

THE JUDITH P. HOYER

EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM

FISCAL YEAR 2016
ANNUAL REPORT



ABOUT MSDE

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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 2015 through June 2016.





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Karen B. Salmon, Ph.D.
State Superintendent of Schools

A MESSAGE FROM THE STATE SUPERINTENDENT OF SCHOOLS



December 1, 2016

Dear Colleagues:

Maryland is committed to creating a world-class education system that prepares students for college and career success in the 21st century. This commitment starts with Maryland's steadfast support of early childhood education and development. Early childhood is the most rapid period of development in human life and a critical stage that forms the foundation for children to thrive throughout school and their adult lives.

The Judith P. Hoyer Early Child Care and Education Enhancement Program, enacted by the Maryland State Legislature in May of 2000, is 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", they provide a central location for early childhood education programs, and they support services for children birth through Kindergarten and their families who reside in specific Title I school districts across the state. Maryland's fifty-two Judy Centers are models of collaboration between a diverse group of agencies, governmental organizations, businesses and private providers, all working together to ensure that children and families have the services and resources to ensure school success.

It is with great pleasure that I share with you The Judith P. Hoyer Early Care and Education Enhancement Program: 2016 Annual Report which provides an up-to-date review of recent accomplishments and the impact of these services which occurred during State Fiscal Year 2016. The allocation of the program's \$18,969,869 total budget for FY16 is also included in this report.

In closing, 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 hope you will find this report useful as you continue your work to provide high-quality, developmentally appropriate programs to support learning and the needs of all of Maryland's children.

Sincerely,

Karen B. Salmon, Ph.D.
State Superintendent of Schools



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 Readiness 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 to assess 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..."



It has been sixteen years since that landmark legislation was passed, but these three principles 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 (MMSR).

Moving forward, the grant funding awarded to Maryland under the Race to the Top-Early Learning Challenge supported a new system

for assessing school readiness. Maryland developed and implemented Ready for Kindergarten (R4K) – Maryland's Early Childhood Comprehensive Assessment System. R4K aligns with the Maryland College and Career Readiness standards for PreK-12 and provides 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 2016.



PRINCIPLE NUMBER ONE JUDY CENTERS

HISTORY

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 Judy Hoyer's model and financed 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, and 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 third one in Baltimore City opened. In FY13, the Race to the Top-Early Learning Challenge Grant also provided funding for a second Judy Center in Prince George's County and a fourth site in 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

funding. Secondly, through a collaboration of the Baltimore Community Foundation, Baltimore City Public Schools and MSDE, the first Judy Center funded by a public-private partnership in Baltimore City was established.

Also of note, in FY14, the passage of the Maryland Prekindergarten Expansion Act of 2014 (Senate Bill 332) ensured the addition of three more Judy

Centers in FY15 – an additional one in both Garrett and Caroline counties and a first-time Judy Center in Somerset County. This expansion completed the State's mission to have at least one Judy Center in all twenty-four jurisdictions.

In FY15, the public-private partnership with the Baltimore Community Foundation

resulted in two more Judy Centers in Baltimore City, and Prince George's established a locally-funded site as well. By the end of FY15, there were thirty-six Judy Centers across the State.

FY16 saw a substantial increase in the number of Judy Centers from thirty-six in FY15 to fifty-two in FY16. The public-private partnership with the Baltimore Community Foundation continued to expand and resulted in five additional sites in Baltimore City, (bringing the total number of Judy Centers in Baltimore City to twelve). The Federal Preschool Development Grant allowed for MSDE's portion of the funding for the five public-private sites in Baltimore City. Eleven other new Judy Centers were also funded by the Federal Preschool Development Grant that resulted in additional sites in Allegany, Anne Arundel, Baltimore, Carroll, Charles, Frederick, Somerset, St. Mary's and Wicomico Counties. The Federal

“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

Preschool Development Grant provided funding for sustainability of four others in Baltimore City that were originally funded by the Race to the Top-Early Learning Challenge Grant.

In all cases, Judy Centers are located in or near Title I schools to better serve high needs populations. See Figure 1, History of Establishment of Judy Centers.

History of Establishment of Judy Centers

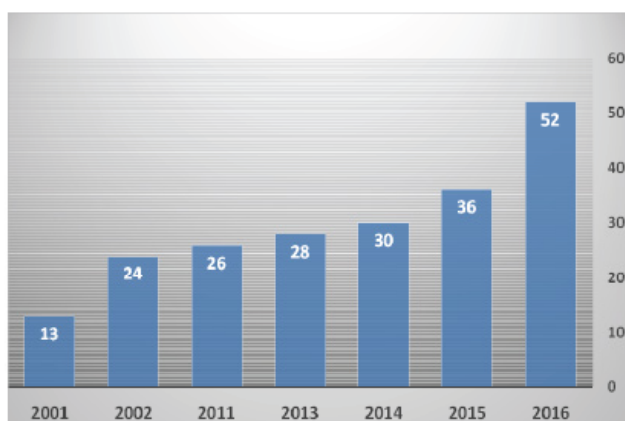


Figure 1. History of Establishment of Judy Centers

COMMUNITY PARTNERSHIPS ARE THE HEART OF THE JUDY CENTERS

Judy Centers serve all children birth through kindergarten who live in designated Title I school zones (except sites funded by the Federal Preschool Development Grant serve children birth through age four). Most of the work of the Judy Centers is accomplished through its partnerships. The partnerships reflect Judy Hoyer’s vision of how professionals collaborate to deliver a wide spectrum of early childhood education programs and family support services for children and families. Judy Centers are required to include the following:

- Public kindergarten and prekindergarten (kindergarten is not served at sites funded through the Federal Preschool Development Grant)

- 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 (public school support for families with children with disabilities ages birth through 21)

Judy Centers enter into Memoranda of Understanding (MOU) 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 (serving children prenatal to age four and their families), 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 a variety of partners contributing in unique and creative ways to meet these needs. For example, local bookstores 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 providers. Mental health providers have also been recruited to serve families in need although the lack of providers

trained to serve young children continues to be a serious challenge. The University of Maryland Extension provides essential nutrition information and activities for children and adults. Housing authorities provide space for Judy Centers to provide parent workshops that help families maintain their housing. 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, organizations now approach the Judy Centers requesting to join the Partnerships.

The number of partners varies across Judy Centers depending upon population density and the number of agencies, organizations and businesses available in the area. It is not unusual for Partnerships to include thirty or more agencies and organizations. 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 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 (12) Component Standards deemed essential to the positive impact on children's school readiness.

I. 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.

II. Breakfast/Lunch: Children who participate in Judy Centers for more than 2½ 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 (i.e., Free and Reduced Meals, Child and Adult Care Food Program (CACFP)).

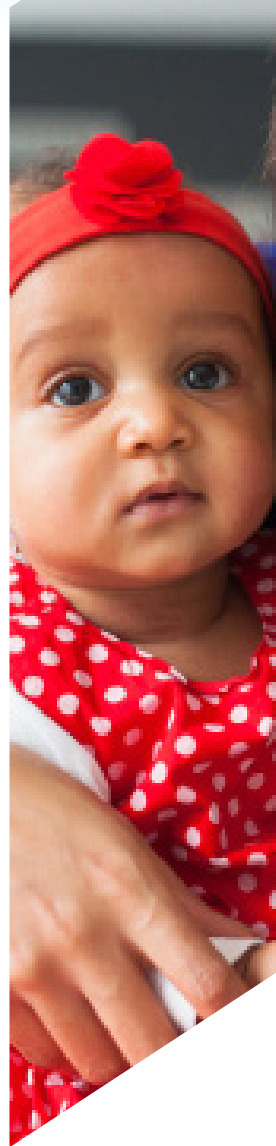
III. Service Coordination and Family Support: Service coordination at Judy Centers is designed to include the six Elements of Effective Service Coordination:

- a) assessment of needs of children and families;
- 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 the 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.

IV. Integration of Early Education Services:

Curriculum and assessment for all programs for children



are aligned with Maryland’s Early Learning Standards, which includes the Healthy Beginnings Guidelines for children birth to age four and the Maryland College and Career-Ready Standards, Prekindergarten to grade three.

V. Family Involvement: The Judy Center Partnership follows Maryland’s Early Childhood Family Engagement Framework. Family engagement 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 engagement in the Judy Center Partnerships depends upon the collaboration of all partners to encourage schools and caregivers 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. Events are coordinated among all partners to avoid conflicts in scheduling and to ensure families have many opportunities in which to participate. A calendar of events is regularly distributed to families.

VI. 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 in least restrictive environments.

VII. 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 fully included in all of the services as part of the Individualized Education Program (IEP) such as 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 plans.

VIII. Health Services: Judy Centers ensure that 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 the Women, Infants, and Children (WIC) program; referral to the local health department if warranted; and access to health care insurance.

IX. Professional Development: Staff members of all participating programs participate in professional development, including R4K training and specialized training when working with children with disabilities or dual language learners. Training and workshops are provided for child care providers and Head Start staff as well as prekindergarten and kindergarten teachers.

X. Adult Education/Family Literacy: Parents are encouraged to pursue their own education (e.g., Adult Basic Education, General Equivalency Diploma, English for Speakers of Other Languages) to allow them to enter the workforce and better support their children. In addition, family literacy activities are paired with, and are an integral part of, all programs for children and families involved in the Judy Center Partnership.

XI. Accreditation/Validation: All early care and education programs for children in the Judy Center Partnerships must be accredited/validated and published in Maryland EXCELS.



XII. 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 missions of its partners by participating in their work in the community. Judy Centers also interact frequently with the counties' Local Early Childhood Advisory Councils.

POPULATION SERVED:

In 2016, there were fifty-two Judy Centers. The centers served 18,099 children (ranging in age from birth through kindergarten). Demographic data shows ethnic composition as 28% White, 41% African-American, 22% Hispanic, 6% two or more races, 2% 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 2015-2016 school year, 61 percent received at least one year of Judy Center services before kindergarten entry.

MEASURING RESULTS:

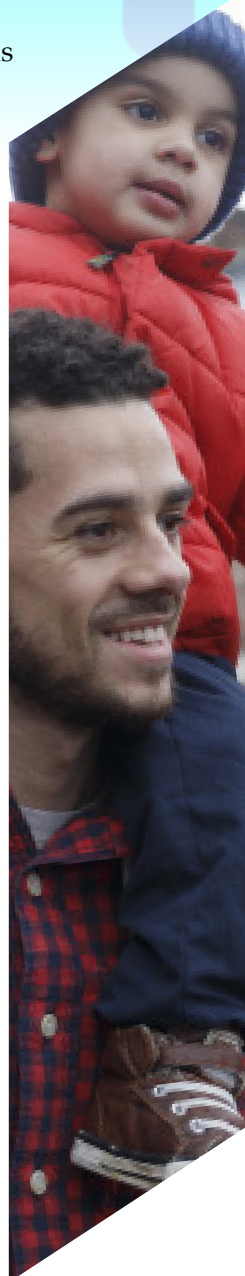
Judy Centers use the Results-Based Accountability (RBA) method to set their annual goal and headline performance measures based on local data and to track their success. Every Judy Center must produce an annual evaluation report on how well they met the goal and headline performance measures from the 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.

In Fall 2014, Maryland introduced Ready for Kindergarten (R4K), Maryland's Early Childhood Comprehensive Assessment System to align with the State's more rigorous PreK-12 College and Career-Ready Standards. R4K is a developmentally appropriate assessment system for young children that builds upon the success of the Maryland Model for School Readiness (MMSR) which was the statewide assessment

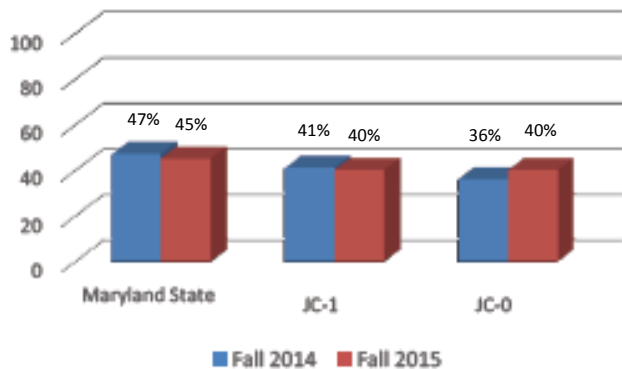
tool in use from 2001 to 2013. Fall 2015 was the second year the new assessment was used and is referred to as the Kindergarten Readiness Assessment (KRA).

An overview of all Judy Centers is compiled each year. Fall 2014 KRA data demonstrated 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. Fall 2014 data showed that 41% of children with Judy Center experience prior to entering kindergarten were Demonstrating Readiness for school compared to 36% of the children who entered kindergarten at Judy Center schools without prior experience. Forty-seven percent of the state's kindergartners were Demonstrating Readiness.

Interestingly, in Fall 2015 the percentage of children demonstrating readiness for kindergarten who had prior Judy Center experience slightly decreased as did the percentage of Maryland's kindergartners at large while the percentage of children demonstrating readiness who did not have Judy Center experience increased. Forty percent of both Judy Center groups were Demonstrating Readiness while 45% of the state's kindergartners were Demonstrating Readiness. Table I is a comparison of the children with prior Judy Center experience (JC-1) before entering kindergarten and those who had



no prior Judy Center experience (JC-0) with Maryland’s kindergartners at large for Fall 2014 and Fall 2015.



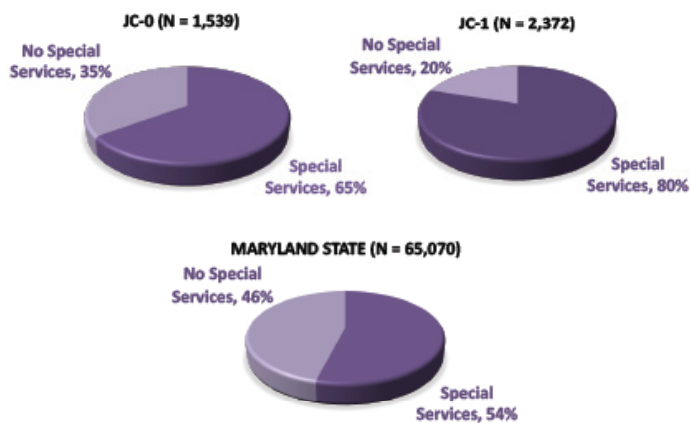
Note: JC-0 refers to entering kindergartners without Judy Center experiences prior to kindergarten. JC-1 refers to entering kindergartners who received Judy Center services prior to kindergarten.

It is very important to note that for both years, children with Judy Center experience are close to the percentage of the readiness level of the state’s kindergartners despite the fact that there is a much larger proportion of Judy Center children who receive special services. Special services include free and reduced price meals, Special Education services or language support for English Language Learners. Eighty percent of children with Judy Center experience receive special services while 65 percent of kindergartners without Judy Center experience receive special services compared to fifty-four percent of Maryland’s kindergartners at large. (See Figure 2.)



FIGURE 2

Percent of Kindergartners Receiving One or More Special Services Judy Centers vs All MD Students



Note: JC-0 refers to entering kindergartners without Judy Center experiences prior to kindergarten. JC-1 refers to entering kindergartners who received Judy Center services prior to kindergarten.

Statistics are not the only way to measure outcomes. There are countless stories about families that describe the mission of the Judy Centers (see success stories).

SUCCESS STORIES

HARFORD COUNTY JUDY CENTER

Bonnie Mitrega, Coordinator of the Harford County Judy Center, located at Magnolia Elementary School in Joppa describes how the Judy Center is a single point of entry that connects families to Judy Center Partners in the community which, in turn, can have great positive influence on family success and stability. This story follows a young Judy Center mother that, through life’s challenges, is persevering to ensure a solid future for herself and her young daughter.

In fall 2015, the Judy Center staff went into the Windsor Valley community to help with the monthly food bank. A young single mother with her two-year-old daughter approached the Judy Center table and the relationship began. Within days the young mother enrolled her daughter in the Judy Center Playgroups and started working with Niesha Franklin, the Judy Center Family Service Coordinator, on a regular basis. They

worked as a team to create and provide school readiness activities for her daughter.

As time passed, the relationship with mom and the Judy Center grew. Trust was established which allowed mom to share more of her story that included successes and challenges. One of the challenges had been the unexpected loss of her employment. The company she had worked for decided to close its doors leaving mom without a job and a daughter to raise. This motivated, independent young mother had relied on her own resources to look for new employment. She was forced to accept two minimum-wage paying part-time positions. Neither position offered the stability or career growth needed for her and her daughter.

We introduced mom to one of the Judy Center Partners, KinderCare Learning Center. We worked together to help mom with the Judy Center Tuition Program. This has allowed mom to put her young child in a high quality nationally accredited child care setting. Mom has made every payment and always expresses her gratitude.

We also introduced mom to the United Way Family Stability Program housed at the Judy Center. Tammy Warner, case manager, began working with mom to help lift the family out of crisis and move toward self-sufficiency. The young single mom worked with Tammy to assess the family's strengths, create family goals and connect the family to additional resources. United Way provided financial assistance for mom to remain in her house and funded job training skills through Harford Community College necessary for her reentry into the workforce. Mom was also connected to Harford County Legal Aide Bureau to settle an unemployment claim dispute.

The partnership between mom and the Judy Center has created stability within this family. She received financial support to pay her rent, her daughter is in a high quality child care setting, and she has successfully completed the job training skills needed to pursue full-time employment. Mom said, "It is very nice and feels good to have a place a family can go to get connected to community resources."

GARRETT COUNTY JUDY CENTER

Barbara Unger, Coordinator of the Garrett County Judy Center located at Grantsville, Friendsville, Yough Glades, Crellin and Broad Ford Elementary Schools, demonstrates when Judy Centers increase parenting skills and parent confidence that it fosters children's early learning and shapes their social-emotional skills.

The Garrett County Judy Center staff first met 4-year-old Annie and her mom and grandmother last spring when they attended their very first Judy Center playgroup at Grantsville Elementary School. Annie was very scared; she sat in a corner, cried, and refused to join the others during the duration of the playgroup. Annie's mom was very shy herself and was worried. She said she thought Annie would never be happy going to school and did not have any friends. The attachment between mom and daughter was very strong as they had spent the last four years at home together. Annie never had the opportunity to play with other children so she was afraid, and lacked social skills.

Lisa Michaels, the Judy Center Family Service Coordinator, gave Annie's mom and grandmother many strategies to help Annie adjust and build her social skills. Judy Center staff made sure the family was invited to all Judy Center and school activities and encouraged them to participate in as many events as they could. Annie and her mom continued attending the Judy Center playgroups over the summer and also attended the Mobile Outreach Bus when it made its monthly stop in Grantsville. (The Mobile Outreach Bus was a community effort spearheaded by the Judy Center that resulted in a converted school bus equipped to provide activities for young children and their families within their communities where the lack of transportation precluded them from participating in events at the Judy Centers. The Bus helps the Judy Center meet and recruit young children not enrolled in other early childhood programs or being served by Judy Center partners.) Annie slowly stopped crying and began joining in the activities at the playgroups.

Annie's mom worked with Lisa to develop a "Pathway Plan" to assist her with identifying and setting goals that would support Annie's social and emotional development so she could be successful in school. Through support and encouragement, Mom enrolled Annie into the Pre-K/Head Start program at Grantsville Elementary School. On the first day of school, Annie cried when mom left, but mom knew to drop her off and then leave as the Judy Center staff had already prepared her for the separation. Staff gave mom guidance on how to make the transition easier for Annie. As the weeks passed, Annie cried less and less. By the end of October, Annie would tell her mom good-bye and walk right into school with her new friends! Annie's teacher stated that she was thriving academically, made many new friends, and is well on her way to being ready for kindergarten.

Annie's mom is very thankful for the support she received and is now volunteering in the classroom with picture day, reading nights, and at family events. Annie's mom is always looking for ways to help in the classroom. Recently she brought every child a mini pumpkin to take home. Last month, Annie's mom and grandmother participated in a Judy Center sponsored Parent Café in which they stated they really enjoyed the morning and are anxious to

attend the next Parent Café. Annie and her mom continue to grow every day and are building great relationships within the school community.

BALTIMORE CITY JUDY CENTER

Lisa Collins, the Coordinator of the Judy Center located at Harford Heights Elementary School in Baltimore City, describes how the comprehensive support provided by Judy Centers empowers families to support one another which strengthens the community as a whole.

A mom of three daughters came to the Judy Center for support with her gas and electric bill. She explained that she and her husband were recently separated and she was staying with friends because her electricity had been disconnected. Nitia Scott, the Judy Center Family Service Coordinator, contacted the gas and electric company, as well as Judy Center utility assistance partners to develop a plan to get the family's electricity reinstated. These efforts were successful and the family was able to return home; however, the mom still needed a job to maintain her monthly bill payments.

Nitia continued to work closely with mom, providing resume building and job search support. Some of the jobs for which she received interviews were for positions that were a bit of a distance away; therefore, part of the Comprehensive Action Plan the Judy Center developed with the mom was to obtain a driver's license. In the meantime, the mom volunteered in the school building and came to the Judy Center daily with updates and to receive encouragement and feedback. Through months of support, the mom was able to get her driver's license and a full-time job. In fact, she was able to bring additional resources for opportunities available at her new job back to the Judy Center to offer to other parents who may need assistance! She still continues to stop in to say "hello" and to provide updates on her progress. We are very proud of her success but, most importantly, she is very proud of herself as evidenced by the bright smile



she wears as she brings new opportunities to the Judy Center for parents who have similar needs to those she was able to overcome. She often says, "I know what it's like. I've been there, and I want to help!" She is flourishing and so are her daughters.

ST. MARY'S COUNTY JUDY CENTER

Wendy Binkley, Judy Center Coordinator at Green Holly and George Washington Carver Elementary Schools in St. Mary's County, enlightens us as to how Judy Centers can advance children's success through enhancement of their parents' education, as well as other activities sponsored by the Judy Center Partnership.

Over the past two years, the St. Mary's County Judy Center has worked diligently with the Hebb family to help the mom navigate career advancement services. Ms. Hebb is the mother of Mayill, a kindergartner, and is expecting her second child. When we first met her, she was working as a parent instructional assistant in the Head Start program at Green Holly Elementary School. Mom reached out to the Judy Center because she had heard that we could assist her with preparing for the ParaPro Assessment which is a general aptitude test that is required for paraprofessional certification. It was designed to satisfy the requirements of the federally legislated No Child Left Behind Act.

Freneta Carson, the Judy Center Program Assistant, was able to provide Ms. Hebb with a tutor through the local Literacy Council, a Judy Center Partner. After a few short months, Ms. Hebb was ready to take the ParaPro test and passed. Ms. Hebb was able to apply for and gain benefitted full-time employment as a Para Educator with St. Mary's County Public Schools. Ms. Hebb has become one of the Judy Center's biggest supporters, attending every Judy Center activity and informing other parents every chance she gets in the community about the services and programs we offer. Below is a letter we received from her showing her gratitude for the Judy Center.

The Judy Center has been more than a blessing to me and my family. They helped me excel by helping me get a tutor through the Literacy Council. This allowed me to further my career by passing the ParaPro Test. Also, since I'm a single mother, I found the Parent Cafe beneficial because it was a great outlet for me, while it helped my daughter to make friends due to the play group. Lastly, the Judy Center helped me prepare for the upcoming birth of my child. I couldn't be more grateful!

Sincerely,
Amy Hebb

QUEEN ANNE'S COUNTY JUDY CENTER

Elizabeth Miller, Coordinator of the Queen Anne's County Judy Center located at Sudlersville Elementary School, describes how a Judy Center, in collaboration with a community organization, can think outside the box and take on a countywide leadership role with outstanding results for young children.

The mission of the Queen Anne's County's Judy Center Partnership is to identify parents of children ages birth through kindergarten living in the Sudlersville Elementary School catchment area to help those parents prepare their children for school success. In 2013, the Judy Center took on the task of becoming the Dolly Parton Imagination Library (DPIL) Affiliate for Queen Anne's County under the guidance of the Talbot County affiliate for the DPIL. We believed this initiative would help our Judy Center identify children and their families earlier.

When a parent enrolls their young child in the DPIL, they are allowing the DPIL publisher,

(Penguin Random House Publisher), to mail free age-appropriate high-quality books to the home. The books are addressed to their young child and are provided from birth up to age five.

The cost of receiving a book each month is funded through generous donations from community agencies and organizations and private individuals.

The cost of the delivery of free books to young children is \$25 per year, per child.

At the end of the 2015-2016 school year, John Walden, Queen Anne's County Free Library Director and Centreville Rotary Club member

approached the Judy Center with his idea of writing for a National

Rotary Club grant to match the Centreville Rotary Club and the Kent Island Rotary Club donations for the Judy Center's DPIL project to increase enrollment in Queen Anne's County.

As a result of the partnership with the local Rotary Clubs, the Judy Center has been able to enroll children at two recent community events, the Queen Anne's County 4-H Fair and Centreville Day. Over 100 children were enrolled at these two events increasing enrollment in the DPIL dramatically.

Due to the increased funding of \$8,000 from the National Rotary Club, the Centreville Rotary Club and the Kent Island Rotary Club, the Judy Center has been able to increase enrollment to almost 500 children in Queen Anne's County.

The current enrollment is an encouraging increase from only 50 children enrolled just three years ago when the project was undertaken by the Judy Center.

The partnership of the Queen Anne's County Library, the local Rotary Clubs, and the National Rotary Club with the Judy Center is a success for all involved. More children receive books to read with their families and the Judy Center is finding children as early as birth.

CHALLENGES:

The percentage of children at Judy Centers receiving special services was 80% in FY16 while the state's percentage of children receiving special services was 54%. The needs of some local areas are increasing exponentially with the increase in poverty and 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. These factors make outreach efforts more important so that children and families are identified earlier and receive an intense level of services over a longer period of time to increase school readiness.

In FY16, Federal Preschool Development Grant funds will be available for the second year to sustain the substantial growth of Judy Centers that occurred between FY15 and FY16. A high level of training and technical assistance provided by MSDE was required to ensure the sixteen new sites were established and operating in an effective manner. To maintain the quality of exemplary programming characteristic of Judy Centers, any increase in the number of sites must be carefully considered should additional funding streams be identified. This will ensure that the number of Judy Centers is kept at a manageable level to ensure MSDE continues to monitor progress closely and is able to continue to provide necessary technical assistance.



During FY16, the State of Maryland passed legislation for the KRA to be administered as a random sampling rather than census administration (all kindergartners assessed) with the provision for local school systems to maintain census administration if desired. Eight school systems decided to continue with census administration with an additional six school systems deciding to employ random sampling except at the Judy Center schools. This means Judy Centers in 14 school districts will assess all entering kindergartners. However, the absence of census data at the remaining ten school districts will be problematic for Judy Centers who use Results-Based Accountability and measure its success using the KRA. It is notable that the Baltimore Community Foundation's decision to provide funding for the eight sites in Baltimore City was based on the exemplary data.

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:

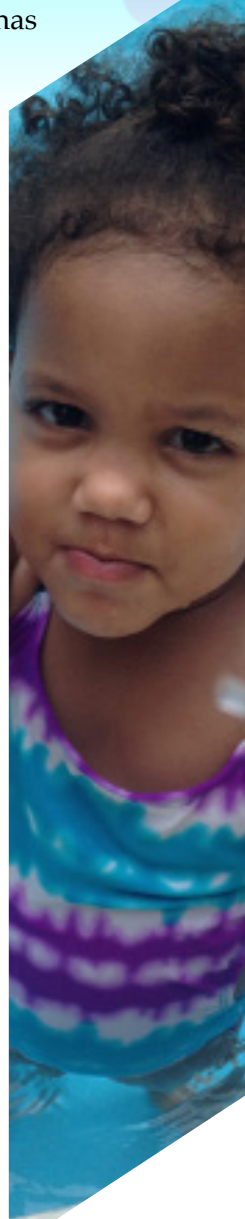
The success of Judy Centers continues to gain national recognition. The high-quality early education coupled with the comprehensive family support services approach has proven successful. The data speaks for itself, and additional funding streams are being identified.

House Democratic Whip Steny H. Hoyer (D-MD) authored a provision to encourage the wider adoption of the full-service community schools model that was authorized in Title IV of the Every Student Succeeds Act (ESSA) which was signed into law December 2015 to reauthorize the Elementary and Secondary Education Act (ESEA). The program is authorized at a minimum of 10 grants per year. This is approximately how

many grants the demonstration program has been funding since its creation in 2007. Full Service Community Schools are modeled after Judy Centers and serve students K-12.

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.

Arne Duncan, former Secretary of the U.S. Department of Education, visited the Charles County Judy Center and, on another occasion, he and Kathleen Sebelius, former Secretary of U.S. Department of Health and Human Services, 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 with Congressman Steny Hoyer. Congressman John Delaney has visited Judy Centers in his district. MSDE receives frequent inquiries and requests for information from across the United States.





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 provided federal support through the Race to the Top – Early Learning Challenge (RTTT-ELC) grant. Maryland was one of the beneficiaries of this grant and has used these funds to provide a variety of projects and initiatives that will continue to improve the quality of early childhood care and education.

Thanks to the Judith P. Hoyer legislation, Maryland has implemented a kindergarten assessment for the last fourteen years, putting Maryland ahead of most states in the nation in terms of measuring child outcomes at the start of their school careers.

Maryland used the Race to the Top funds to develop Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System. This system contains a Kindergarten Readiness Assessment (KRA) that teachers began administering

at the start of the 2014-15 school year and a formative Early Learning Assessment (ELA) that will be available beginning school year 2016-2017. The ELA has been developed for children age thirty-six to seventy-two months. It is available for early educators who work in child care, Head Start or nursery school settings as well as prekindergarten and kindergarten teachers who can use it throughout the school year. In contrast to the KRA, the use of the ELA is optional for schools and early childhood programs. R4K has been developed through a multi-state consortium that includes Maryland, Ohio, Connecticut, Tennessee, Massachusetts, Michigan, Indiana, and Nevada.

MSDE engaged local school system leaders and teachers throughout the process of developing R4K and informed them about the necessary steps for implementation. The 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 data. Since the spring of 2014, State-approved trainers provide yearly KRA professional development to all kindergarten teachers.

Kindergarten teachers can use the student level data to help plan instruction and to address achievement gaps for individual students. Programs, public schools, Judy Centers, school systems, and local Early Childhood Advisory Councils can use the aggregated data to plan programmatic or policy changes that can address the achievement gaps and promote positive outcomes for Maryland children.

A legislative change to the KRA in 2016 now allows school systems to administer the assessment to a representative sample of kindergarten students. School systems, schools, and individual teachers have the option of continuing to administer the assessment to



all of their kindergarten students. Parents of any assessed student will continue to receive an Individual Student Report on their child's performance.

READY FOR KINDERGARTEN (R4K) SYSTEM

R4K is an assessment system for all children, thirty-six to seventy-two months (three to six years of age). 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.

The ELA uses observations and evidence of children's work, while the KRA incorporates both direct and performance-based assessments, as well as observations. The KRA also includes child-friendly technologies, such as touch screen technology, to make the activities as appealing as possible to young children. Teachers have flexibility in the administration of the KRA assessment, between the first day of kindergarten and the first day of October.

The key areas of learning in the R4K 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

While all seven domains are available in the ELA, the KRA only reports student information in four domains: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development. The reporting format of the KRA assessment information each year includes individual student reports for parents, classroom, school, district, and the state. Ready

at Five, an organization dedicated to elevating school readiness for all Maryland children, along with the Maryland Business Roundtable, remains a major partner in this effort.

R4K ASSESSMENT RESULTS:

Annual reports summarizing the statewide results of the KRA are scheduled for release each year in the fall. The results provide a new baseline regarding school readiness skills of incoming kindergartners. Since the assessment measures the essential skills, knowledge, and behaviors against the more rigorous Maryland College and Career-Ready Standards for prekindergarten students, the baseline data is a starting point in tracking the annual school readiness results in terms of outcomes for all kindergarten students, as well as subgroups of kindergartners. The outcomes are reported as a composite and by the four domains. The composite score data is reported by performance levels: demonstrating readiness, approaching readiness, and emerging readiness. The domain score data is reported as demonstrating readiness and not yet demonstrating readiness. This assessment information should be used to assist teachers with their instructional program, as well as to determine the strengths and needs of all kindergarten students, and to provide appropriate interventions and resources to close any achievement gap that exists.



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 which is best 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 non-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.

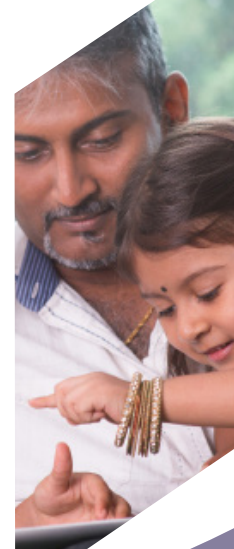
The MSDE Standards for Implementing Quality Early Childhood Learning Programs reflect research and advancements in the field and were revised in FY15, reflecting the changes in national and state standards and policies over the past thirteen years. Incorporated within the program standards are indicators 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 6,300 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, Judith P. Hoyer Early Child Care and Education Enhancement Program 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.

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, Judith P. Hoyer Early Child Care and Education Enhancement Program 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 Preschool for All sites were eventually renamed Preschool Services Grant and the pilot sites were 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 Maryland Early Learning Standards, created from the alignment of the Maryland College and Career Ready Standards and Healthy Beginnings (birth to forty-eight 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'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.

Programs were also asked to describe the nature of their partnership, how prekindergarten 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. The funded partnerships with private providers demonstrated various program models and mechanisms through which services are implemented at a reduced cost to families. Those models include:

- An “integrated approach”, 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;
- A “Head Start add-on approach”, a half-day prekindergarten session is added to a half-day Head Start session to create a full-day;
- A 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” 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” in which 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.

PREKINDERGARTEN EXPANSION (FY15)

The Prekindergarten Expansion Grant was made possible by the Prekindergarten Expansion Act of 2014 (Senate Bill 332). 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 participated in annual monitoring and continue to enroll and support eligible families (see Appendix B for the list of grant awards).

FEDERAL PRESCHOOL DEVELOPMENT GRANT

In 2014, the United States Department of Education issued a Preschool Development Grant (PDG) competition to help states develop or enhance their capacity to deliver high-quality preschool programs for the most vulnerable families and their children. Preschool Development Grants for expansion enable states

that already have robust state preschool programs or that had been awarded a Race to the Top - Early Learning Challenge Grant to expand the length of the day or serve more children. The Maryland State Department of Education, Division of Early Childhood Development, applied for the expansion grant and in December of 2014 was awarded \$15 million per year for a four-year period to expand high-quality preschool.

MSDE sent invitations to apply as a subgrantee to Head Start programs, non-public nursery schools, licensed child care programs, public pre-k programs, charter schools and programs serving specialty populations.

The scope of Maryland’s plan is statewide, thereby including many high-need communities in all regions of the state, but with a special emphasis on high-need communities in Baltimore City, especially by expanding the highly effective Judy Center comprehensive services model. The plan uses communities with schools that have a 65 percent free and reduced meals (FARM) rate as the cut-off for determining prioritized needs, but it also intends to recruit income eligible four-year-olds into high-quality prekindergarten by using four additional needs assessment criteria:

- Elementary schools in school improvement (e.g., Focus or Priority schools);
- Subgrantees in jurisdictions with the highest number of income eligible four-year-olds who are not enrolled in prekindergarten;
- Subgrantees in jurisdictions with high numbers of low-income and Hispanic four-year-olds enrolled in informal care arrangements; and
- Subgrantees that provide specialized services for income-eligible four-year-olds who are medically fragile or need therapeutic nursery services.

Eligible programs must serve four-year-old children in a full-day setting at or below 200 percent of federal poverty guidelines and meet the definition of a “High-Quality Preschool Program.” The Baltimore Community Foundation provided a charitable match to the Preschool Development Grant in the amount of \$1,320,000 to help fund eight new Judy Centers in Baltimore City. The Baltimore Community Foundation charitable contribution, the Preschool Development Grant, plus state and local funding enabled Maryland to more than double the number of Judy Centers in the State since FY11.



APPENDIX A
FY 2016 JUDITH P. HOYER PROGRAM BUDGET

The following tables show expenditures in Fiscal Year 2016, organized by the three principle priorities covered in this report. The total budget for the Judith P. Hoyer grant program amounted to **\$18,969,869**.

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
JUDY CENTERS		
16458901	Allegany Co Public Schools	\$323,333
16459101	Anne Arundel Co Public Schools	\$322,000
16496101	Baltimore City Public Schools	\$322,000
16451101	Baltimore City Public Schools	\$322,333
16491801	Baltimore City Public Schools	\$150,000
16459301	Baltimore Co Public Schools	\$322,000
16491701	Calvert Co Public Schools	\$323,333
16496201	Caroline Co Public Schools	\$323,333
16491501	Carroll Co Public Schools	\$322,000
16492201	Cecil Co Public Schools	\$322,000
16491601	Charles Co Public Schools (2 centers)	\$645,333
16492101	Dorchester Co Public Schools	\$322,000
16420901	Frederick Co Public Schools	\$323,333
16492701	Garrett Co Board of Education	\$322,000
16463801	Harford Co Public Schools	\$322,000
16467701	Howard Co Public School System	\$322,000
16458801	Kent Co Public Schools	\$323,333
16468001	Montgomery Co Public Schools	\$322,000
16468101	Montgomery Co Public Schools	\$322,000
16492001	Prince George's Co Public Schools	\$323,333
16459001	Queen Anne's Co Public Schools	\$323,333
16459501	St. Mary's Co Public Schools	\$323,333
16491901	Talbot Co Public Schools	\$322,000
16467601	Washington Co Public Schools	\$323,333
16459201	Wicomico Co Public Schools	\$322,000
16459401	Worcester Co Public Schools	\$322,000
SUBTOTAL	STATE FUNDS	\$8,535,663
16467901	Caroline County Public Schools	\$330,000
16414801	Garrett County Board of Education	\$330,000
16496301	Somerset County Public Schools	\$330,000
SUBTOTAL	STATE PREKINDERGARTEN FUNDS	\$990,000
16464001	Anne Arundel Co Public Schools	\$165,000
16492301	Baltimore City Public Schools	175,000
16458401	Baltimore City Public Schools	\$165,000
16457801	Baltimore City Public Schools	\$165,000
16458501	Baltimore City Public Schools	\$165,000
16454001	Baltimore City Public Schools	\$165,000
16492801	Baltimore City Public Schools	\$165,000
16458601	Baltimore City Public Schools	\$165,000
16457701	Baltimore City Public Schools	\$165,000
16458101	Baltimore City Public Schools	\$165,000

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
JUDY CENTERS (Continued)		
16459601	Baltimore County Public Schools	\$330,000
16493101	Charles Co Public Schools	\$165,000
16461401	Somerset County Public Schools	\$165,000
16493001	Wicomico Co Public Schools	\$165,000
16492901	Wicomico Co Public Schools	\$165,000
SUBTOTAL	FEDERAL PREKINDERGARTEN DEVELOPMENT GRANT	\$2,650,000
16584001	Allegany Co Public Schools	\$165,000
16583701	Carroll Co Public Schools	\$165,000
16583801	Carroll Co Public Schools	\$165,000
16583901	Frederick Co Public Schools	\$165,000
16584101	St. Mary's Co Public Schools	\$165,000
SUBTOTAL	CHILD CARE DEVELOPMENT FUND	\$825,000
16500201	Baltimore City Public Schools	\$165,000
16500301	Baltimore City Public Schools	\$165,000
16492601	Baltimore City Public Schools	\$165,000
16500701	Baltimore City Public Schools	\$165,000
16492501	Baltimore City Public Schools	\$165,000
16500501	Baltimore City Public Schools	\$165,000
16500101	Baltimore City Public Schools	\$165,000
16500401	Baltimore City Public Schools	\$165,000
SUBTOTAL	SPECIAL FUNDING	\$1,320,000
TOTAL JUDY CENTERS		14,320,663

THE JUDITH P. HOYER EARLY CARE & EDUCATION ENHANCEMENT PROGRAM

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
R4K		
16433101	Allegany County Public Schools	\$10,000
16432101	Anne Arundel County Public Schools	\$73,255
16432201	Baltimore City Public Schools	\$95,519
16433201	Baltimore County Public Schools	\$83,559
16433301	Calvert County Public Schools	\$10,365
16442501	Caroline County Public Schools	\$10,917
16442801	Carroll County Public Schools	\$20,854
16442901	Cecil County Public Schools	\$16,864
16433401	Charles County Public Schools	\$14,897
16428201	Dorchester County Public Schools	\$13,212
16428401	Frederick County Public Schools	\$26,247
16428301	Garrett County Public Schools	\$10,000
16428501	Harford County Public Schools	\$25,338
16453901	Howard County Public Schools	\$34,095
16433501	Kent County Public Schools	\$10,000
16432301	Montgomery County Public Schools	\$115,055
16464701	Prince George's County Public Schools	\$95,000
16433601	Board of Education of Queen Anne's County	\$10,000
16433701	Somerset County Public Schools	\$10,000
16433801	St. Mary's County Public Schools	\$19,115
16433901	Talbot County Public Schools	\$10,000
16462301	Washington County Public Schools	\$25,843
16434001	Wicomico County Public Schools	\$19,800
16442701	Worcester County Public Schools	\$9,612
TOTAL R4K		\$769,547

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
PRESCHOOL FOR ALL (STATE)		
164569	CentroNia	\$113,850
164568	Crossway Community Montessori School	\$132,512
164626	Howard Community College	\$110,447
164879	The Learning Center	\$99,000
164570	The Young School	\$113,850
TOTAL PRESCHOOL		\$569,659

APPENDIX B

PREKINDERGARTEN EXPANSION GRANT

COUNTY/CITY	PROGRAM NAME	AWARD
Priority I – Accredited Community-Based Child Care Programs		
Baltimore City	Episcopal Community Service of Maryland (ECSM) – The Ark Preschool	\$112,000
Baltimore	Excellent Start Learning Center LLC	\$112,000
Baltimore	White Marsh Child Care Center	\$112,000
Carroll	Catholic Charities Head Start	\$99,000
Carroll	New Beginnings Christian Learning Center	\$111,403
Frederick	Children’s Center of Walkersville	\$88,755
Frederick	Monocacy Montessori Communities, Inc.	\$126,000
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.	\$219,989
Howard	The Young School	\$56,000
Montgomery	Academy Child Development Center @ Academy Hills	\$112,000
Montgomery	Alef Bet Montessori School	\$112,000
Montgomery	CentroNia	\$112,000
Montgomery	Peppertree Children’s Center	\$89,700
Prince George’s	Greenbelt Children’s Center	\$113,850
Queen Anne’s	Kiddie Academy of Kent Island	\$112,000
TOTAL PRIORITY I		\$1,856,697

SYSTEM NAME	AWARD	
Priority II – Local Boards of Education		
Baltimore County Public Schools	\$265,682	
Prince George’s County Public Schools	\$571,621	
Washington County Public Schools	\$336,000	
Wicomico County Board of Education	\$280,000	
TOTAL PRIORITY II		\$1,453,303

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

KRA – Kindergarten Readiness Assessment

MCHP – Maryland Children’s Health Program

MLDS – Maryland Longitudinal Data System

MMSR – Maryland Model for School Readiness

MSDE – Maryland State Department of Education

MOU – Memoranda of Understanding

NAEYC – National Association for the Education of Young Children

NECPA – National Early Childhood Program Accreditation

NAFCC – National Association for Family Child Care

PDG – Preschool Development Grant

R4K – Ready for Kindergarten

RBA – Results-Based Accountability

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

SEFEL – Social and Emotional Foundations of Early Learning

WIC – Women, Infants, and Children program

ACKNOWLEDGMENTS

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**Fiscal Year Annual Report
December 2016**

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