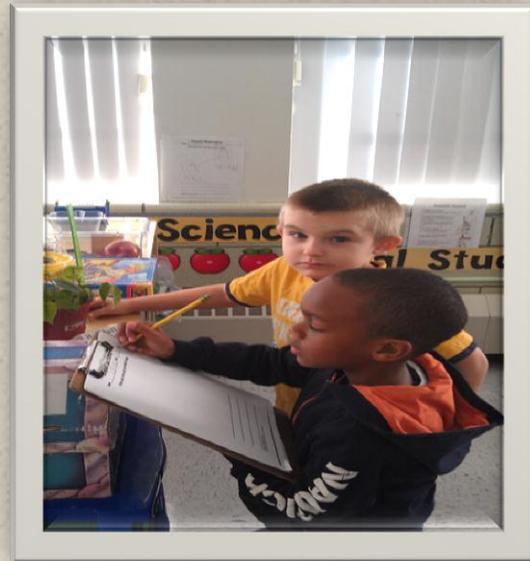


# THE JUDITH P. HOYER EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM

## ENDNOTES

- <sup>1</sup> The original legislation, <http://mgaleg.maryland.gov/webmga/frm1st.aspx?tab=home>
- <sup>2</sup> Race to the Top-Early Learning Challenge activities are posted at [http://www.marylandpublicschools.org/MSDE/divisions/child\\_care/challenge.htm](http://www.marylandpublicschools.org/MSDE/divisions/child_care/challenge.htm)
- <sup>3</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>4</sup> See <http://thomas.loc.gov/cgi-bin/>
- <sup>5</sup> See <http://mikulski.senate.gov/media/pressrelease/12-16-2011-1.cfm>
- <sup>6</sup> See <http://www.ed.gov/early-learning/elc-draft-summary?page=1>
- <sup>7</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>8</sup> See <http://fairtest.org/work-sampling-system> and <http://www.pearsonassessments.com/pai/>
- <sup>9</sup> Note that the prekindergarten and kindergarten standards of the State Curriculum are referenced as the MMSR standards.
- <sup>10</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>11</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>12</sup> 185 percent of Federally Poverty Guidelines (FPG)

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