**MARYLAND STATE DEPARTMENT OF**
**EDUCATION**
**PREPARING WORLD CLASS STUDENTS**

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December 1, 2017

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, MD 21401

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

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

Re: Addendum to the Judith P. Hoyer Early Child Care and Education Enhancement Program (MSAR #10071)

Dear Governor Hogan, President Miller and Speaker Busch:

Attached is an addendum to the Judith P. Hoyer report (MSAR #10071) that was submitted to the Governor and General Assembly on November 1, 2017. There was an error in the data for the original report which has now been corrected. The addendum replaces the "Measuring Success" section starting on page 10 and continuing through page 13.

If you need additional information, please contact Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development, at 410-767-7806 or by email at elizabeth.kelley@maryland.gov.

Best Regards,

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

c: Sarah Albert (5 copies)

# The Judith P. Hoyer
# Early Care and Education Enhancement Program Report

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Report authorized in 5-217 of the State Government Article, the
General Assembly MSAR #10071

# MARYLAND STATE BOARD OF EDUCATION

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*The information contained in this annual report reflects the fiscal year period spanning June 2016 to July 2017.*

# 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 seventeen 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 2017.

# 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 Centers in Anne Arundel County and Baltimore City opened. In FY13, the Race to the Top - Early Learning Challenge Grant 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 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 FY17, the Judy Centers experienced a slight restructuring to better serve children and families. This restructuring resulted in 47 Judy Centers, with at least one Judy Center program located in each jurisdiction. In nearly all cases, Judy Centers are located in or near Title I schools to better serve high needs populations.

## COMMUNITY PARTNERSHIPS ARE THE HEART OF THE JUDY CENTERS

Judy Centers are primarily located in Title I school zones and serve all children birth through kindergarten (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. <u>Full Day/Full Year</u>:  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. <u>Breakfast/Lunch</u>:  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. <u>Service Coordination and Family Support</u>:  Service coordination at Judy Centers is designed to include these elements:

   a)  assessment of needs of children and families;
   b)  a referral process;
   c)  coordination of services among various programs;

    d) monitoring the effectiveness of services; and
    e) reporting on progress of families receiving 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. <u>Integration of Early Education Services</u>:  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. <u>Family Involvement</u>: 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. <u>Early Identification/Intervention</u>: 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. <u>Young Children with Disabilities</u> (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. <u>Health Services</u>: 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 a local health department if warranted; and access to health care insurance.

IX. <u>Professional Development</u>: 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. <u>Adult Education/Family Literacy</u>: 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. <u>Accreditation</u>: All early care and education programs for children in the Judy Center Partnerships must be accredited or pursuing accreditation.  This helps to ensure that children and families have access to high quality education programs.

XII. <u>Judy Center Partnerships/Leadership</u>: 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 2017, there were 47 Judy Centers. The centers served 15,401 children (ranging in age from birth through kindergarten).  Demographic data shows ethnic composition as 30% White, 40% African-American, 21% Hispanic, 6% two or more races, 2% Asian and 1% identified as other.

**MEASURING SUCCESS**

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 2016 was the third 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.  Fall 2016 showed remarkable results again as the data showed that 42% of children with Judy Center experience prior to entering kindergarten were Demonstrating Readiness for school compared to 33% of the children who entered kindergarten at Judy Center schools without prior experience. Forty-three percent 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, Fall 2015 and Fall 2016.

**Table 1. The Percentage of Kindergartners Demonstrating School Readiness, as Measured with the Kindergarten Readiness Assessment, Fall 2014, 2015 and 2016**
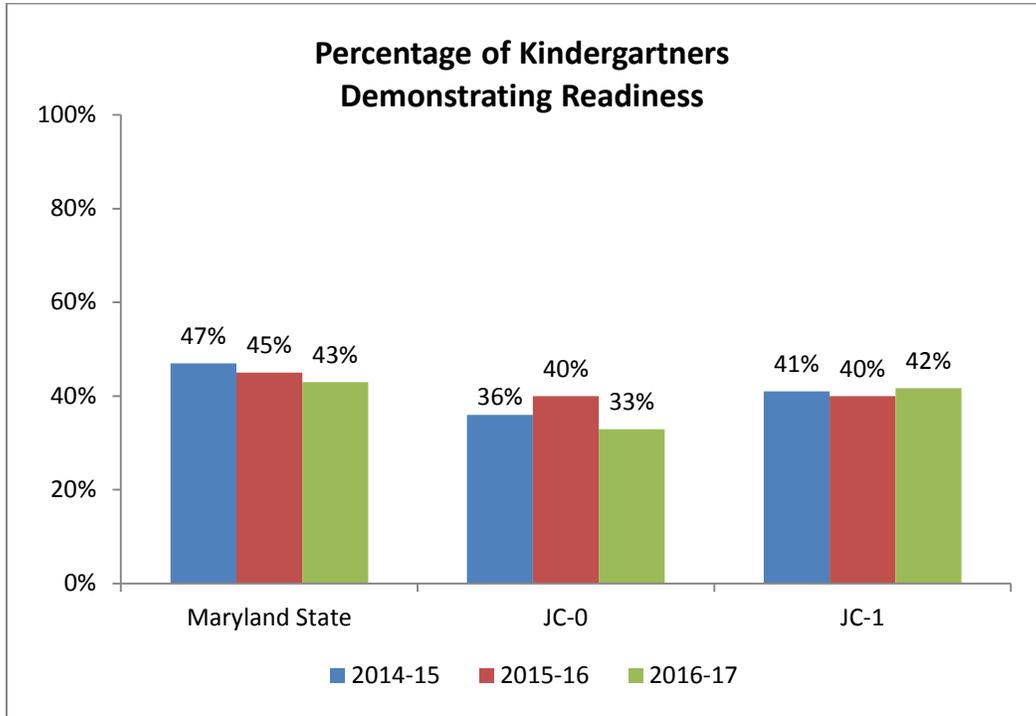
**Percentage of Kindergartners Demonstrating Readiness**

| | Maryland State | JC-0 | JC-1 |
|---|---|---|---|
| 2014-15 | 47% | 36% | 41% |
| 2015-16 | 45% | 40% | 40% |
| 2016-17 | 43% | 33% | 42% |

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 all three years, children with Judy Center experience are close or slightly above 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 60% of kindergartners without Judy Center experience receive special services compared to 52% of Maryland's kindergartners at large. (See Figure 1.)

**Figure 1. The Percentage of Kindergartners Receiving Special Services, Fall 2016**

**JC-0 (n = 1,944)**
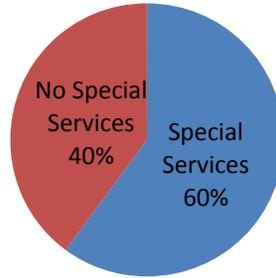


**JC-1 (n = 2,808)**
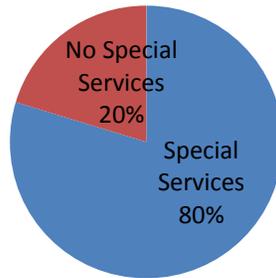


**Maryland State (N = 62,891)**
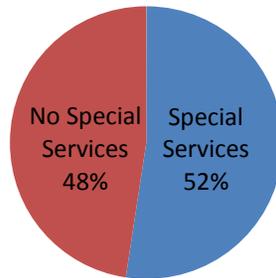


Note: JC-0 refers to entering kindergartners without Judy Center experiences prior to kindergarten. JC-1 refers to entering kindergartners who received Judy Center services prior to kindergarten.

Statistics are not the only way to measure outcomes.  Family engagement is at the heart of the Judy Center mission.  To effectively engage families, Judy Center staff must establish relationships with their families.  When programs and families work in partnership together, the impact of the Judy Centers is immeasurable.  (See Success Stories.)

## SUCCESS STORIES

### Prince George's County

*Andrea Hall, Coordinator of the Adelphi Judy Center, located at Cool Spring Elementary School describes how the Judy Center supports the needs of children and families. This story follows a Judy Center family, through language and speech challenges, that is making gains to ensure a solid future for the entire family.*

The Adelphi Judy Center became involved with Danny and his family last year when Danny was three years old. The Adelphi Judy Center, Bilingual Outreach Specialist attended an Individual Education Plan (IEP) meeting with the school team and Danny's family. Danny was receiving services for Speech and Language delays and was making gains in the Early Start formerly Head Start class at Cool Spring Elementary School. Through case management services from the Judy Center, it was determined that Danny could benefit from the Adelphi Judy Center summer program. Danny had excellent attendance in the summer school program and his mother participated in the parent engagement workshops offered during summer school on Women's Health and School Readiness. Danny is now enrolled in full-day prekindergarten at Cool Spring Elementary School and is currently meeting established benchmarks for prekindergarten. He continues to receive speech services and the Judy Center staff remains an integral part of the IEP team.

Danny's mom, Ms. Wady began to build a positive relationship with the Adelphi Judy Center staff and shared some of her family's needs including backpacks and other resources for her children. She also expressed a desire to learn English. The Adelphi Judy Center offers onsite Adult Basic Education classes and Ms. Wady was enrolled in the September fall classes. She attends daily and she is now able to have basic conversations in English. She recently participated in a fall Parent Café with Judy Center partner programs including the Adelphi/Langley Family Support Center, Healthy Families and Early Head Start.

The English she spoke and the self-confidence she exhibited was noted by the partners who participated in the event. Alyson Jacobs, from Healthy Families Prince George's County stated, "I like the way this parent shows support for other parents and took a leadership role during the Parent Café". Ms. Wady expressed that the Adelphi Judy Center assistance is not only helpful for Danny but her entire family has benefitted from the Adelphi Judy Center services.

### Baltimore City

*Sarah Bollard is the Coordinator of The Judy Center at John Ruhrah in Baltimore City. She, describes how a Judy Center's wrap around services in collaboration with a variety of community partners supported a child to be ready for Kindergarten by using a whole child approach.*

The Judy Center at John Ruhrah first met Max and his mother, Rose, in the Spring of 2016. Max was three years old at the time. His mother was interested in learning more about school and was asking for help for her son. Through the Judy Center's partnership with other organizations and with John Ruhrah's office staff, Rose was referred to the Judy Center. This referral began a tremendous journey for Max and his family on his way to kindergarten readiness.

After talking with Rose Yancy, the Family Service Coordinator at The Judy Center, learned that Max was demonstrating some behaviors at home that were difficult for his mom to navigate. He had difficulty doing certain things other children his age seemed to be able to do. Max was showing significant delays and his mom was concerned. In addition to that, Rose was feeling very isolated, as the majority of their family lived in another country. His dad worked long hours, leaving Rose and Max alone for most of the day. She also wasn't satisfied with Max's current pediatrician and felt like her concerns weren't being heard by him either. Immediately, Yancy referred Max to a different pediatrician through a great partnership with Johns Hopkins Bayview. Max and his family also started seeing a counselor at the Judy Center. Max saw the counselor for social skills groups, and also family counseling.  Both of these services were conveniently located in the school. Max was also referred to the Judy Center's Ready for Pre-K club for three year olds, playgroups, summer camp, parent workshops, and John Ruhrah's Pre-K program for 4 year olds. These programs not only supported Max in school readiness, but also supported his mother. While her biological family lived far away, her Judy Center family had begun to develop.

During the summer of 2016, Max worked hard with his teacher in the Judy Center summer camp and participated in a variety of experiences to prepare him for school, socially and academically. It also gave school staff and Judy Center staff time to do additional assessments and observations so that when he began the school year, he was able to access services. When Max began Pre-K, he was strategically placed with a bilingual teacher to support Max and his mother, who spoke mostly Spanish.
This same teacher runs The Judy Center's Learning Parties, which Rose and Max had also been a part of. This classroom had a literacy lab tutor in it due to the Judy Center's partnership with the literacy lab's tutoring program. Max was placed on his tutor's case load with a focus of greater support in the area of literacy. While the tutor worked with Max every day on literary skills, she also became the person he could rely on for support beyond literacy. He felt safe and comfortable with her. As a result of his teacher,  his tutor, and his mother working together,  in the spring of 2017 Max was writing his name on his own, was getting along with his peers, he knew most of his letters in the alphabet, he could retell stories, and he could identify higher level vocabulary words.

Max was able to continue his programing with The Judy Center through the summer of 2017 as he again enrolled in the Judy Center's summer program.  This included a Kindergarten Readiness class, daily ESOL support, and time with a reading specialist. Many of these additional supports were provided by the Baltimore Community Foundation, a partner with the Judy Center Early Education and Enhancement

Program. His other services and family counseling also continued throughout the summer. Max is currently in Kindergarten, showing amazing gains as compared to the spring of 2016. The services and interventions given to him and his family have greatly supported his success.

As the Judy Center's partnership with Johns Hopkins Bayview, Max's OT therapist is now coming to the school for all services and consulting directly with his teacher. They are now opening up this opportunity for other students in the Judy Center as well.  While Rose does still miss her family, she's made new Judy Center friends, and has more opportunities for her and her son. Max's Dad is still employed and Rose is now enrolled in The Judy Center's English as a Second Language class.

## Allegany County

*Deb Kolb is the Judy Center Coordinator at Allegany County Judy Center and South Penn Elementary Schools in Allegany County.  She shares how Judy Centers can partner with community organizations to support and meet the needs of pregnant women and infants.*

On a cold and snowy Thursday in February, the Allegany County Judy Center held its first annual baby shower.  We scheduled a meeting with partners who work with pregnant women and infants.  During the meeting people enthusiastically jumped in to offer gifts and decorations for the shower.  Others volunteered to do games while others volunteered to help set up the room and create sign-in sheets.

Names were gathered from the Judy Center Service Coordinator, Dan Snyder, as well as Judy Center Partners- WIC, Head Start, Adult Ed., YMCA, Family Support Services and others.  Invitations were sent and follow-up phone calls were made.  Our target was to get 25 families, both Moms and Dads as well as babies, to attend the shower.  We met our target.

There is a low-income housing development close to our satellite school- South Penn Elementary.  We knew that most of our invitees would be from this complex.  Directly across from this site was the local Salvation Army.  They offer an after-school program and we were familiar with a very nice room that would be perfect for our shower.  Tables and chairs were already in place, and the room is quiet and comfortable.  The Salvation Army was very willing to have us host the shower there.  It was within walking distance for most of our families, and, fortunately, it was already quite nicely decorated for the season.

We had lunch catered by a local restaurant, a cake, half blue and half pink, was purchased and served, games were played; a local Pediatrician, Dr. Susan Nuber, spoke with the families on the importance of keeping doctor's appointments, what to do when your baby gets sick, vaccinations, etc.; and the library sent staff to entertain the toddlers while the parents ate and listened to our speaker.  It was an awesome collaboration with approx. 30 of our local partners.

Then it came time to draw names for gifts.  Our Judy Center partners really came through.  We had over 100 wonderful gifts to hand out!  We had everything from car seats, clothes, toys, books, diapers and much more. We asked that the gifts not be wrapped so that the families could pick what they needed.  Families were thrilled to leave the shower with at least three very nice gifts each.

We have to admit that we "borrowed" this idea from another Judy Center, but it was something that we offered to our families that was an amazing success, and something that we will do again!


**Queen Anne's County**

*Elizabeth Miller, Coordinator of the Queen Anne's County Judy Center located at Sudlersville Elementary School, describes how a Judy Center helped a dedicated volunteer and parent achieve her goal of receiving a high school diploma.*

Oyuki Galan, is a 27 year old Sudlersville Elementary School (SES) parent, school volunteer, community volunteer, active member of the Immaculate Conception Catholic Church in Marydel, Maryland, and a Judy Center Partnership of Queen Anne's County (Judy Center) participant. During the 2016-2017 school year, she recently achieved one of her life-long goals.

During the school year of 2016-2017, Oyuki reached out to the Judy Center Coordinator, Elizabeth Miller, about wanting to finally obtain her high school diploma. Oyuki was referred to the External Diploma Program at Chesapeake College immediately. As a result of Oyuki being accepted into the External Diploma Program, the Sudlersville Elementary School Computer Lab, and Media Center were made available to help facilitate her with her life-long goal. Oyuki and her advisor, Bill Berghaus were able to meet there often during the school year.

As Oyuki was pursuing her goal of obtaining her high school diploma, she remained active in the community as a school volunteer, a member and catechist at her local church, and held two jobs. She was, and is a leader in the community advocating for her fellow Hispanic community members. Oyuki was instrumental in helping the Judy Center locate space at her local church for a large Immigration Legislation Forum held during the past school year. In addition, she obtained many community donations, and organized a team of volunteers to help make the event for 300 Hispanic community members a complete success.

The Judy Center and Oyuki's success story ended with Oyuki achieving her goal of obtaining her high school diploma this past summer. She recently received the official diploma in person from her dedicated EDP Adviser, Bill Berghaus. Oyuki has applied for Deferred Action for Childhood Arrivals (DACA), and hopes to obtain DACA status very soon as a result of her tireless work to advocate, not only for others, but for herself as well.

Her next goal is to attend Chesapeake College in the spring of 2018, with the ultimate goal of becoming a Legal Assistant one day to help others, like herself, achieve DACA protection or appropriate legal counsel and advice with regards to immigration issues.

## CHALLENGES

The percentage of children at Judy Centers receiving special services was 80% in FY17 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 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 FY17, Federal Preschool Development Grant funds were available for the third year to sustain the substantial growth of Judy Centers that occurred between FY15 and FY16.  A high level of training and technical assistance is provided by MSDE and is required to ensure that all sites are 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 Maryland State Legislature passed legislation for the KRA to be administered as a random sample rather than census administration (all kindergartners assessed) with the provision for local school systems to maintain census administration if desired.  In the 2017-2018 school year, 12 school systems decided to continue with census administration with an additional 12 school systems deciding to employ random sampling except at the Judy Centers. This means Judy Centers in 17 school districts will assess all entering Kindergartners. This is an increase from the 2016-2017 school year, in which Judy Centers in 14 districts were assessing all entering Kindergarteners. 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 seven 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 two generational approach of high-quality early education coupled with the comprehensive family support services approach has proven successful. 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.

While children and families make gains with Judy Center services and early childhood education and care programs, it is imperative that supports are in placed to help children and families maintain these gains.  Supporting families in transition is a core component to school readiness and the transition into Kindergarten and elementary school is a milestone for families. Although the goal of improving children and family outcomes are the same for both early childhood education programs and elementary school, the structure can look very different.  This often results with families becoming unsure of their role in their child's education and therefore, become less engaged with the school.  To support families with young children, Judy Centers should consider the addition of transition to the component standards to continue to support school readiness.

## 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.[4] 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 is now available to all public and child care program teachers at no cost. 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, South Carolina, and Washington, D.C.

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, 36 to 72 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 school and October 10th.
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 of assessed students. In census districts, reports are available at the classroom, school, district, and state level. In sample districts, reports are available for the district and state levels only. 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 December. The results provide data on the level of readiness to engage in kindergarten curriculum of the 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 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 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 what is best for their child. Voluntary accreditation 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 and non-public schools will receive program accreditation. Any program that uses the revised standards and participates in the accreditation 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.[5]

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 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 A 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. FY2017 was the completion of year 2 of the Preschool Development Grant.  Funding has been appropriated to support year 3 and 4 of the grant.

The grant provided funding for 3,000 additional 4-year-olds that were enrolled in Pre-K programs beginning in the 2015-2016 school year.

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 PDG provides the foundation for a collaborative approach across a mixed delivery system to serve 4-year-olds throughout the State.  This grant has been awarded to public schools, Head Start, high quality child care, Montessori programs, and public charter schools.

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 Preschool Development Grant also supports an expansion of the Judy Center comprehensive services model in Baltimore City and other counties around the State.

In FY17, the Baltimore Community Foundation provided a charitable match to the Preschool Development Grant in the amount of $1,155,000 to help fund seven new Judy Centers in Baltimore City. The Baltimore Community Foundation charitable contribution, the Preschool Development Grant, plus state and local funding enabled Maryland to double the number of Judy Centers in the State since FY11.

## APPENDIX A

**FY2017 Transitional Education Funding and PreKindergarten Expansion Program Budget**

The following tables show expenditures in Fiscal Year 2017, Organized by the three principle priorities covered in the report. The total budget $31,201,431 for the combination of Transitional Education Funding ($1,173,000) and PreKindergarten Expansion Program ($19,471,431).
Judy Center Funding

| Vendor Name | School | BALTIMORE COMMUNITY FOUNDATION | FEDERAL PRE-K FUNDS | STATE FUNDS | STATE PRE-K FUNDS | Grand Total |
|---|---|---|---|---|---|---|
| ALLEGANY CO PUBLIC SCHOOLS | Beall ES | | | 323,333 | | 323,333 |
| | South Penn Elem | | 165,000 | | | 165,000 |
| ANNE ARUNDEL CO PUBLIC SCHOOLS | Belle Grove ES | | 165,000 | | | 165,000 |
| | Hilltop | | | 322,000 | | 322,000 |
| BALTIMORE CITY PUBLIC SCHOOLS | Arlington ES | 165,000 | 165,000 | | | 330,000 |
| | Arundel ES | 165,000 | 165,000 | | | 330,000 |
| | Comm. John Rodgers | | 165,000 | | | 165,000 |
| | Curtis Bay ES | 165,000 | 165,000 | | | 330,000 |
| | Eutaw Marshburn ES | 165,000 | 165,000 | | | 330,000 |
| | Furman L Templeton | | | 150,000 | | 150,000 |
| | Harford Heights ES | 165,000 | 165,000 | | | 330,000 |
| | John Eager Howard ES | | | 322,000 | | 322,000 |
| | John Ruhrah | 165,000 | 165,000 | | | 330,000 |
| | Liberty ES | 165,000 | 165,000 | | | 330,000 |
| | Moravia Park | | | 323,333 | | 323,333 |
| | Samuel C. Taylor | | 175,000 | | | 175,000 |
| BALTIMORE CO PUBLIC SCHOOLS | Campfield | | | 322,000 | | 322,000 |
| | Hawthorne ES | | 165,000 | | | 165,000 |
| CALVERT CO PUBLIC SCHOOLS | Patuxent ES | | | 323,333 | | 323,333 |
| CAROLINE CO PUBLIC SCHOOLS | Federalsburg | | | 323,333 | | 323,333 |
| | Greensboro Elem | | | | 330,000 | 330,000 |
| CARROLL CO PUBLIC SCHOOLS | Cranberry Station | | 165,000 | | | 165,000 |
| | Elmer Wolfe | | 165,000 | | | 165,000 |
| | Robert Moton | | | 322,000 | | 322,000 |
| CECIL CO PUBLIC SCHOOLS | Thomson Estates Elem | | | 322,000 | | 322,000 |

| District | School | | | | | Total |
|---|---|---|---|---|---|---|
| CHARLES CO PUBLIC SCHOOLS | JP Ryon | | 165,000 | | | 165,000 |
| | Mudd & Turner-2 Grants | | | 645,333 | | 645,333 |
| DORCHESTER CO PUBLIC SCHOOLS | Sandy Hill | | | 161,000 | | 161,000 |
| FREDERICK CO PUBLIC SCHOOLS | Waverley | | | 323,333 | | 323,333 |
| GARRETT CO BOARD OF EDUCATION | Crellin/Y-G/Broadford | | | | 330,000 | 330,000 |
| | Grantsville/Friendsville | | | 322,000 | | 322,000 |
| HARFORD CO PUBLIC SCHOOL | Magnolia | | | 322,000 | | 322,000 |
| HOWARD CO PUBLIC SCHOOL | Cradlerock ES | | | 322,000 | | 322,000 |
| KENT CO PUBLIC SCHOOLS | H.H. Garnett ES | | | 323,333 | | 323,333 |
| MONTGOMERY CO PUBLIC SCHOOLS | Rolling Terrace ES-Silver Spring | | | 322,000 | | 322,000 |
| | Summit Hall & Washington Grove ES | | | 322,000 | | 322,000 |
| PRINCE GEORGE'S CO PUBLIC SCHOOLS | Cool Spring | | | 323,333 | | 323,333 |
| QUEEN ANNE'S CO PUBLIC SCHOOL | Sudlersville | | | 323,333 | | 323,333 |
| SOMERSET CO PUBLIC SCHOOLS | Princess Anne/Greenwd | | | | 330,000 | 330,000 |
| | Woodson | | 165,000 | | | 165,000 |
| ST MARY'S CO PUBLIC SCHOOLS | Geo Wash Carver | | 165,000 | | | 165,000 |
| | Green Holly | | | 323,333 | | 323,333 |
| TALBOT CO PUBLIC SCHOOLS | Easton ES | | | 322,000 | | 322,000 |
| WASHINGTON CO BOARD OF EDUCATION | Ruth Anne Monroe ES | | | 323,333 | | 323,333 |
| WICOMICO CO BOARD OF EDUCATION | Chipman ES | | 165,000 | | | 165,000 |
| | WELC/Pemberton/B Run | | | 487,000 | | 487,000 |
| WORCESTER CO BOARD OF EDUCATION | Snow Hill ES | | | 322,000 | | 322,000 |
| **Grand Total** | | **1,155,000** | **2,980,000** | **8,540,663** | **990,000** | **13,665,663** |

**Early Childhood Assessment Funding**

| Vendor Name | STATE FUNDS |
|---|---|
| ALLEGANY CO PUBLIC SCHOOLS | 12,000 |
| ANNE ARUNDEL CO PUBLIC SCHOOLS | 63,811 |
| BALTIMORE CITY PUBLIC SCHOOLS | 182,000 |
| BALTIMORE CO PUBLIC SCHOOLS | 100,710 |
| CALVERT CO PUBLIC SCHOOLS | 10,822 |
| CAROLINE CO PUBLIC SCHOOLS | 16,040 |
| CARROLL CO PUBLIC SCHOOLS | 18,500 |
| CECIL CO PUBLIC SCHOOLS | 13,024 |
| CHARLES CO PUBLIC SCHOOLS | 17,400 |
| DORCHESTER CO PUBLIC SCHOOLS | 19,535 |
| FREDERICK CO PUBLIC SCHOOLS | 27,700 |
| GARRETT CO BOARD OF EDUCATION | 13,200 |
| HARFORD CO PUBLIC SCHOOL | 26,800 |
| HOWARD CO PUBLIC SCHOOL | 34,100 |
| JOHN HOPKINS UNIVERSITY | 382,459 |
| KENT CO PUBLIC SCHOOLS | 12,681 |
| MARYLAND BUSINESS ROUNDTABLE FOR EDUCATION INC | 67,824 |
| MONTGOMERY CO PUBLIC SCHOOLS | 152,240 |
| PRINCE GEORGE'S CO PUBLIC SCHOOLS | 155,337 |
| QUEEN ANNE'S CO PUBLIC SCHOOL | 10,000 |
| SOMERSET CO PUBLIC SCHOOLS | 12,691 |
| ST MARY'S CO PUBLIC SCHOOLS | 16,000 |
| TALBOT CO PUBLIC SCHOOLS | 10,400 |
| WASHINGTON CO BOARD OF EDUCATION | 22,214 |
| WICOMICO CO BOARD OF EDUCATION | 29,523 |
| WORCESTER CO BOARD OF EDUCATION | 13,712 |
| Grand Total | 1,440,723 |

## Prekindergarten Funding

| County/City | Vendor Name | FEDERAL PRE-K FUNDS | STATE FUNDS | STATE PRE-K FUNDS | Grand Total |
|---|---|---|---|---|---|
| ALLEGANY | ALLEGANY CO HUMAN RESOURCES DEVEL COMMISSION INC | 293,760 | | | 293,760 |
| ANNE ARUNDEL | ANNE ARUNDEL COMMUNITY COLLEGE | 14,688 | | 36,720 | 51,408 |
| | EDINBORO EARLY SCHOOL | | | 73,399 | 73,399 |
| | WEE LAD & LASSIE ELC | 36,720 | | 36,720 | 73,440 |
| BALTIMORE CITY | BALTIMORE MONTESSORI INC | 113,832 | | | 113,832 |
| | EPISCOPAL COMMUNITY SERVICES OF MARYLAND | 132,192 | | | 132,192 |
| | KENNEDY KRIEGER INSTITUTE | | | 289,730 | 289,730 |
| | KOINONIA BAPTIST CHURCH | 146,880 | | | 146,880 |
| | UNION BAPTIST CHURCH SCHOOL INC | 183,600 | | | 183,600 |
| BALTIMORE CO | EXCELLENT START LEARNING CENTER | | | 220,320 | 220,320 |
| | WHITE MARSH CHILD CARE CENTER | 146,880 | | 146,880 | 293,760 |
| | Y OF CENTRAL MARYLAND | 954,720 | | | 954,720 |
| CARROLL | ASSOCIATED CATHOLIC CHARITIES INC | | | 143,208 | 143,208 |
| | NEW BEGINNINGS CHRISTIAN LEARNING CENTER | | | 146,880 | 146,880 |
| FREDERICK | CHILDREN'S CENTER OF WALKERSVILLE LLC | | | 69,768 | 69,768 |
| | MONOCACY MONTESSORI COMMUNITIES INC | | 106,488 | | 106,488 |
| GARRETT | GARRETT COUNTY COMMUNITY ACTION COMMITTEE INC | 146,880 | | | 146,880 |
| HOWARD | COMMUNITY ACTION COUNCIL OF HOWARD COUNTY | 984,096 | | | 984,096 |
| | HOWARD COMMUNITY COLLEGE | | 146,880 | | 146,880 |
| MONTGOMERY | ACADEMY CHILD DEV CTR INC | 73,440 | | 293,760 | 367,200 |
| | ALEF BET MONTESSORI SCHOOL | | 110,160 | | 110,160 |
| | CENTRONIA INC | 220,320 | 73,440 | | 293,760 |
| | CROSSWAY COMMUNITY INC | | 73,440 | 146,880 | 220,320 |
| | EASTER SEALS SERVING DC/MD/VA | 43,460 | | | 43,460 |
| | LOURIE CTR FOR CHILDRENS SOCIAL & EMOTIONAL | 386,136 | | | 386,136 |
| | OPTIMAL LEARNING CTR AT SALLY K RIDE ELEM SCHOOL | | | 73,440 | 73,440 |
| | PEPPERTREE CENTERS INC | | 83,206 | 12,266 | 95,472 |
| | ST. FRANCIS INTERNATIONAL SCHOOL | 132,192 | | | 132,192 |
| | THE ARC MONTGOMERY COUNTY INC | | | 124,900 | 124,900 |
| PRINCE GEORGE'S | JESS 1 INC DBA KIDDIE ACADEMY OF OXON HILL | | | 73,440 | 73,440 |

| | | | | | |
|---|---|---|---|---|---|
| | THEMBA CREATIVE LEARNING CENTER LLC | | | 146,880 | 146,880 |
| QUEEN ANNE'S | KIDDIE ACADEMY OF KENT ISLAND | | | 73,440 | 73,440 |
| WASHINGTON | CITICORP FAMILY CENTER | 73,440 | | 139,536 | 212,976 |
| | | **4,083,236** | **593,614** | **2,248,167** | **6,925,017** |
| ALLEGANY | ALLEGANY CO PUBLIC SCHOOLS | 73,440 | | | 73,440 |
| BALTIMORE CITY | BALTIMORE CITY PUBLIC SCHOOLS | 1,175,040 | | | 1,175,040 |
| BALTIMORE CO | BALTIMORE CO PUBLIC SCHOOLS | 660,960 | | | 660,960 |
| CAROLINE | CAROLINE CO PUBLIC SCHOOLS | 550,800 | | | 550,800 |
| CARROLL | CARROLL CO PUBLIC SCHOOLS | 146,880 | | | 146,880 |
| CHARLES | CHARLES CO PUBLIC SCHOOLS | 116,880 | | 30,000 | 146,880 |
| DORCHESTER | DORCHESTER CO PUBLIC SCHOOLS | 583,848 | | | 583,848 |
| GARRETT | GARRETT CO BOARD OF EDUCATION | 235,008 | | | 235,008 |
| HARFORD | HARFORD CO PUBLIC SCHOOL | 734,400 | | | 734,400 |
| HOWARD | HOWARD CO PUBLIC SCHOOL | 293,760 | | | 293,760 |
| MONTGOMERY | MONTGOMERY CO PUBLIC SCHOOLS | 734,400 | | | 734,400 |
| PRINCE GEORGE'S | PRINCE GEORGE'S CO PUBLIC SCHOOLS | 1,336,608 | | 591,192 | 1,927,800 |
| SOMERSET | SOMERSET CO PUBLIC SCHOOLS | 220,320 | | | 220,320 |
| WASHINGTON | WASHINGTON CO BOARD OF EDUCATION | 658,332 | | 293,760 | 952,092 |
| WICOMICO | WICOMICO CO BOARD OF EDUCATION | 587,520 | | 146,880 | 734,400 |
| | | **8,108,196** | | **1,061,832** | **9,170,028** |
| | | **12,191,432** | **593,614** | **3,309,999** | **16,095,045** |

# APPENDIX B
## 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