

# THE JUDITH P. HOYER

EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM



FISCAL YEAR 2014  
ANNUAL REPORT



## **ABOUT MSDE**

The Maryland State Department of Education (MSDE) provides leadership, support, accountability, in addition to innovative products and services to improve public education, library services, and rehabilitation services statewide.

## **DIVISION OF EARLY CHILDHOOD DEVELOPMENT**

The Division of Early Childhood Development at the MSDE is responsible for early care and education throughout the state of Maryland. The main mission of the Division is to improve early education in Maryland so that young children are well prepared for school. The Division is composed of the Office of Child Care (Child Care Subsidy, Credentialing, Licensing, and Maryland EXCELS), the Early Learning Branch, and the Collaboration and Program Improvement Branch.

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*The information contained in this annual report reflects the fiscal year period spanning July 2013 through June 2014.*





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

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

## A MESSAGE FROM THE STATE SUPERINTENDENT OF SCHOOLS



November 1, 2014

Dear Colleagues:

Early childhood development continues to be among the top priorities for the state of Maryland. It is at this critical stage in the life of a child that affords us an opportunity to leave a lasting and positive impact.

As children are born with a remarkable capacity for learning, a young child's development is greatly influenced by relationships 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. One of the ways we are able to accomplish this is through initiatives such as the Judith P. Hoyer Early Child Care and Education Enhancement Program.

In May of 2000, the Maryland State Legislature enacted this program as a statewide effort to help young children enter school ready to learn. The legislation included the establishment of three major projects:

- Judy Center Partnerships;
- Kindergarten Assessment;
- Program Accreditation and Preschool for All pilot sites.

The majority of the funds in this legislation are earmarked for the Judith P. Hoyer Early Child Care and Family Education Centers, also known as "Judy Centers." The 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 twenty-seven Judy Centers and three satellite locations, serve as 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. 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 of Maryland's children.

In closing, I am pleased to share with you The Judith P. Hoyer Early Care and Education Enhancement Program: 2014 Annual Report which provides an up-to-date review of recent accomplishments focusing on State Fiscal Year 2014, as well as allocation of the program's \$11,360,034.75 budget.

Sincerely,

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



# PLANES AT THE AIRPORT

by Peter Mandel • Illustrated by Edward Miller



## INTRODUCTION

As the early education coordinator for Prince George’s County Public Schools, Judith P. Hoyer lamented the gaps in available services for low income families. In the 1990s, 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 then Governor Parris N. Glendening, led a successful movement to bring her model of collaboration 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 was essential in focusing the services and resources of the various programs and providers on families with high needs in designated Title I school zones. This type of collaboration 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. This allows the State to better measure progress with 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, 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 five, 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>

It has been fourteen years since that landmark legislation was passed, but these three principles continue to be all-important for Maryland's early childhood education system.

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 the development of a new Kindergarten Assessment. The new assessment will begin in the fall of 2014 and replace the Maryland Model for School Readiness (MMSR)

Kindergarten Assessment. Ready for Kindergarten (R4K) – Maryland's Early Childhood Comprehensive Assessment System – aligns with the new state standards for K-12 instruction and will provide a single coordinated system for recognizing the needs and measuring the learning progress of all children from thirty-six to seventy-two months.

This report provides a current review of accomplishments and challenges that took place during State Fiscal Year 2014.



## PRINCIPLE NUMBER ONE JUDY CENTERS

The first Judith P. Hoyer Family Learning Center, which began operations in Prince George's County, served as the model for the rest of the state to follow. 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 thirteen Judy Centers in Allegany, Calvert, Caroline, Charles, Dorchester, Frederick, Kent, Montgomery, Prince George's, Queen Anne's, St. Mary's and Washington counties, as well as Baltimore City. The following year eleven more centers were funded in Baltimore, Carroll, Cecil, Charles, Garrett, Howard, Montgomery, Talbot, Wicomico and Worcester counties, and Baltimore City.

The number of locations remained unchanged until 2011 when the Judy Center in Anne Arundel County and a satellite in Baltimore City opened (a satellite is an extension of an existing Judy Center and is funded at 50 percent of the operating costs. The existing partnership extends services to the satellite location and the coordinator typically oversees the satellite location as well). In FY13, the Race to the Top-Early Learning Challenge Grant also provided funding for two additional satellite Judy Centers, one in Prince George's County and a second for Baltimore City.

FY14 resulted in the growth of more Judy Centers through a diversity of funding streams. First, a Judy Center in Harford County opened with state funds.

Through the collaboration in FY14 of the Baltimore Community Foundation, Baltimore City Public Schools and the MSDE, Baltimore City saw the establishment of the first Judy Center funded by a public-private partnership. Additionally, the Baltimore Community Foundation committed to the development of several future Judy Centers, dependent upon state funding

availability. There are now twenty-seven Judy Centers and three satellites across the state serving forty-four elementary school zones. In all cases, Judy Centers are located in or near Title I schools to better serve high needs populations.

Also of note, the passage of the Maryland Prekindergarten Expansion Act of 2014 (Senate Bill 332) ensured the addition of three more Judy Centers in FY 15 – an additional one in both Garrett and Caroline counties, and a

first-time Judy Center in Somerset County. At the start of operations, this expansion will complete the State's mission to have at least one Judy Center in all twenty-four jurisdictions. Furthermore in FY 15, the public-private partnership with the Baltimore Community Foundation will result in two more Judy Centers in Baltimore City, and Prince George's will establish a locally-funded satellite as well.

## 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

*"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 to ourselves, our families and our communities."*

*-Judy Hoyer*

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 age three)
- Preschool special education
- Private childcare providers, both family and center care
- Family Support Network (support for families with children with disabilities ages birth through twenty-one)

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, adult education and public libraries as well as programs such as Healthy Families, Head Start, and Family Support Centers (serving children prenatal to age four and their families). 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 a variety of partners contributing in unique and creative ways to meet these needs. For example, local book stores provide venues for story time for some of the 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. Locally, sheriff's offices provide programming for children, as well as safety and security during events, while other organizations such as Lions and Rotary clubs have stepped in to take on responsibilities including vision screenings, fundraising to implement literacy programs, as well as other needs of Judy Centers in their communities.

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 health providers. Housing authorities provide space for Judy Centers to offer parent workshops which help families maintain their housing. Mental health providers also have been recruited to serve families in need. The University of Maryland

Extension distributes essential nutrition information and provides activities for children and adults. Local colleges and universities offer degree programs for child care providers and teachers, as well as classroom interns at Judy Centers. PNC and BB&T Banks have generously issued 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 ten to thirty agencies and organizations across the state. With no set limit for participation per organization, it is not unusual to see large numbers of participants, representing different departments within an organization, involved in Judy Center Partnership meetings. 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.

## STANDARDS

All Judy Centers are required to meet the following twelve 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 six Elements of Effective Service Coordination:
  - a. assessment of needs of children and families;

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- 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 Partnerships coordinate services, programs and activities offered to families to avoid duplication, and monitor the effectiveness of the support being 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 Maryland's Early Learning Standards which include the Maryland College and Career-Ready Standards for prekindergarten and kindergarten.
5. **Family Involvement:** The Judy Center Partnership's role in engaging the family 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 Partnerships depends on the collaboration of all partners to encourage parents and caregivers to become empowered to meet the needs of their families. Many family activities are sponsored at the Judy Centers which increase engagement and inform parents of the various stages of child development. Judy Centers encourage each family's participation at the center, but recognize that some parents will not have the ability to take part. Therefore, rich and engaging activities are provided for the parent and child to do at home. 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, have access to all programs and services offered.
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). These services include prekindergarten, 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 (WIC) program; referral to local health department (drug and alcohol services) if warranted; and access to health care insurance, including other family members, but especially children through the Maryland Children’s Health Program (MCHP).

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 Partnerships are accredited or validated within the first eighteen months of becoming part of the partnership through the state or a national agency (e.g. MSDE, NAEYC, NECPA, and NAFCC). Accreditation/validation must be maintained and kept current for all programs.
12. Judy Center Partnerships/Leadership: The Judy Center Partnership is actively engaged and is consistently and frequently involved in the school readiness mission of the Judy Center. As a recognizable member of the communities they serve as well as a leader in early childhood development, Judy Centers support the aligned missions of its partners and remain involved in the work they do in the community. They also interact frequently with the counties’ Local Early Childhood Advisory Councils.



9. Professional Development: Staff members of all participating programs participate in high quality professional development and understand their responsibilities in implementing best practices 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

## POPULATION SERVED:

Currently, Judy Centers offer benefits to forty-four Title I school attendance areas throughout the state.\* In 2014, the centers served 13,013 children (ranging in age from birth through kindergarten). Kindergarten demographic data shows ethnic composition as 31% White, 35% African American, 24% Hispanic, 6% two or more races, 3% Asian and 1% other. Considering Judy Center enrollments as a proportion of the population in kindergarten in the schools served by the Judy Centers in the 2013-2014 school year, 58 percent received at least one year of Judy Center services prior to kindergarten entry.

However, in the larger perspective, in 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

\* Judy Center activities actually extend to a total of 44 Title I schools as the original Judy Center sites expand their services to other schools.

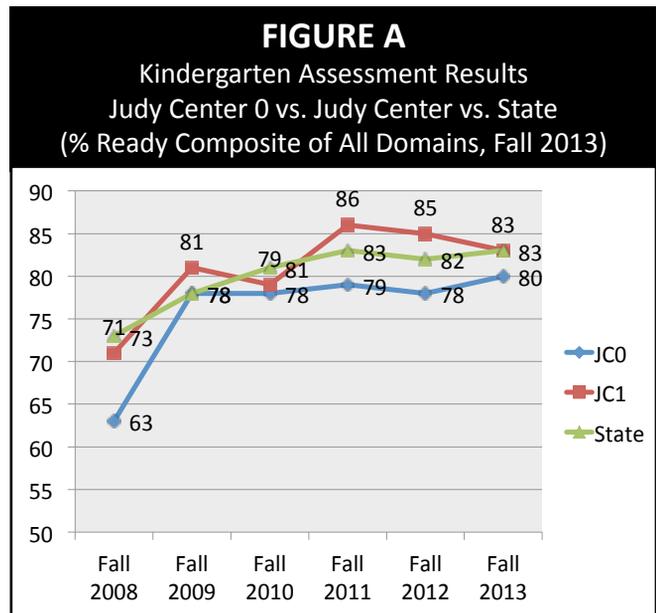
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by all Judy Centers combined is relatively small. In fact, estimating the high needs child population of the state (ages birth through age five) in 2010 at 121,585<sup>2</sup> the number of children served by Judy Centers during FY 14 only accounted for approximately 10 percent of the total. MSDE reports that most jurisdictions are eager to expand the Judy Center services to other elementary schools if funding was available.

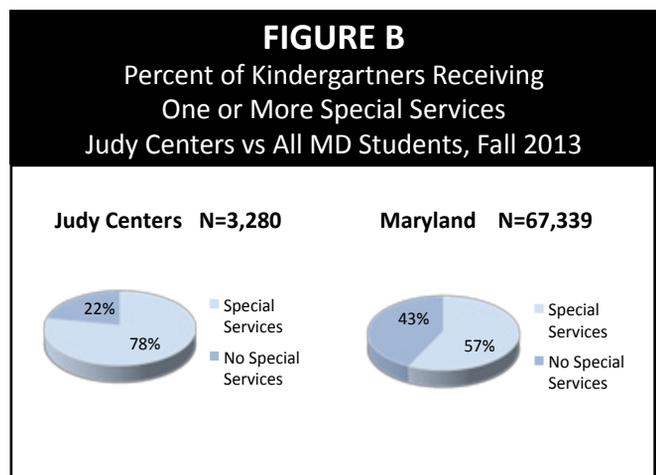
Judy Centers use the Results-Based Accountability method to set their annual goal and headline performance measures based on local data and to track their success. Every Judy Center must produce an annual evaluation report on how well they met the goal and headline performance measures from the previous 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 one 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 fall 2013, 83 percent of Maryland's kindergartners were fully ready for school; the same percentage as entering kindergartners who had prior Judy Center experience. This compares to 80 percent of kindergartners who entered with their Judy Center peers but who did not have the Judy Center experience themselves. Figure A shows that for four of the past five years, children with Judy Center experience exceeded or were at the same level of readiness as the total of kindergartners statewide, while children who entered kindergarten at Judy Center locations with no prior Judy Center experience have been consistently less ready than their peers and the kindergartners statewide.



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 than the general population. Special services include free and reduced price meals, Special Education or English Language Learners (ELL), or a combination. As shown in Figure B, statewide, 57 percent of children entering kindergarten receive special services, while 78 percent of Judy Center kindergartners receive special services.



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:

## SUCCESS STORIES

### FREDERICK COUNTY JUDY CENTER

*Cathy Nusbaum, Coordinator for the Frederick County Judy Center, provides the following real-life example of how a Judy Center, in collaboration with its Partnership, can lead a family to self-sufficiency.*

Mary is a mother of three young children. She arrived in Frederick, Maryland in 2012. She had fled through the night on a Greyhound bus from another state. She carried only her three young children with her, but she was determined to escape a physically abusive relationship and find a way to start again...and she has.



Mary and the children were able to secure a temporary place to stay in a Frederick County Transitional Family Shelter. The case manager at the shelter referred Mary to the local Department of Social Services (DSS). She helped Mary apply for and receive TANF, SNAP, and Child Care Subsidy vouchers. Mary also enrolled in the Bridges Program to help her begin to find her way to employment and self-sufficiency. Mary's case manager from the shelter also encouraged her to participate in the "Playgroups" offered by the Judy Center through its partnerships with the school system's Homeless Education Program and the Transitional Family Shelter. Mary successfully completed trainings through the Bridges Program at DSS, and the Child Care Subsidy allowed her to have her children safely cared for while she completed her Certified Nursing Assistant (CNA) training. The Judy Center staff helped Mary explore

options and secure child care that was accredited and developmentally appropriate. The Center's staff worked closely with the shelter staff to assist Mary with her multiple needs. Referrals were made for family and individual counseling as well as for WIC. Assistance was provided to enroll the children in public school (one kindergarten student and one prekindergarten student), including helping Mary obtain copies of the children's birth certificates and immunization records from her previous state. Mary continued to attend events sponsored by the Judy Center, was eventually accepted as a tenant in an apartment with subsidized rent, and through the Judy Center, benefitted from other supports in the community such as holiday assistance and local food pantry deliveries and "pick-ups." Throughout it all, Mary continued to grow and change.

Today, Mary is employed as a CNA, living in her own apartment and supporting and enjoying her children. The eldest child is now in first grade, having completed school work that is "on grade level." The middle child enters kindergarten (having met all benchmarks in prekindergarten last year) and the youngest child is enrolled in a Judy Center partner full-day child care program. The family continues to be part of Judy Center events. Mary recently began engaging in other community activities such as volunteering at her local church and for her daughter's local Girl Scout troop. And as a result of Mary's determination and the support from the Judy Center Partnership, she and her children have the new, self-sufficient life she hoped for.

### ALLEGANY COUNTY JUDY CENTER

*Measuring the success of a Judy Center is often dependent upon the effectiveness of the collaboration it maintains with its local agencies, organizations and business partners. Judy Centers share their knowledge and expertise throughout their counties. For the past five years, the Allegany County Judy Center has been instrumental in sponsoring the Allegany County School Readiness Fair in collaboration with community partners. Deborah Kolb, Coordinator for the Allegany County Judy Center, reports on the success of this countywide opportunity for families with young children.*

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The 5th Annual Allegany County School Readiness Fair was again a huge success. In the past, the event was organized by the Judy Center and Head Start, but this year they were joined by the Allegany County Public Library System. More than thirty community partners gathered at the Country Club Mall this past March to provide information for families regarding school readiness. It is estimated that more than 2,000 people attended the fair.

Head Start organized games for the entire family, and the local Judy Center handed out free books along with prekindergarten and kindergarten school readiness packets. Library personnel signed people up for library cards and read stories on carpeted areas in several locations at center court. Library staffers also dressed up in storybook costumes and walked around getting their pictures taken with children, and they also did face painting. The Health Department was represented by their mental health, dental health and WIC programs; school nurses; and the MD Coalition. The Lions Club provided free vision screenings. Other participants included child care providers, PNC Bank, the YMCA, the Children's League, Western Maryland Hospital's Assistants Program, University of MD Extension, the Child Abuse Task Force, and Jane's Place, an organization that assists abused women and children. Representatives from Allegany County Public Schools included Adult Education, Infants & Toddlers Program, the Chinese Immersion Program and Family Support Services. Allegany College signed adults up for college classes, and the local radio station broadcasted live from the mall.

This collaboration with all of the community partners continues to grow each year. The new mall manager, amazed at the success of the School Readiness Fair, immediately put in a request that the event be booked again for the following year. Collaboration and cooperation is alive and well in Allegany County!

### TALBOT COUNTY JUDY CENTER

*Mary Adkins, Coordinator for the Talbot County Judy Center, recounts how a Judy Center gains the trust of families helping them to honestly assess and address personal challenges, and then through the Center's available services assists their needs.*



A mother of three young children ages two, three and six, with another child on the way, was at the end of her frustration level when she was referred by her doctor to the Judy Center last summer. She was overwhelmed, afraid and concerned about the development of her two-year-old son, who was severely underweight and possibly autistic. Mary Adkins, the Judy Center Coordinator, spent an hour on the phone just listening, while mother broke down emotionally as a result of her many concerns about her youngest son and the new baby on the way.

Mary and Dina Myers, the Judy Center Family Service Coordinator, informed the mother about the Infants and Toddlers Program and made the referral, then invited her to stop in to talk, as well as pick up some activities to do at home. After disclosing during her visit that she was becoming very frustrated with her children, the Judy Center called Early Head Start and set up an appointment for the mother to enroll, then assisted her in filling out enrollment forms for half-day prekindergarten and for half-day Head Start so her soon to be four-year-old could begin a full-day program in the fall.

The Judy Center staff became her new friends and she began calling regularly to discuss various issues, finally disclosing her own fight with mental health, and how she was self-medicating. Finally convinced by the Judy Center that there may be other viable options for her, this mother agreed to seek out help and she was connected with Choptank Health for diagnosis and with For All Seasons, where she was finally able to discuss her own sexual and physical abuse as a child.



The mother also agreed to allow the Judy Center to present her family to the Tier III Early Learning Interagency Advisory Council (ELIAC) program, after it was explained that this group could help put extra support systems in her life and no one would “judge her as unfit,” which was her biggest fear. Through the ELIAC process, the mother was able to access respite care through the Family Preservation Program at the Department of Social Services for all three children, so she could begin to focus on her own mental health needs and prepare for the upcoming birth. In addition, the Infants and Toddlers Program enrolled her youngest child and secured an appointment at the Kennedy-Krieger Institute. The Judy Center was also able to assist the mother with child care fees so her two-year-old son would have the opportunity to be with children his own age during the day while she participated in Early Head Start. By the beginning of the school year, with her newest daughter in her arms, this mother of four and her family were “ready to be successful in school.”

*Mary provides the following example of how a Judy Center Partnership’s collaborative spirit can help families realize their full potential even in the face of adversity.*

Five years ago, a mother and father relocated to the United States with their three children from their native Peru. The father, a carpenter by trade, dreamed of one day having his own business. The mother, who loved being a mom, was very interested in becoming a teacher. Once settled in Easton, Maryland, they quickly enrolled two of their children, ages eight and

ten, into school. The third child, a three-year-old daughter, was enrolled in the Judy Center’s morning Head Start program and in the afternoon P3 classroom as a peer mentor (the P3 classroom includes children with disabilities, as well as their typically developing peers that are considered “peer mentors”).

Later, when the mother became pregnant with a fourth child, the Judy Center staff referred her to Early Head Start which allowed her to learn more about taking care of her new daughter as well as improve her mastery of English. She began to volunteer in the early childhood classroom at Early Head Start. This is when she fell in love with early childhood education. She loved it so much that she enrolled in Chesapeake College and completed ninety hours of training in child care and became a licensed child care provider. She and her husband, both wanting to help their community, began volunteering as “community liaisons.” They often interpreted for other families when they needed to enroll their children in school or programs, or to settle a landlord dispute or other issues.

The mother began reaching out to other women who were taking care of young children in the community and along with the father began to bring groups to the Judy Center to borrow items from the Resource Center, and talk to them about the importance of play. Eventually, the father would land and work two jobs, one as a carpenter and the other as a paid community liaison at the newly formed Chesapeake Multicultural Resource Center. And despite his new work schedule, he continued to interpret for the Judy Center and even began inviting staff to visit the Multicultural Center once a month to hold a “Readiness Baby Shower.” These “showers” provided an opportunity for the Judy Center to not only begin working with Hispanic families early during pregnancy, but also to expand its trust within the Hispanic community.

Unfortunately, the mother of the family started experiencing unusual symptoms and could barely get out of bed. She would later be diagnosed with Lupus rendering her homebound. With the father gone long hours of the day and working in the evenings, taking care of the baby was no longer possible and so he turned once again to the Judy Center for help. Staff quickly enrolled the family in its Childcare GAP Assistance Program (tuition assistance) and contacted

a child care partner to enroll the two-year-old. The father continues to work and care for his family with support from the Judy Center and, in turn, he “pays the assistance forward” helping other families discover the Judy Center and assisting them with accessing partner programs within the community.

### CHARLES COUNTY JUDY CENTER

*Margo Champion, Coordinator of the Judy Centers in Charles County, contributes a compelling story about a family that went from homeless and hopeless, to a stable living environment, employment, and a family plan for the future. This story demonstrates the power of a Judy Center when each staff person, especially the family service coordinator, as well as multiple partners, collaborate closely to meet all the needs of a family.*

This case began in 2010, when the family, who then lived in the C. Paul Barnhart Elementary School zone, one of the three schools served by the Judy Center, first approached the Center. The family consisted of a single mom with three young children – a rising kindergartner, a three-year-old and a three-month-old. The three-year-old son was being asked to leave the full-day public school program for three-year-olds because of his behavior. Because it was deemed that the son was not socially or emotionally ready for the 3s program, the family contacted Dennis Hillian, the Judy Center Family Service Coordinator for assistance. “Mr. Dennis,” as he is affectionately known, offered the family tuition assistance for the son to attend child care.

Mr. Dennis would soon learn that the family’s residential life was very unstable; they had just moved from a hotel to the homeless shelter. While living at the homeless shelter, Mr. Dennis and Treeci Bond, Judy Center behavior therapist, visited the family to help with their emotional well-being. Theresa Osborne, the Judy Center Health Services Facilitator, arranged for dental, vision and hearing screenings. The family was eventually able to obtain a housing voucher and moved into a townhome. Mr. Dennis helped move them into their new home, and he reports that this action is what gained the mom’s total trust in him and the Judy Center.

Once the family’s move into their new home was complete, the Judy Center really had to step up its work. The mother of three had never lived alone and had no idea how to cook meals, keep the house clean, or knew anything about running a household. Shortly after she moved in, Mr. Dennis referred her to the Center for Children’s Family Resource Center. They accompanied him to the home twice a week for a few weeks. Together, they rearranged the house and showed her how to keep it clean. The Family Resource Center showed her some quick, healthy meals that were easy to prepare. Over the years, the family has been referred to several other Judy Center partners for support, including dental services; Department of Health; Department of Social Services; behavior services; child tutoring; summer programs; Big Brothers; mentoring from various sources; Health Partners; Child Find; KinderCare; Lions Club; LensCrafters; Department of Labor, Licensing and Regulation; College of Southern Maryland; several food banks; and the Judy Center always helps them during the Thanksgiving and Christmas holidays.

Today, this family’s situation is much improved as the mother is employed part-time at a local restaurant. The children are now in prekindergarten, second grade and fourth grade, and all are thriving. Although Mom is doing well and moving in a positive direction, Mr. Dennis remains vigilant in his support of the family. He is now working on a Family Action Plan to look at the future. The three children show growth each year and it is believed that the youngest will be ready for kindergarten when that time comes. Some of the goals being discussed for the Family Action Plan are obtaining full-time employment, adult secondary education or trade school, and continued support services for the children.

Mr. Dennis says, “The Judy Center has done so much for this family and yet it is so fulfilling to see the growth of this family. There is still work to be done but with the bond and trust we have built with this family anything is possible.”

**BALTIMORE CITY JUDY CENTERS**

*Through a public-private partnership with the Maryland State Department of Education, Baltimore City Public Schools, and the Baltimore Community Foundation, the Judy Centers in Baltimore City have expanded to five sites across the City with an additional two scheduled to open in FY 2015. Because of this expansion, the Baltimore City Judy Centers have joined forces and resources to increase their outreach efforts to identify children as early as possible. Through collaboration with local public libraries, community canvassing and mass trainings with child care providers, Judy Centers are “turning the curve” on school readiness.*

Cathy Frazier and Michelle Matthews, coordinators of the DRU Judy Center Partnership at John Eager Howard, Furman L. Templeton and The Historic Samuel Coleridge Taylor Elementary schools, and at Moravia Park Elementary School, respectively, recognize the importance and impact of developing and putting into place activities that reach young children birth to age three in the city. The local public libraries are a newly tapped resource that allows Judy Centers to meet many children, parents, and caregivers in one location that they may not otherwise have met. Attending the public library story times, as well as providing their own literacy activities while there, Judy Centers are able to identify young children much earlier.

Community canvassing in communities served by Judy Center schools allows the centers to identify additional children who may not be aware of services they provide. During the spring, summer and early fall, Judy Center staff, including the Judy Center coordinators, family service coordinators, and others visit homes, health and service providers, and businesses in the identified communities to leave informational flyers, and to speak directly with parents, caregivers and others about the services available. Parents and caregivers are provided with school registration information so that all children who qualify by age in the community can be registered early for school. Hang tags and flyers also are left at the homes in the communities when there is no answer at the doors, as well as on information boards at community buildings and businesses. As a result of canvassing efforts, there has been an increase in the number of children

registered early for prekindergarten and an increase in attendance at play groups and parent groups and workshops.

Also during FY 14, the Baltimore City Judy Centers collaborated together to provide workshops for child care providers and Head Start. The trainings were held at the Judy Centers at Moravia Park and John Eager Howard Elementary schools but were open to providers in all five of the Judy Center catchment areas. The revised Maryland Model for School Readiness professional development was offered. More than fifty providers participated in fall and spring training sessions.

The following quote from one of the providers that is in partnership with the DRU Judy Center Partnership sums up the magnitude this Judy Center initiative has had:

*“The single most important thing Little Flowers can do for our children to ensure the success of their future is to employ well-trained and qualified educators. Through the DRU Judy Center Partnership, Little Flowers’ staff has had access to valuable professional development training that has given them the necessary tools to ensure that all children, birth to age five, are school ready.”*

-Crystal Hardy-Flowers, Director, Little Flowers Early Childhood and Development, Inc.

*Cathy Frazier also reports on the transformation of a mother’s life through encouragement, opportunity and growth at the Judy Center at John Eager Howard Elementary School.*

At the end of one particularly busy day at the Judy Center, a group of children were constructively engaged in activities such as reading or playing with toys and manipulatives, and the Center’s full-time mental health consultant was wrapping up a session with a parent. Disrupting the serenity of the moment, into the center walks an unkempt woman wearing pajamas and seemingly, ready to explode. She came to the Judy Center looking for her children and was upset over the miscommunication that went

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

on between her and the parent who picked up her children after school. The mental health consultant and Judy Center coordinator were able to intercede and diffuse the situation before it escalated. And that was the beginning of a beautiful relationship.

The Center's mental health consultant from the University of Maryland Center for Infant Study, contacted the mother to let her know that the Judy Center's doors were always open to support children and families. Several months following that communication, the mother began participating in activities at the school. Soon the pajamas disappeared and were replaced by casual clothing. The Judy Center was witnessing an evolution taking place before its eyes. One of the responsibilities of the Judy Center at John Eager Howard Elementary School is management of the Fresh Fruit and Vegetables Program. The Judy Center encourages parents to volunteer to distribute the fruits and vegetables to the children in the school. Parents receive a small compensation for working in the program. The Judy Center offered the aforementioned mother the opportunity to participate and she accepted the position. It very quickly became HER program. She did the planning for distribution and researched and suggested different types of fruits and vegetables.

As a result of the experience, the mother even intimated that the new role, "Gives me a reason to get up and get dressed every day." From that point on, there was no stopping her. She connected with the mental health consultant who was instrumental in supporting her through the day-to-day challenges of being a young mother with four children. The Judy Center guided her through resume writing and assisted her with her job search. Because of the support of the Judy Center, its programs and services and, most importantly, the commitment of the parent to provide for her family and her desire to be a responsible parent, this mother is gainfully employed, registering for enrichment classes, and committed to opening her own business in the future.

### 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. During FY 14, the populations at the Judy Centers showed a decrease of two percent in the White and six percent in the African American populations, while the Hispanic population increased six percent. 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 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. For example, the Full-Service Community Schools Act of 2014, a bill co-sponsored by House Democratic Whip Steny H. Hoyer (D-MD) and Rep. Aaron Schock (R-IL), proposed taking the Judy Center principles nationwide including them in full-service community schools at the K-12 level.<sup>3</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 throughout the state.<sup>4</sup>

Arne Duncan, Secretary of the U.S. Department of Education has visited the Charles County Judy Center, and on another outing, he and Kathleen Sebelius, former Secretary of U.S. Department of Health and Human Services, visited the Judy Center at Rolling Terrace Elementary School in Montgomery County. To further his preschool initiative, President Barack Obama visited the Baltimore City Judy Center at Moravia Park Elementary School.

## PRINCIPLE NUMBER TWO KINDERGARTEN ASSESSMENT

With the recognition of the importance in providing quality early care and education to our nation's children, the issue of how to assess the quality of that care and instruction in educational terms is now being addressed by many states. To promote the development and use of such assessments, the U.S. Departments of Education and Health and Human Services have continued to provide federal grant support through the Race to the Top—Early Learning Challenge (RTTT-ELC) program.<sup>5</sup> Maryland has been one of the beneficiaries of this program and is using these funds to provide a variety of projects and initiatives that will continue to improve the quality of early childhood care and education.

Education. (An enhanced version of the assessment is currently under development through a state consortium that includes Connecticut, Massachusetts, Michigan, Nevada, and Indiana joining Ohio and Maryland.)

MSDE engaged local school system leaders throughout the process of developing R4K and informed them about the necessary steps for implementation. The new assessment system is supported by a statewide technology infrastructure and a professional development program with the intent to prepare teachers and administrators in the effective use of R4K. During the spring and summer of 2014, State-approved trainers provided R4K professional development to more than 3,000 kindergarten teachers throughout Maryland.

School systems will use the information obtained in ways similar to the MMSR kindergarten assessment. The formative Early Learning Assessment for children age 36 to 72 months will be launched in late winter 2015. Its format will be customized for early educators who work in child care, Head Start or nursery school settings as well as kindergarten teachers who can use it throughout the school year. In contrast to the KRA, the use of the Early Learning Assessment is optional for schools and early childhood programs.



Thanks to the Judith P. Hoyer legislation, Maryland has maintained a kindergarten assessment for the last thirteen years, putting Maryland ahead of most states in the nation in terms of measuring child outcomes at the start of their school careers. Kindergarten teachers administered the MMSR Kindergarten Assessment for the last time during the 2013-14 school year. This assessment has been replaced by the newly developed Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System. This system contains a new Kindergarten Readiness Assessment (KRA) that teachers began administering at the start of the 2014-15 school year. R4K has been sponsored by MSDE and the Ohio Department of

### THE DIFFERENCE BETWEEN THE MARYLAND MODEL FOR SCHOOL READINESS (MMSR) AND READY FOR KINDERGARTEN (R4K) SYSTEM

Where the MMSR focused on kindergarten readiness, R4K is an assessment system for all children, 36 to 72 months (three to six years old). It examines the learning progressions (knowledge, skills, and abilities) of children over time. R4K also defines specific learning progressions at various intervals for each developmental domain. These learning progressions describe the pathway that children typically follow as

they learn or the sequence in which knowledge and skills develop.

R4K builds on the strengths of the MMSR, namely observations and portfolios of children's work, and incorporates both direct and performance-based assessments. It includes child-friendly technologies, such as touch screen technology and the Internet, to make the activities as appealing as possible to young children. Teachers also have flexibility about when they carry out KRA assessment, as long as it is implemented between the first day of kindergarten and the first day of November.

The key areas of learning of the R4K have undergone changes to measure a child's learning progressions in seven domains. They are:

- Social Foundations
- Physical Well-Being and Motor Development
- Language and Literacy
- Mathematics
- Science
- Social Studies
- The Arts (only used in the formative Early Learning Assessment)

The reporting format of the KRA assessment information each year will mirror the successful dissemination of school readiness information as it has been done since 2001. Ready at Five, an organization dedicated to elevating school readiness for all Maryland children, along with the Maryland Business Roundtable remain a major partner in this effort.

## R4K ASSESSMENT RESULTS:

Annual reports summarizing the statewide results of the Kindergarten Readiness Assessment are scheduled to be released in March 2015. The results will provide new baselines regarding school readiness skills of incoming kindergarteners. Since the assessment will measure the skill against more rigorous standards, the new baseline will be a fresh starting point in tracking the annual school readiness results in terms of outcomes for all kindergarten students, as well as subgroups of kindergarteners.



The outcomes will be reported as composite and domain results will serve as the basis for making programmatic and policy decisions. However, and foremost, the assessment information will be used to assist teachers with their instructional program, as well as to determine the strengths and needs of students early on and provide interventions to support all learners, primarily those who are struggling with the kindergarten curriculum.

## PRINCIPLE NUMBER THREE PROGRAM ACCREDITATION, PRESCHOOL FOR ALL AND PREKINDERGARTEN EXPANSION

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 located in 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 the MSDE in accordance with the non-public school regulations.

The MSDE Standards for Implementing Quality Early Childhood Learning Programs reflect research and advancements in the field and are now in its fifth iteration, reflecting the changes in national and state standards and policies over the past thirteen years. Incorporated within the program standards are indicators and descriptions of best practices for prekindergarten, kindergarten, center-based child care, and Head Start programs. Additionally, the standards 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 approximately 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.

### PRESCHOOL FOR ALL

In December of 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 qualifies them to access a prekindergarten program operated by local school systems.<sup>6</sup>

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 during the three years following denied MSDE the opportunity to establish such a fund. However, Hoyer funds were realigned to create eleven *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 five additional sites.

The five additional sites included: Bundles of Joy Learning Center (Wicomico County), Crossway Community Montessori Charter School (Montgomery County), Howard County Community College's Children's Learning Center (Howard County), Hagerstown Community College's Children's Learning Center (Washington County), and Downtown Baltimore Child Care Center (Baltimore City). Under the auspices of the now named Preschool Services Grant, the Preschool for All pilot sites are required to 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 include:

- 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, Maryland College and Career Ready Standards, Healthy Beginnings (birth to forty-eight months), and the Maryland Social Foundations Framework.
- 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's degree 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.** Classroom sizes must be limited to no more than twenty children for four-year-olds and no more than sixteen children for three-year-olds.
- 7. Staff-child ratio.** At least one staff member must be present per ten children in a classroom for four-year-olds and per eight 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, as well as 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 the aforementioned quality indicators—and must report performance data to MSDE. Additionally, MSDE will conduct 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 the Code of Maryland regulations (COMAR 13A.06.02), and how student progress and performance will be monitored and assessed.

Prekindergarten services include either a half-day (2½ hour) or full-day (6½ 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 percent for a half-day, or 40 percent for a full-day session.

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 include:

- An “integrated approach” at The Young School in Howard County, where 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 (Prince George’s County), Cecil County Family Center (Cecil County), and Bundles of Joy Learning Center (Wicomico 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;

- 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; and
- A “Multi-age Montessori Charter approach” at Crossway Community Montessori Charter School in Montgomery County. Eligible three and four-year-old children are 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 Bundles of Joy Learning Center and Crossway Community Montessori Charter School, the number of partnerships funded totals thirteen locations.

## PREKINDERGARTEN EXPANSION (FY15)

The Prekindergarten Expansion Grant was made possible by the Prekindergarten Expansion Act of 2014 (Senate Bill 332).<sup>7</sup> This is a statewide initiative to expand the access to half-day and full-day public prekindergarten for four-year-olds from families with household incomes at or below 300 percent of Federal Poverty Guidelines (FPG) for the school year 2014-2015. The grant also provided funding for the establishment of Judy Centers throughout Maryland serving children from birth through five years of age.

The grant provided \$4.3 million that funded seventeen accredited community-based programs (Priority I), four local school systems that expanded full-day and/or half-day prekindergarten (Priority II) and added Judy Center programs to three local school systems (Priority III). Programs participate in annual monitoring and continue to enroll and support eligible families (see Appendix B for the list of grant awards). A separate legislative report on the Prekindergarten Expansion will be made available in December 2014.

## APPENDIX A

### FY 2014 JUDITH P. HOYER PROGRAM BUDGET

The following tables show expenditures in Fiscal Year 2014, organized by the three principle priorities covered in this report. The total budget for the Judith P. Hoyer grant program amounted to **\$11,360,034.75** of which **\$10,574,933.75** was state funded, and **\$785,041.00** was federally funded through the Race to the Top Grant.

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
<b>JUDY CENTERS</b>		
14449501	Allegany Co Public Schools	\$323,333
14455001	Anne Arundel Co Public Schools	\$322,000
14479401	Baltimore City Board of School Commissioners	\$322,000
14474501	Baltimore City Board of School Commissioners	\$323,333
14479301	Baltimore City Board of School Commissioners	\$150,000
14474401	Baltimore Co Public Schools	\$322,000
14463701	Calvert Co Public Schools	\$323,333
14455101	Caroline Co Public Schools	\$323,333
14455201	Carroll Co Public Schools	\$322,000
14463601	Cecil Co Public Schools	\$322,000
14454001	Charles Co Public Schools (2 centers)	\$645,333
14505601	Dorchester Co Public Schools	\$323,333
14459401	Frederick Co Public Schools	\$323,333
14443001	Garrett Co Board of Education	\$322,000
14484901	Harford Co Public Schools	\$322,000
14461901	Howard Co Public School System	\$322,000
14463501	Kent Co Public Schools	\$323,330
14449701	Montgomery Co Public Schools	\$322,000
14460201	Montgomery Co Public Schools	\$322,000
14504001	Prince George's Co Public Schools	\$323,333
14463801	Queen Anne's Co Public Schools	\$323,333
14449401	St. Mary's Co Public Schools	\$323,333
14479801	Talbot Co Public Schools	\$322,000
14453901	Washington Co Public Schools	\$323,333
14442901	Wicomico Co Public Schools	\$322,000
14442801	Worcester Co Public Schools	\$322,000
<b>SUBTOTAL</b>	<b>STATE FUNDS</b>	<b>\$8,537,993</b>
14485001	Baltimore City Board of School Commissioners	\$175,000
14461801	Prince George's Co Public Schools	\$175,000
14474301	Baltimore City Public Schools **	\$165,000
<b>SUBTOTAL</b>	<b>EARLY LEARNING CHALLENGE GRANT</b>	<b>\$515,000</b>
<b>TOTAL JUDY CENTERS</b>		<b>\$9,052,993</b>

\*\* This center is a full site and is the first public/private funded Judy Center in Baltimore City. Funds in the amount of \$165,000 were contributed by Baltimore Community Foundation (BCF) for total funding for this site of \$330,000.

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
<b>MMSR</b>		
14456501	Allegany Co Public Schools	\$12,061.00
14457301	Anne Arundel Co Public Schools	\$33,266.00
14456601	Baltimore City Public Schools	\$43,126.00
14455801	Baltimore Co Public Schools	\$15,917.00
14456201	Calvert Co Public Schools	\$14,099.00
14457603	Caroline Co Public Schools	\$9,863.00
14470001	Carroll County Public Schools	\$35,152.00
14456001	Cecil County Public Schools	\$10,719.00
14456301	Charles Co Public Schools	\$8,534.00
14456101	Dorchester County Public Schools	\$8,745.00
14456701	Frederick Co. Public Schools	\$22,735.00
14484101	Garrett County Board Of Education	\$11,316.00
14456401	Harford Co Public Schools	\$21,810.00
14455901	Howard County Public School System	\$13,288.00
14457501	Kent Co Public Schools	\$5,590.00
14455601	Montgomery Co Public Schools	\$41,181.00
14457201	Prince George's County Public Schools	\$52,388.00
14457401	Board Of Education Of Queen Anne's County	\$15,109.00
14456801	Somerset County Public Schools	\$5,651.00
14457701	St Mary's County Public Schools	\$8,282.00
14455701	Talbot Co. Public Schools	\$21,377.00
14457101	Washington County Public Schools	\$10,097.00
14457001	Wicomico Co Public Schools	\$13,761.00
14456901	Worcester County Board Of Education	\$14,263.86
14504201	Johns Hopkins University	\$531,233.00
<b>TOTAL MMSR</b>		<b>\$979,563.86</b>

THE JUDITH P. HOYER EARLY CARE & EDUCATION ENHANCEMENT PROGRAM

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
<b>PRESCHOOL FOR ALL (STATE)</b>		
14443601	Associated Catholic Charities Inc	\$117,782.79
14444301	Cecil Co Public Schools	\$99,000.00
14444401	Centronia	\$99,000.00
14444001	Childrens Center Group At Walkersville	\$86,142.00
14443903	Howard Community College	\$6,261.00
14444101	Peppertree Centers Inc	\$82,816.10
14444201	Prince George’s Co Public Schools	\$106,224.00
14454101	The Learning Center	\$99,481.00
14443501	The Young School	\$105,114.00
<b>SUBTOTAL</b>	<b>STATE FUNDS</b>	<b>\$801,820.89</b>
14443701	Downtown Baltimore Child Care Inc	\$51,506.50
14443702	Downtown Baltimore Child Care Inc	\$47,493.50
14443801	Hagerstown Community College	\$39,506.50
14443802	Hagerstown Community College	\$35,493.50
14443901	Howard Community College	\$50,027.00
14443902	Howard Community College	\$46,014.00
<b>SUBTOTAL</b>	<b>EARLY LEARNING CHALLENGE GRANT</b>	<b>\$270,041.00</b>
<b>TOTAL PRESCHOOL</b>		<b>\$1,071,861.89</b>

## APPENDIX B

### PREKINDERGARTEN EXPANSION GRANT

COUNTY/CITY	PROGRAM NAME	AWARD
<b>Priority I – Accredited Community-Based Child Care Programs</b>		
Baltimore City	The Arc - Episcopal Community Service of Maryland (ECSM)	\$112,000
Baltimore	Excellent Start Learning Center LLC	\$112,000
Baltimore	Play and Learn at Hunt Valley	\$111,840
Baltimore	Successful Children Learning Center	\$112,000
Baltimore	White Marsh Child Care Center	\$112,000
Carroll	New Beginnings Christian Learning Center	\$111,403
Frederick	Carl and Norma Miller Children’s Center at Frederick Community College	\$55,644
Frederick	Monocacy Montessori Communities, Inc.	\$126,000
Frederick	The Learning Bee	\$112,000
Garrett	Garrett County Community Action Committee, Inc.	\$112,000
Howard	Howard Community College – Children’s Learning Center	\$56,000
Howard	Community Action Council of Howard County, MD Inc.	\$212,800
Howard	The Young School	\$56,000
Montgomery	Academy Child Development Center	\$112,000
Montgomery	Alef Bet Montessori School	\$112,000
Montgomery	CentroNia	\$112,000
Queen Anne’s	Vasuma LLC/DBA Kiddie Academy of Kent Island	\$112,000
<b>TOTAL PRIORITY I</b>		<b>\$1,849,687.00</b>

SYSTEM NAME	AWARD
<b>Priority II – Local Boards of Education</b>	
Baltimore County Public Schools	\$272,692
Prince George’s County Public Schools	\$571,621
Washington County Public Schools	\$336,000
Wicomico County Board of Education	\$280,000
<b>TOTAL PRIORITY II</b>	<b>\$1,460,313.00</b>

SYSTEM NAME	AWARD
<b>Priority III – Judy Centers</b>	
Caroline County Public Schools	\$330,000
Garrett County Public Schools	\$330,000
Somerset County Public Schools	\$330,000
<b>TOTAL PRIORITY III</b>	<b>\$990,000.00</b>

## APPENDIX C ACRONYM KEY

The following acronyms appear throughout this report.

**CACFP** – Child and Adult Care Food Program

**COMAR** – Code of Maryland Regulations

**DECD** – Division of Early Childhood Development

**IEP** – Individualized Education Program

**IFSP** – Individualized Family Service Plan

**MCHP** – Maryland Children’s Health Program

**MLDS** – Maryland Longitudinal Data System

**MMSR** – Maryland Model for School Readiness

**MSDE** – Maryland State Department of Education

**NAEYC** – National Association for the Education of Young Children

**NECPA** – National Early Childhood Program Accreditation

**NAFCC** – National Association for Family Child Care

**RTTT-ELC** – Race to the Top – Early Learning Challenge

**WIC** – Women, Infants, and Children program

## ACKNOWLEDGMENTS

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## ENDNOTES

- <sup>1</sup> See Maryland SB 793/HB 1249  
<http://mgaleg.maryland.gov/webmga/frmmain.aspx?ys=2000rs/billfile/hb1249.htm>
- <sup>2</sup> Based on Census 2010 estimates of Maryland children under age five 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://thomas.loc.gov/cgi-bin/>
- <sup>4</sup> See <http://mikulski.senate.gov/media/pressrelease/12-16-2011-1.cfm>
- <sup>5</sup> See <http://www.ed.gov/early-learning/elc-draft-summary?page=1>
- <sup>6</sup> 185 percent of Federally Poverty Guidelines (FPG); <http://aspe.hhs.gov/poverty/13poverty.cfm>
- <sup>7</sup> See [http://marylandpublicschools.org/MSDE/divisions/child\\_care/docs/funding/SenateBill332\\_PK\\_Expansion.pdf](http://marylandpublicschools.org/MSDE/divisions/child_care/docs/funding/SenateBill332_PK_Expansion.pdf)



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**For inquiries related to departmental policy, please contact Equity Assurance and Compliance Office, Maryland State Department of Education, 200 W. Baltimore Street – 6th Floor, Baltimore, Maryland 21201-2595, 410.767.0433 (voice) 410.767.0431 (fax) 410.333.6442 (TTY/TDD).**

**For more information about the contents of this document, contact:**



**Maryland State Department of Education  
Division of Early Childhood Development  
200 West Baltimore Street  
Baltimore, Maryland 21201  
Phone: 410-767-0335  
Toll Free: 1-877-605-1539  
410.333.6442 (TTY/TDD)  
Fax: 410-333-6226**

**[www.MarylandPublicSchools.org](http://www.MarylandPublicSchools.org)**