

Judith P. Hoyer Early Care Annual Report MSAR#12943

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Introduction

As the early education coordinator for Prince George's County Public Schools, Judith P. Hoyer recognized the gaps in available services for underserved families in the community. In the 1990s, she created a central location in Adelphi, Maryland, for early childhood services, thus fostering cooperation of governmental and private agencies around the needs of local families with young children. After she died in 1997, her husband, Congressman Steny Hoyer, in partnership with Governor Parris N. Glendening, led a successful movement to bring her collaboration model to other communities in Maryland. The Maryland State Legislature enacted the Judith P. Hoyer Early Child Care and Education Enhancement Program in May 2000 to address the need for comprehensive family support services to increase school readiness.

ESSENTIAL PRINCIPLE

Greater coordination among early childhood education and support service providers 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 collaboration provided an opportunity for positive outcomes for children and increased school readiness.

More than two decades after this groundbreaking legislation was passed, the preamble remains a concise and relevant statement reflecting the national consensus on 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.."

In 2011, the state was awarded grant funding under the Race to the Top-Early Learning Challenge (RTT-ELC) program, which supported the expansion of Judy Center Early Learning Hubs. These hubs continue to expand as part of The Blueprint for Maryland's Future, a groundbreaking piece of legislation passed in 2021. The Blueprint entails comprehensive changes to Maryland's early childhood system. In accordance with the legislation, Judy Centers are to expand by nine annually until 2025 and continue to expand to 18 sites annually from 2026-2030. This report provides a current review of accomplishments and challenges during State Fiscal Year (FY) 2024.

History

The first Judith P. Hoyer Family Learning Center, which began operations in Prince George's County, served as the model for the state. Dedicated to the needs of underserved families in the local elementary school catchment area, this first Judy Center (although not named as such until after Ms. Hoyer's death) demonstrated the value of such coordination.

Maryland's legislation took Judy Hoyer's model and financed an expansion across the state, offering comprehensive, integrated, full-day, and full-year early care and education services. In 2001, 13 Judy Centers were established across Maryland in Allegany, Calvert, Caroline, Charles, Dorchester, Frederick, Kent, Montgomery, Prince George's, Queen Anne's, St. Mary's, and Washington counties, and Baltimore City. Eleven more Judy Centers opened the following year 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 in Baltimore City opened.

In fiscal year 2013 (FY13), the Race to the Top Early Learning Challenge Grant (RTT-ELC) 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 diverse 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. 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 site was added 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 24 jurisdictions. In FY 15, the public-private partnership with the Baltimore Community Foundation resulted in two more Judy Centers in Baltimore City.

In 2021, a landmark piece of legislation was passed in Maryland. The Blueprint for Maryland's Future included comprehensive changes to Maryland's early childhood and public schools. It increased education funding by \$3.8 billion yearly over ten years. In Pillar I, the Blueprint emphasizes equitable early education opportunities that prepare all children for school and overall success. Investment in high-quality early childhood education and learning experiences will mean more equitable opportunities for children across the State to succeed as they begin their school careers. As part of the legislation, Judy Centers will expand by nine annually until 2025. The expansion will continue to 18 sites annually from 2026-2030. Chart 1 below shows the growth of Judy Centers from 2001- 2024, and Chart 2 shows the number of Judy Centers by local education agency for FY24.

Chart 1: Establishment of Judy Centers from 2001-2024

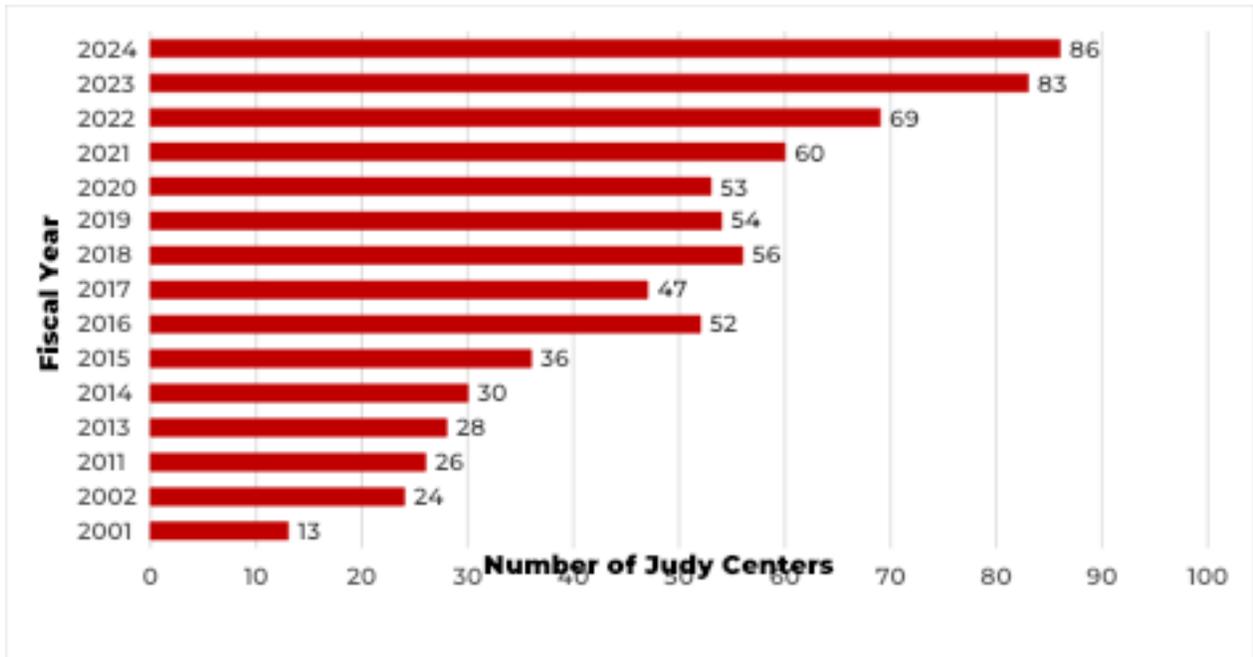
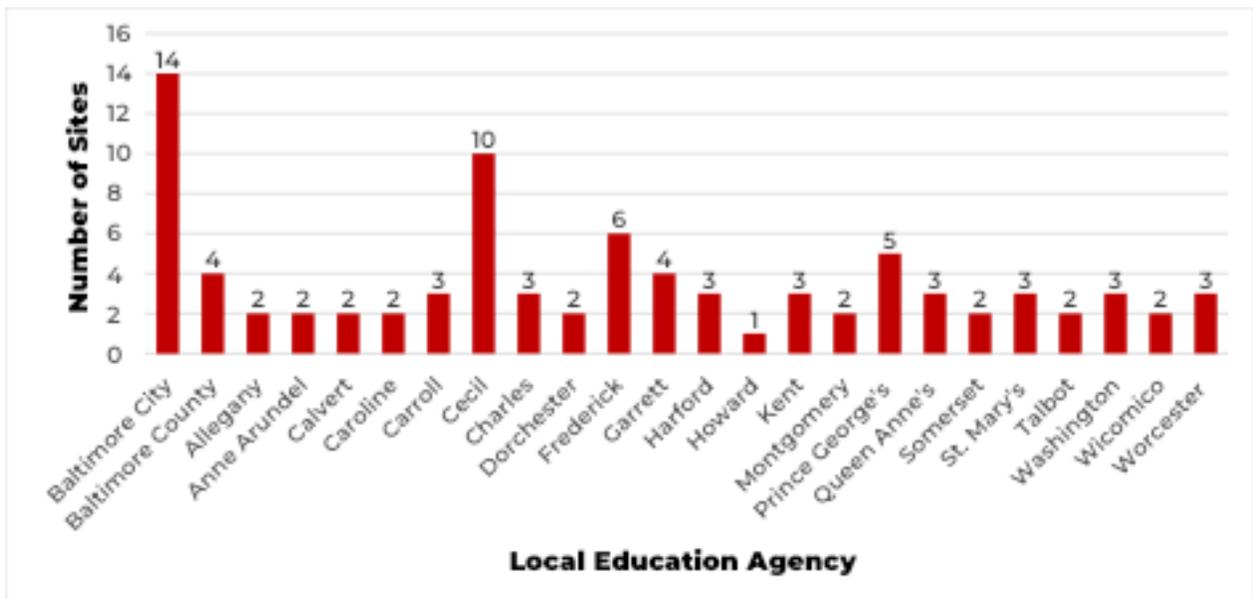


Chart 2: Number of Judy Centers by Local Education Agency for FY2024



Component Standards

The Judy Center grant seeks to provide comprehensive family support and early care and education services to children aged birth to five years old and their families within a school's catchment area. This comprehensive support is the foundation for a child's school readiness and life-long success. To successfully meet the goals of the Judy Center program, twelve component standards have been developed to outline all programmatic responsibilities required of a Judy Center. Each component standard contains multiple sub-requirements to meet the standard requirements.

- 1. Full Day/Full Year Services and Programming:** Judy Centers collaborate with high-quality early education agencies to ensure families receive care and services year-round. Full-day services are defined as not less than seven hours or more than 12 hours per day. Judy Centers operate year-round to support families.
- 2. Meals:** Children and families are provided meals during the school day, school breaks, weekends, and after-school hours.
- 3. Case Management:** Case management is a confidential process at the Judy Center. Case management is a comprehensive ongoing process that includes community partners and outside agencies. The Judy Center staff assists and links families in connecting to services and resources to ensure the family is supported in meeting their specific needs.
- 4. Integration of Early Education Services:** There are curriculum enhancement activities, including transition strategies and activities for children and families across all programs, including Prekindergarten, Kindergarten, Early Head Start, Head Start, and child care, as well as children entering formal programs for the first time.
- 5. Family Engagement:** The Judy Center models a multigenerational approach to family engagement centering on the family's ability to participate in and support their child's learning. This approach follows Maryland's Early Childhood Family Engagement Framework.
- 6. Early Identification and Intervention:** All children ages birth through five years, regardless of abilities, have access to all programs and services in the least restrictive environments. An outreach plan is in place to identify all children prenatal through five years of age who live in the designated Judy Center school zones. Once identified, the Judy Center implements family engagement to work with the family to meet their needs and ensure the child enters school ready to learn.
- 7. Children with Disabilities:** Children with disabilities and their families are fully included in all the services as part of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP), including family support and involvement, service coordination, full-day/full-year services, and Prekindergarten.
- 8. Health-Related Services:** Judy Centers ensure that children are referred for dental, vision, and hearing screenings when appropriate; mental health assessments and referrals when appropriate; and physical growth and nutritional assessments, including referrals to the Women, Infants, and Children (WIC) and local health departments if warranted. Additionally, Judy Centers work to ensure that all families have access to health care insurance.
- 9. Professional Learning:** Professional learning is offered to address needs and trends in the early childhood community.
- 10. Adult Education and Career Services:** Adult family members are encouraged to pursue their education. Judy Centers collaborate with local colleges, universities, and workforce development programs for a continuum of higher education opportunities, including career

planning, coursework, enrollment in trade programs, or transition plans for those entering or returning to college.

- 11. Accreditation:** All early care and education programs in partnership with the Judy Center must be accredited or pursuing accreditation. The Judy Center supports family providers, child care centers, and Early Head Start, Head Start to obtain/maintain accreditation and offer high-quality care and education programs.
- 12. Partnerships:** The Judy Center partners are actively engaged and are frequently involved in the school readiness mission of the Judy Center. As a recognizable member of the communities, they serve and as a leader in early childhood development, Judy Centers are represented on the State and Local Early Childhood Advisory Councils and support the missions of its partners by participating in their work in the community.

Community Partnerships

Judy Center Early Learning Hubs prepare children for success in school and life. Through community partnerships, Judy Centers enhance and increase school readiness for children by connecting families to comprehensive full-day, full-year early care and education services and family support. Judy Centers use a multigenerational approach for families and children, especially those from historically underserved communities. In Title I and high needs schools, Judy Center Early Learning Hubs support children from birth through kindergarten and their families in their school catchment area. Children with disabilities and their families are included in all services as part of the Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), and Extended Individualized Family Service Plan. Much of the Judy Centers' work is accomplished through its participating partnerships. The partnerships reflect Judy Hoyer's professional collaboration and coordination vision, delivering a broad spectrum of early childhood education programs and family support services for children and families.

It is a requirement that Judy Center Early Learning Hubs attempt to form partnerships with the following agencies and programs:

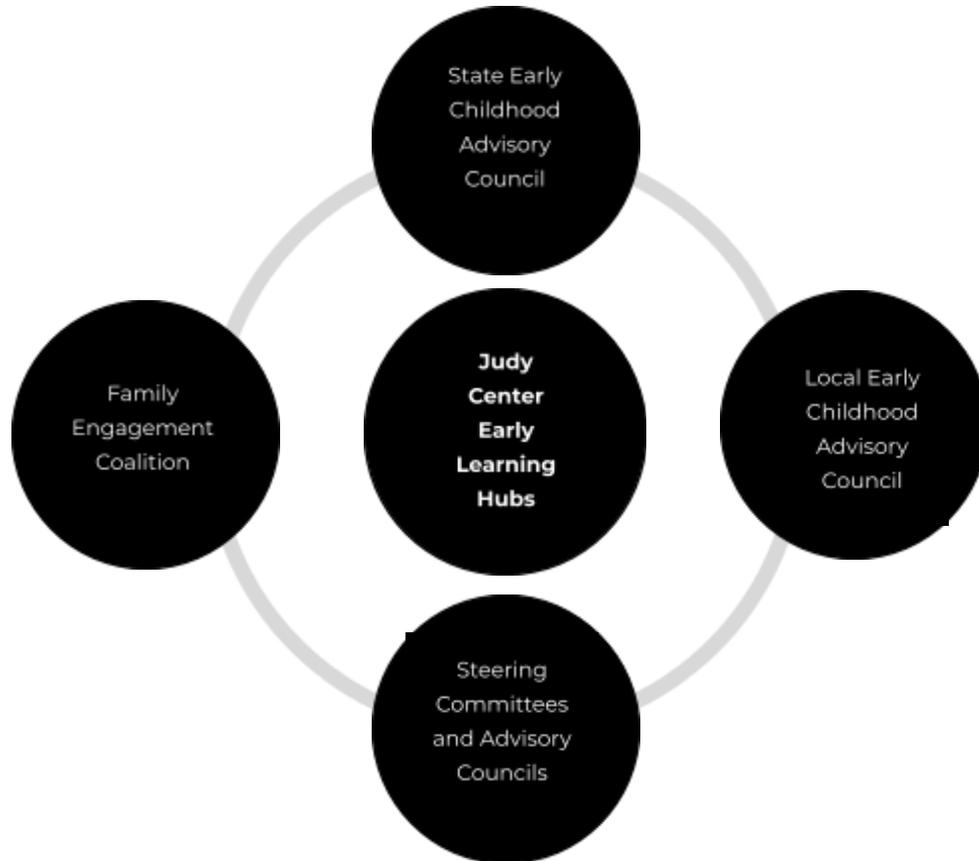
- Early Head Start and Head Start programs
- Local infant and toddler programs
- Licensed child care centers and family child care providers that have obtained accreditation or are actively pursuing accreditation attainment and are participating in Maryland EXCELS
- Patty Centers (Family Support Centers)
- Early intervention programs
- Family literacy programs and services (e.g., public libraries, institutes of higher education, adult education programs, local literacy councils, etc.)
- Preschool special education programs
- Workforce development programs
- Parent involvement programs (Moms of Preschoolers- MOPS, prenatal and postpartum support groups, Parent's Place of Maryland, Parent Cafes, fatherhood support groups)
- Faith-based organizations
- Other home visiting/community health organizations (Healthy Start; Healthy Families America, Parents as Teachers program; Nurse-Family Partnership; Home Instruction for Parents of Preschool Youngsters; etc.)
- Family support services
- Child care resource and referral agencies

**This list is not all-inclusive. Additional partners who contribute to the mission of the Judy Center may be added.*

The number of participating partners varies at Judy Centers depending on population density and the availability of agencies, organizations, and businesses in the area. There is no set limit for participation

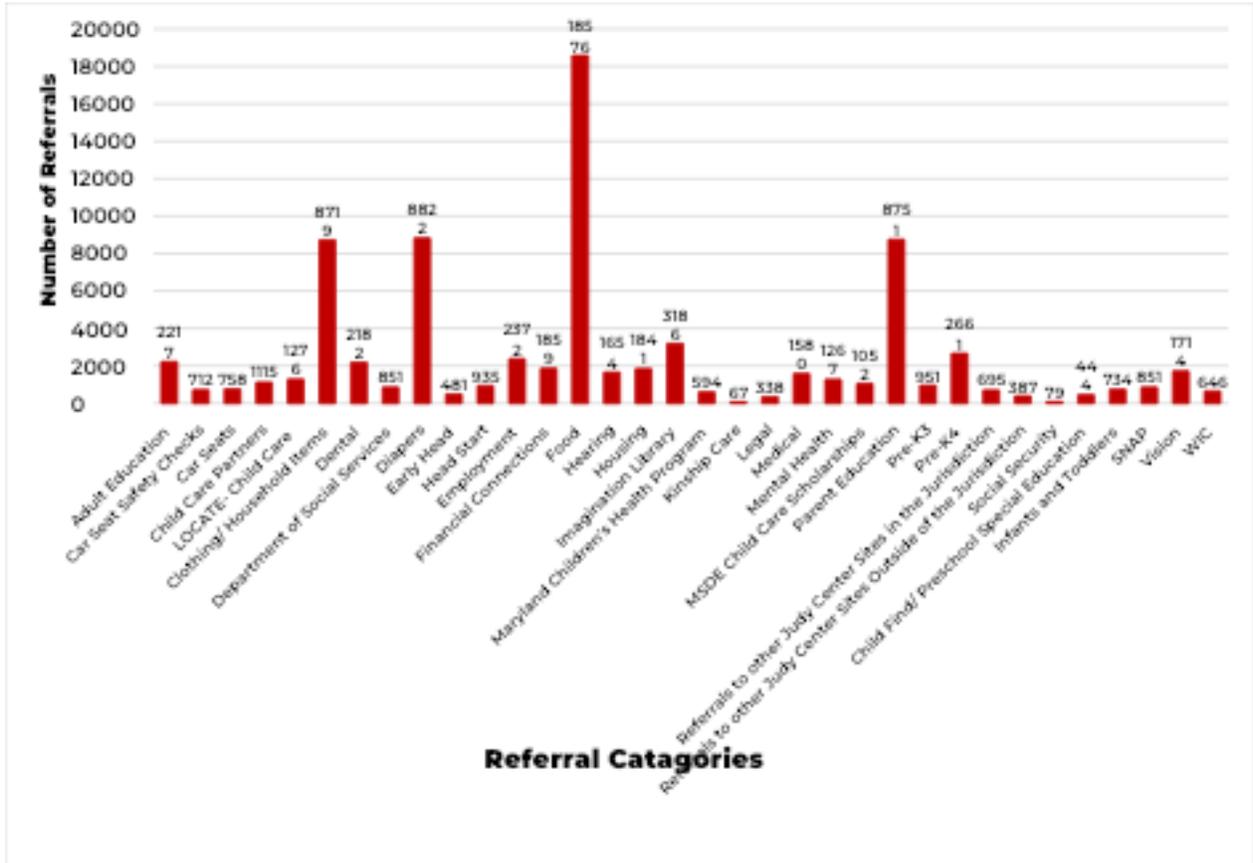
per organization, so it is common to see multiple representatives from an organization involved with Judy Center partnership meetings, also known as Steering Committee Meetings. These meetings take place at least six times annually. The Steering Committee is the governing body of the Judy Center Early Learning Hub. In some jurisdictions, Judy Centers work together to create joint partnerships. Each partner plays a crucial role in decision-making and goal-setting. Figure 1 illustrates how the Judy Centers are an integral piece of Maryland's early childhood system and help to connect all significant early childhood stakeholders at the state and local levels.

Figure 1: Judy Center Early Learning Hubs Collaborate at Community and Government Levels



One of the ways Judy Center Early Learning Hubs work collaboratively within the community with partners and community agencies is to provide family support through referrals. In FY24, Judy Center Early Learning Hubs made 80,367 referrals. The bar graph on the next page demonstrates the collective effort of Judy Centers, community partners, and community agencies in supporting young children and families.

Chart 3: The Number of Referrals Made by Judy Center Early Learning Hubs to Community Partners and Community Agencies in FY2024.



Populations Served

In the 2023-2024 school year, the Judy Center Early Learning Hubs in Maryland provided services to 17,681 children from birth to kindergarten age and 14,750 families across 86 sites. This was an increase of 1,393 children compared to the previous year. The children served included those from specific subgroups. In FY24, the Judy Center supported 2,202 children with Individualized Education Plans (IEP) or Individualized Family Service Plans (IFSP), as well as 512 housing-insecure children from 411 families.

Families and children are considered served by the Judy Center if they engaged with the Judy Center at least 12 times during the fiscal year or were enrolled in formal partner programs such as Kindergarten, Prekindergarten, Early Head Start, Head Start, Patty Centers, family child care providers, or child care centers. The Judy Center Early Learning Hubs track the attendance and engagement of families over time. The table below defines a child or family’s Judy Center experience over time.

Chart 4: Judy Center Experience Over Time

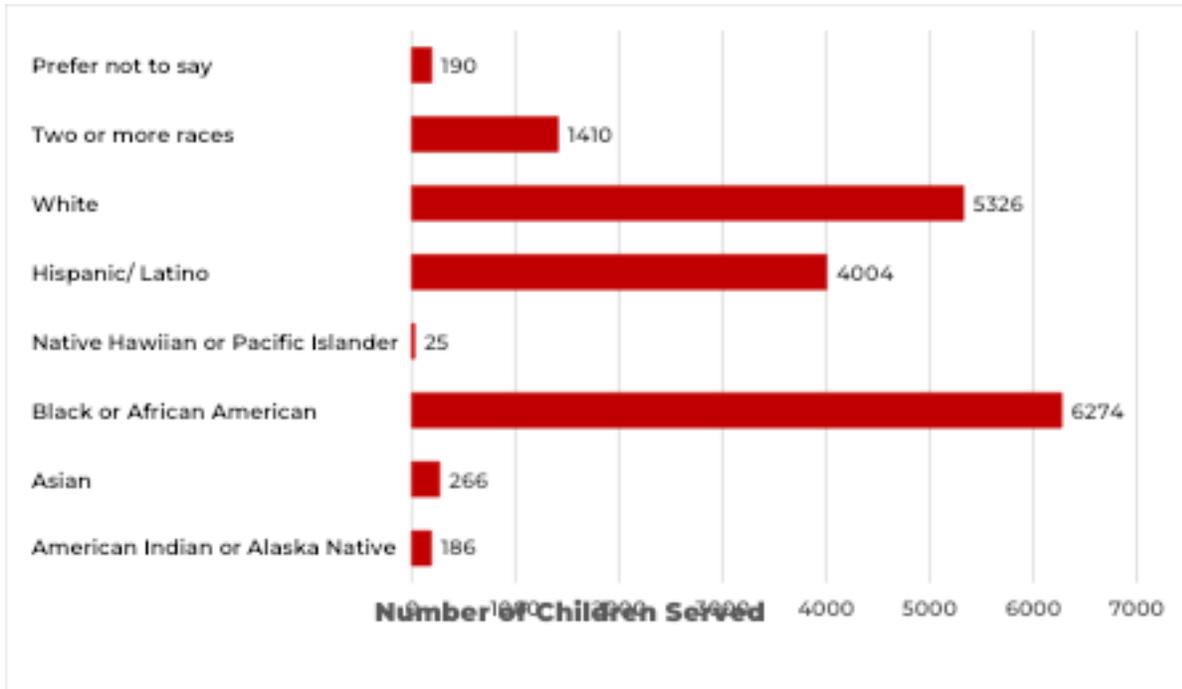
| Judy Center (JC) Experience | Definition |
|-----------------------------|---|
| JC 0 | A JC 0 student is a child or family that has not meaningfully engaged with the Judy Center at least 12 times over one grant year. |
| JC 1 (year) | <p>A JC 1 student is a child/family that, before kindergarten:</p> <ul style="list-style-type: none"> received 12 or more meaningful interactions with the Judy Center over one grant year; <p style="text-align: center;">or</p> <ul style="list-style-type: none"> was enrolled in an accredited partner program for one year (prekindergarten, Head Start, Early Head Start, accredited family or center-based child care, Healthy Families, etc.). <p><i>*If a child has less than 12 meaningful interactions over one grant year or is not enrolled in prekindergarten, Head Start, Early Head Start, accredited family or center-based child care, Healthy Families, etc., for one year, the impact of the Judy Center cannot be measured.</i></p> |
| JC 2 (years) | <p>A JC 2 student is a child/family that before kindergarten:</p> <ul style="list-style-type: none"> received 12 or more meaningful interactions with the Judy Center each year over the course of two grant years (24 interactions or more); <p style="text-align: center;">or</p> |

| Judy Center (JC) Experience | Definition |
|-----------------------------|--|
| | <ul style="list-style-type: none"> ● was enrolled in an accredited partner program for two grant years consecutive or non-consecutive (pre-kindergarten at the elementary school where the Judy Center is located, Head Start, Early Head Start, family or center-based child care, Healthy Families, etc); <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ● received a combination of services: two grant years of 12 or more meaningful interactions and participation in Judy Center partner programs. |
| JC 3 (years) | <p>A JC 3 student is a child/family that before kindergarten:</p> <ul style="list-style-type: none"> ● received 12 or more meaningful interactions with the Judy Center each year over the course of three grant years (36 interactions or more); <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ● was enrolled in an accredited partner program for three grant years consecutive or non-consecutive (pre-kindergarten at the elementary school where the Judy Center is located, Head Start, Early Head Start, family or center-based child care, Healthy Families, etc. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ● received a combination of services: 12 or more meaningful interactions in three grant years and participation in Judy Center partner programs that total three years. |
| JC 4 (years) | <p>A JC 4 student is a child/family that before kindergarten:</p> <ul style="list-style-type: none"> ● received 12 or more meaningful interactions with the Judy Center each year over the course of four grant years (48 interactions or more); <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ● was enrolled in an accredited partner program for four grant years consecutive or non-consecutive (pre-kindergarten at the elementary school where the Judy Center is located, Head Start, Early Head Start, family or center-based child care, Healthy Families, etc); |

| Judy Center (JC) Experience | Definition |
|--------------------------------|--|
| | <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ● received a combination of services: 12 or more meaningful interactions in four grant years and participation in Judy Center partner programs that total four years. |

The chart below describes the demographic data of the families served by the Judy Center Early Learning Hubs during fiscal year 2024.

Chart 5: Judy Center FY2023 Demographic Data



Measuring Success

KINDERGARTEN READINESS ASSESSMENT

In Fall 2014, Maryland introduced Ready for Kindergarten (R4K), which was Maryland's Early Childhood Comprehensive Assessment System, aligned with the state's more rigorous Maryland College and Career-Ready Standards (MCCRS). R4K was a developmentally appropriate assessment system for young children that builds upon the success of the Maryland Model for School Readiness (MMSR), the state-wide assessment tool used from 2001 to 2013. Fall 2021 was the seventh year the readiness assessment component, referred to as the Kindergarten Readiness Assessment (KRA), was administered. The KRA assesses readiness in Language and Literacy, Mathematics, Social foundations, and Physical Well-Being. Student's overall scores fall into the following categories: Demonstrating Readiness, Approaching Readiness, and Emerging Readiness. Due to the COVID pandemic in 2020, no jurisdiction administered the KRA. An overview of all Judy Centers' data is compiled yearly.

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 Judy Center experience. Fall 2014 data showed that 41% of children with Judy Center experience before kindergarten demonstrated readiness on the KRA compared to 36% of the children who entered kindergarten at Judy Center schools without prior experience. Overall, in 2014, 47% of the state's kindergartners demonstrated readiness as measured by the KRA. 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 demonstrated readiness, while 45% of the state's kindergartners demonstrated readiness. The data illustrates that in the fall of 2016 and 2017, children with Judy Center experienced gains in demonstrating school readiness scores, increasing from 42% to 45%. Maryland kindergartners improved from 41% in 2016 to 45% in 2017. Children without Judy Center experience scored 33% in 2016 and 34% in 2017. Gains were shown again in the fall of 2018 when 49% of children with Judy Center experience were ready for kindergarten compared to 34% of children without Judy Center experience. State-wide, 47% of children were ready for kindergarten in the fall of 2019. For school year 2020-21, there is no KRA data due to the COVID pandemic.

All Maryland Public Schools were again required to administer the KRA at the start of the kindergarten school year in 2021. The assessment was administered by teachers in the classroom and consisted of observed and directly assessed items. In most jurisdictions, 100% of children were assessed. However, three counties in Maryland collected KRA data from a random sample of students. State-wide, 40% of children were ready for kindergarten in 2021. In Judy Center schools, children demonstrating decreased by 11 percentage points to (28%) from 2019 scores. Those children demonstrating kindergarten readiness in Title I schools without a Judy Center scored three percentage points lower than those with a Judy Center Early Learning Hub. The drop in scores was most likely attributed to the pandemic. Starting in school year 2022, all jurisdictions were required to assess 100% of their students. No jurisdictions were permitted to administer the assessment to a random sampling of students. In 2022-23 children in Title I schools with prior Judy Center experience scored four percentage points higher (33%) than those in Title I schools without a Judy Center (29%). Judy Center schools demonstrated a five percent increase from

their 2021-2022 scores. In 2023-24 children in Title I schools with prior Judy Center experience scored five percentage points higher (38%) than those without a Judy Center (33%). Judy Center schools had a 5% increase over the 2022-2023 school year.

Chart 6: Kindergarten Students Demonstrating Readiness in Title I Schools with a Judy Center Compared to Non-Judy Center Schools

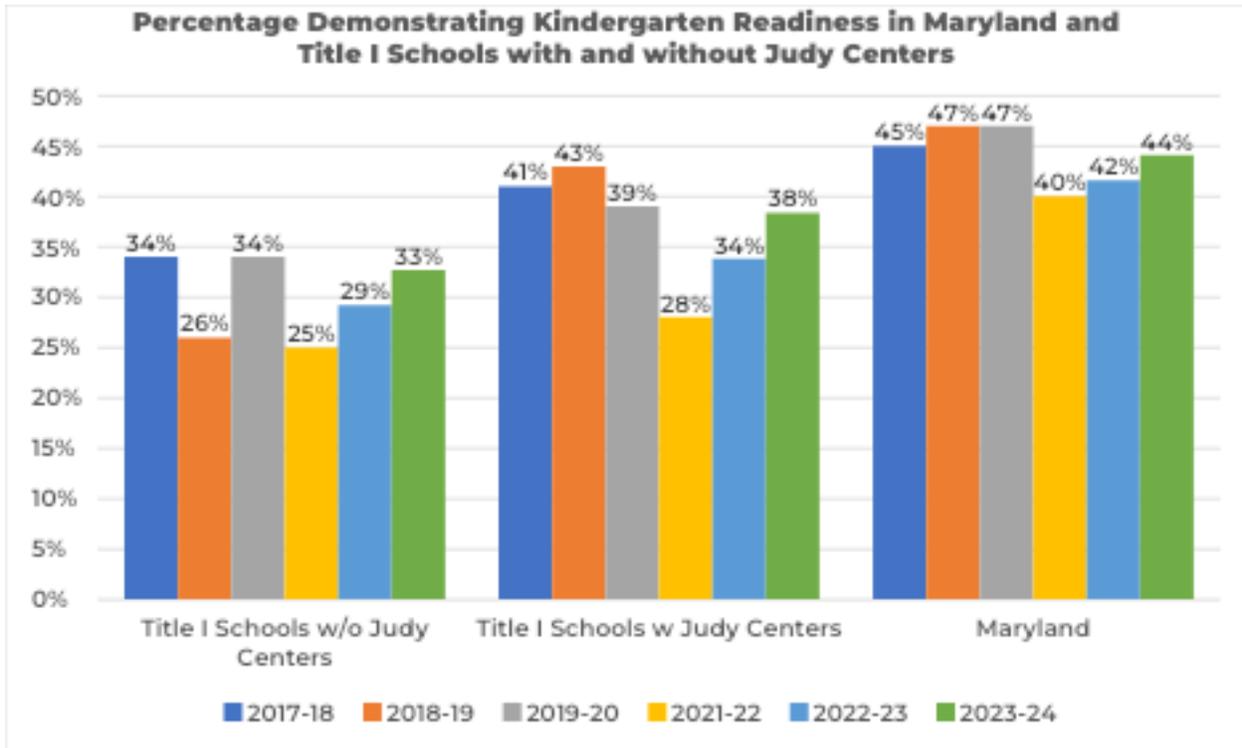
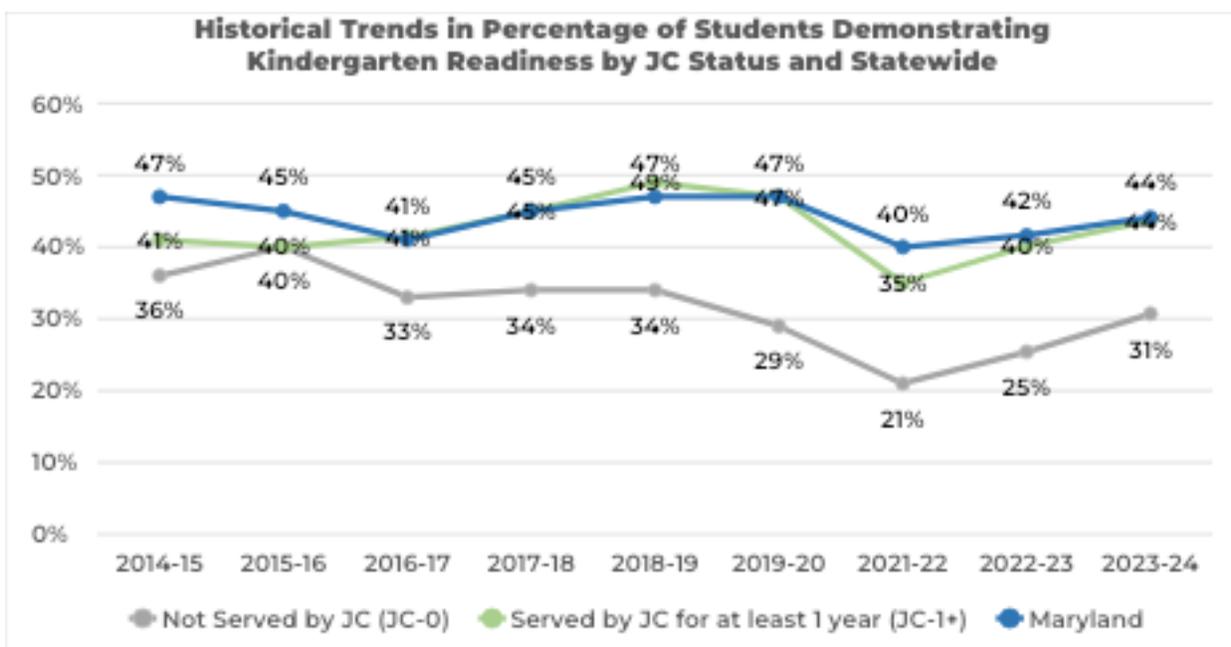


Chart 7: Historical Trends in Percentage of Students Demonstrating Kindergarten Readiness



MEASURING EFFECTIVENESS

Judy Center Early Learning Hubs measure their effectiveness in various ways. One way they address effectiveness is through comprehensive data collection. All Judy Centers are required to collect data related to key performance measures.

Performance Measure 1- Family Engagement

Each Judy Center is required to organize a minimum of two on-site parent and child playgroup sessions every week. Data from fiscal year 2024 shows that, on average, Judy Centers statewide hold three (3) playgroups per week, exceeding the requirement.

Performance Measure 2- Professional Learning

The Judy Center Early Learning Hub is responsible for arranging professional learning opportunities for its partners. Each Judy Center sends a detailed needs assessment to its partners and then plans professional learning opportunities based on the assessment. The data for fiscal year 2024 shows that Judy Centers offered a total of 976 professional learning opportunities. On average, each site offered 11 opportunities.

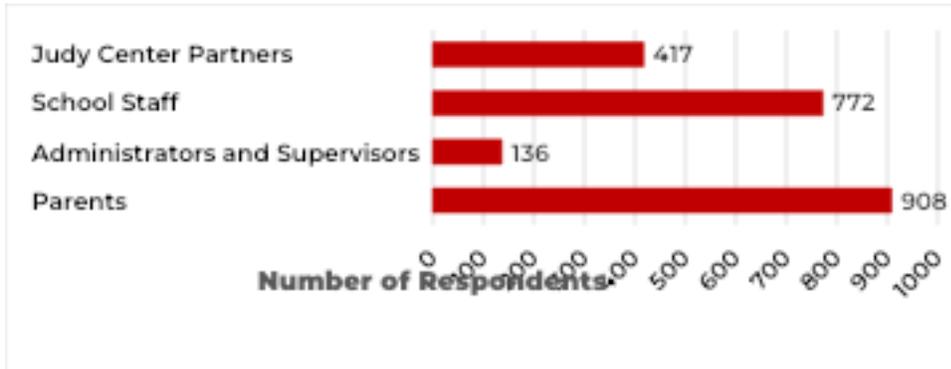
Performance Measure 3- Case Management

At the Judy Center, case management is a family-centered process that prioritizes the strengths, needs, goals, and progress of both the family and children. It involves a collaborative approach, with both the family and staff working together to set goals. Each Judy Center collects data on the percentage of met family-driven goals. In the fiscal year 2024, 2,063 families received case management services through the Judy Center and 70% of family-driven goals were achieved statewide.

Surveys

The effectiveness of Judy Centers is measured through survey data. Every year, the Maryland State Department of Education distributes surveys to various stakeholders, including community partners, school-based staff, and administrators involved with the Judy Center. Before fiscal year 2024, Judy Center Early Learning Hubs created their own site-based parent and family survey to gather data from families regarding the effectiveness of their site. However, the fiscal year 2024 marked the first year for the MSDE Judy Center Family Survey. Judy Center's site-based staff, the Steering Committee, and the MSDE staff analyze the survey data to inform and adjust programming. Chart 8 demonstrates the number of respondents for each survey during 2023-2024.

Chart 8: Number of Respondents for FY2024 Judy Center Surveys



The charts below provide sample questions and responses from each of the surveys.

Chart 9: Partnership Survey

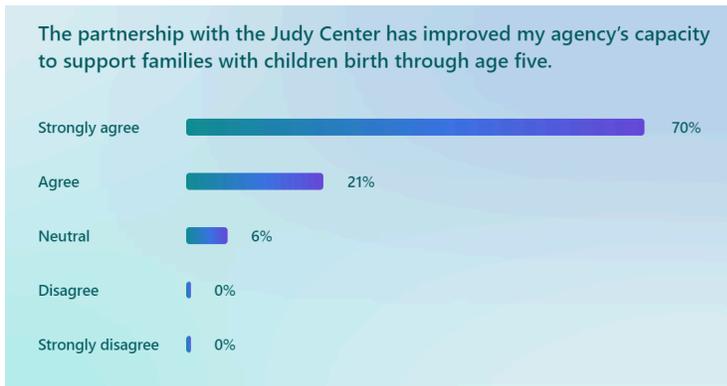


Chart 10: School Staff Survey

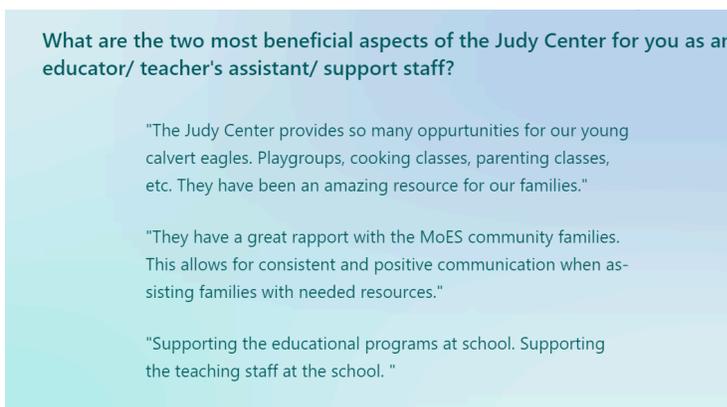
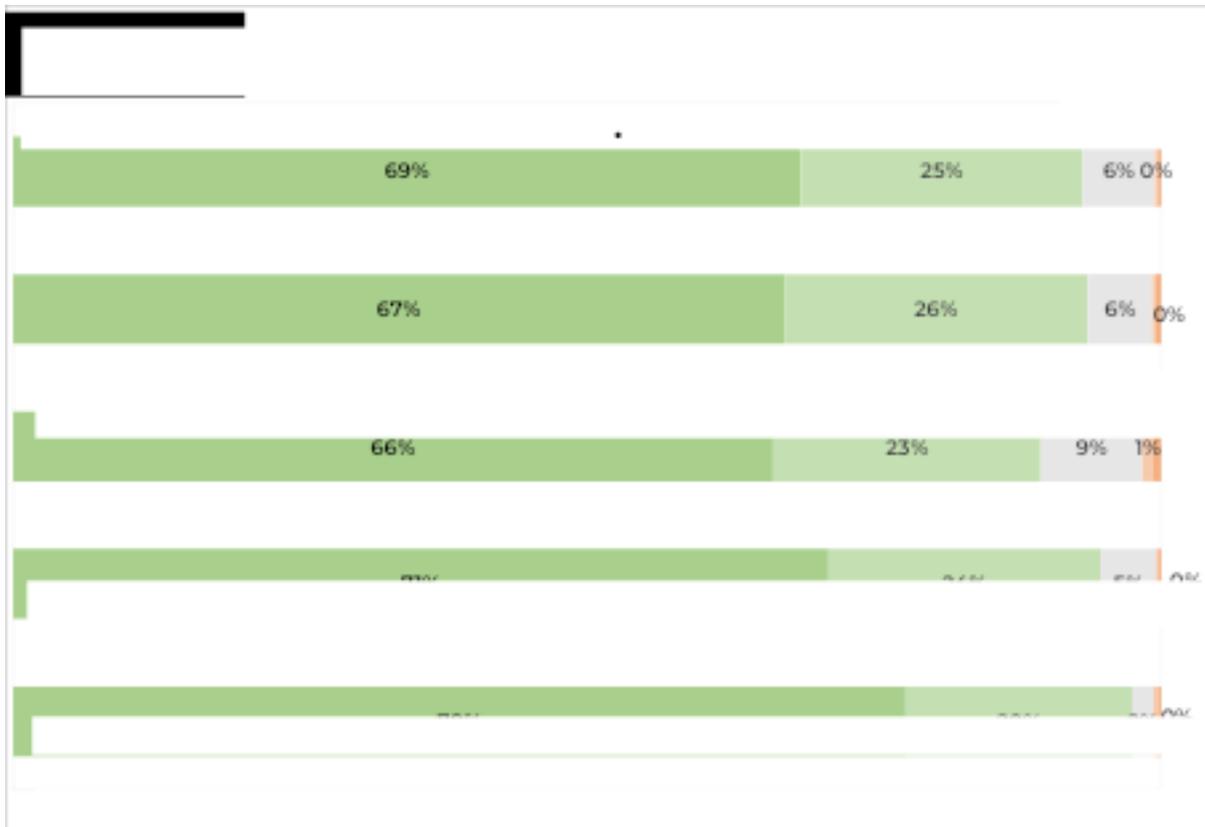


Chart 11: Administrator and Supervisor Survey



Chart 12: Parent/ Family Survey



The data demonstrates that stakeholders believe the Judy Center positively impacts families and children in the early childhood community where it is located.

JUDY CENTER IMPACT

There are alternative ways to measure outcomes aside from statistics. Family engagement, support, and relationships are at the heart of the Judy Center's mission. When programs and families work in partnership, the impact of the Judy Centers is immeasurable. Below are some examples from select Judy Centers.

Caroline County

In the winter of 2024, the Federalsburg Judy Center in Caroline County identified several barriers for their families: transportation, work schedules, English as a second language, poverty, families in shared housing, and disparities among demographic populations in the catchment area. Additionally, Federalsburg Elementary has seven apartment communities that feed into it.

Recognizing the need for better connections within the community, the Judy Center staff developed a plan to work within the community to identify families. They began by visiting the property managers at the local apartments to introduce themselves and share programming information. They distributed programming flyers in the community and laundry rooms. During these conversations, they requested space within the apartment community to reach out and work with families. Eventually, one of the managers contacted the Judy Center and expressed interest in collaborating to serve families. They were provided with the use of the community room at Laural Grove Acres Apartments at least once a month.

Initially, no families attended the group in the first few months, but the Judy Center staff did not give up. They worked with their community partner, Chesapeake Multicultural Resource Center, to contract a Haitian Creole interpreter for eight hours a month. Before their next event, they reached out to families in the complex by going door-to-door with the interpreter. Seven families and eight children attended when they held their March 2024 community playgroup. The staff continues to host their monthly playgroup at Laural Grove Acres Apartments with the aid of their interpreter and are looking to expand for fiscal year 2025.

Baltimore City

The Judy Center at Holabird Academy in Baltimore City opened in 2022. One of the first steps in opening a new Judy Center is reaching out to families and developing relationships. Judy Center Early Learning Hubs aim to support families as a child's first and most important teacher by meeting them where they dream. Families expressed a desire to help their children at home but didn't know where to start. Holabird's family service coordinator asked, "What can we do to support parents in working with their children?" Thus, the idea of "Coffee Connections" was born!

Each month, the Judy Center hosts two different Coffee Connections for the families they serve. One is focused on children from birth to age three, and the other is for Pre-K and Kindergarten families. They address different monthly topics based on parent/ family survey feedback and coordinate efforts with classroom teachers. The groups aim to empower parents with knowledge and tools to help their children with school readiness skills. At the end of each session, parents are given take-home resources.

The Coffee Connections have been very popular with families, providing breakfast and support. The workshops have been so successful that the school community noticed and decided to expand to the other grade levels.

Talbot County

The St. Michael's Judy Center staff had a vision of creating an outdoor interactive learning space for families and children. In 2023-2024, their dream became a reality with the help of Judy Center funding

and community partnerships. They established a nature-based outdoor classroom at St. Michael's Elementary.

When planning the outdoor space, they aimed to create intentional play spaces for children from birth to age five and their families. These spaces would be accessible to Judy Center families, Pre-K, Kindergarten, and their child care partner, Critchlow Adkins Children's Center. The intentional areas included an outdoor café/kitchen, waterworks, a construction corner, an arts area focused on creativity and literacy, gross motor play, and a community garden. The staff intentionally designed the spaces to complement each other. For example, the water station is centrally located between the outdoor café and the community garden. Sullivan Building & Design, LLC, one of their community partners, volunteered their time to help build some of the areas, and Marasun Roofing donated a playhouse for the area. Families have been enjoying the new learning area at St. Michael's. One parent shared, *"The new outdoor classroom in St. Michaels is such an incredible addition to the already amazing Judy Center. There are many fun and stimulating things for the kids to experience. It's so wonderful for the kids to be able to play, explore and just be loud outside of a traditional classroom. We look forward to playgroup every week and we are so grateful to be a part of the Judy Center. The outdoor classroom is such a gift for all the kids who will get to enjoy it!"*

FAMILY VOICE

Judy Center Early Learning Hubs prepare children from birth through age five and their families for success in school and life by providing comprehensive educational programming and family support services year-round. The Judy Center aims to support the entire family by meeting them where they dream. Families are a child's first and most important teachers, and their voices are integral to the work of the Judy Center Early Learning Hubs. Below are some quotes from families across the state.

Deerfield Elementary Judy Center- Harford County

When I first heard about the Judy Center, I was thrilled to learn that there was a program by Deerfield Elementary that invited parents along with their Preschool children to prepare and guide them to transition into their first school year. From fine motor, communication and social skills, everything was taught and provided to all Judy Center families. Judy Center also offered many resources, such as food, clothes, and other everyday necessities for families in need, we held informative meetings for our children's cognitive development and group sessions for us parents to discuss any concerns. All I can say is my daughter was able to gather her resilience and accomplish milestones perfectly for her age thanks to the Judy Center. Through consistent session routines and field trips she was also able to acquire her love for education. We loved our experience so much that we were inspired to enroll her in the summer program as well! Everyone that has an opportunity to attend the center should take advantage of it because they won't regret it! The Judy Center staff Missy, Tara, and Nancy helped boost her knowledge, confidence & independence. To be fortunate enough to have such amazing educators and support from them, I am so grateful that I have found them. We are a FAMILY. A Judy Center Family for LIFE.

Lakewood Elementary School- Baltimore City

School readiness is a big one. They are really helping me emotionally prepare for my son to head to school as well as socially and emotionally preparing my son for school.

Calvert Elementary- Patuxent Appeal Campus- Calvert County

I was extremely nervous to enroll my child in Pre-K 3 prior to joining the Judy Center. However, I am now confident in his abilities to continue learning in a school setting. I also hope he will continue at the Judy Center until he begins Kindergarten so he can continue to grow and prepare for his education in kindergarten.

Monocacy Elementary Judy Center- Frederick County

We LOVE the Judy center and everything they have to offer! We are so thankful for them and how they have prepared my kids for school and social situations!

Broad Ford Elementary Judy Center- Garrett County

I feel that the Judy Center is very family and community-based. The workers always take the time to talk with parents and children at every event, they ask questions and encourage families to open up about needs and education activities the families are interested in. The Judy Center staff are always willing to help. They even helped me get hired at a new job.

Judy Center at Rolling Terrace Elementary- Montgomery County

This program has been great for C., and it is a good introduction to bilingual education she will receive at Rolling Terrace.

Green Holly Elementary Judy Center- St. Mary's County

I'm super grateful to have met all the wonderful staff at Green Holly Judy Center. They've helped me become a better parent and feel ready for school. They've also helped my son with his speech delay.

Judy Center at Robert Moton Elementary- Carroll County

I have wonderful things to say about the teachers. They have showed us many different experiences around our community for kids, I would have not been aware of without the Judy Center.

Maple Elementary Judy Center- Dorchester County

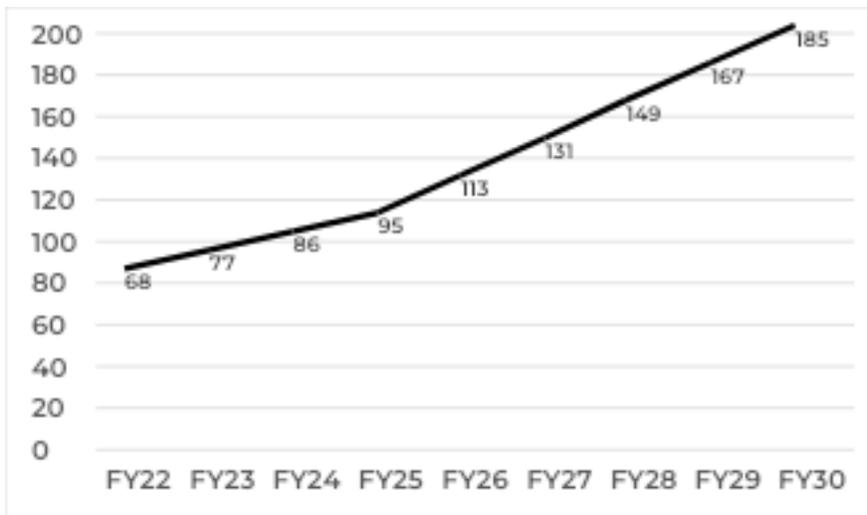
Nice being in his school so he will be comfortable when he starts. Also, school readiness with clean up, transitions, etc. He's learning through playgroups.

Next Steps

In 2021, landmark legislation known as The Blueprint for Maryland's Future was passed, including comprehensive changes to Maryland's early childhood system and public schools. The Blueprint emphasizes equitable early education opportunities that prepare all children for school and overall success. Investment in high-quality early childhood education and learning experiences means more equitable opportunities for children across the state to succeed as they begin their school careers. As part of the Blueprint, Judy Centers will grow by nine per year for five years and 18 per year for the subsequent five years. Additionally, in the school year 2023-24, Judy Centers are located in Title I and high-needs schools that score 0.6 or above, according to the Center for Disease Control's Social Vulnerability Index.

The expansion of the Judy Centers and its family support services ensures that all children enter school ready to succeed. MSDE continues to provide a high level of professional learning and technical assistance to ensure that all sites operate with fidelity to the model and continue to deliver high-quality programming.

Chart 13: Projected Growth of Judy Centers from Fiscal Year 2022-2030



Appendix A- FY2024 Judy Center Early Learning Hub Budgets

The following tables show expenditures in Fiscal Year 2024 to support the Judy Center Early Learning Hubs using funding from Judith P. Hoyer general funds and Blueprint for Maryland's Future Fund Early Childhood Expansion Program.

| Jurisdiction | School | American Rescue Plan Funds | MSDE General Funds | Blueprint for Maryland's Future Funds | Total |
|------------------|-------------------------------|----------------------------|--------------------|---------------------------------------|------------|
| Allegany | Westmar Early Learning Center | | 215,000.00 | 115,000.00 | 330,000.00 |
| Allegany | South Penn | | 215,000.00 | 115,000.00 | 330,000.00 |
| Anne Arundel | Belle Grove | | 215,000.00 | 115,000.00 | 330,000.00 |
| Anne Arundel | Georgetown East | | 215,000.00 | 115,000.00 | 330,000.00 |
| Baltimore City | Abbottston | | 215,000.00 | 115,000.00 | 330,000.00 |
| Baltimore City | Arlington | | 215,000.00 | 115,000.00 | 330,000.00 |
| Baltimore City | Arundel | | 215,000.00 | 115,000.00 | 330,000.00 |
| Baltimore City | Billie Holiday | | | 330,000.00 | 330,000.00 |
| Baltimore City | Commodore John Rodgers | | | 330,000.00 | 330,000.00 |
| Baltimore City | Curtis Bay | | 215,000.00 | 115,000.00 | 330,000.00 |
| Baltimore City | Dorothy I. Height | | 330,000.00 | | 330,000.00 |
| Baltimore City | Lakewood | | | 330,000.00 | 330,000.00 |
| Baltimore City | Harford Heights | | | 330,000.00 | 330,000.00 |
| Baltimore City | Holabird | 330,000.00 | | | 330,000.00 |
| Baltimore City | John Ruhrah | | | 330,000.00 | 330,000.00 |
| Baltimore City | Lakeland | | | 330,000.00 | 330,000.00 |
| Baltimore City | Liberty | | 215,000.00 | 115,000.00 | 330,000.00 |
| Baltimore City | Moravia Park | 330,000.00 | | | 330,000.00 |
| Baltimore County | Bedford | | | 330,000.00 | 330,000.00 |
| Baltimore County | Featherbed Lane | | | 330,000.00 | 330,000.00 |
| Baltimore County | Hawthorne | | | 330,000.00 | 330,000.00 |
| Baltimore County | Sandalwood | | | 330,000.00 | 330,000.00 |
| Calvert | Calvert | | | 330,000.00 | 330,000.00 |
| Calvert | Patuxent Appeal Campus | | 215,000.00 | 115,000.00 | 330,000.00 |
| Caroline | Federalsburg | | 215,000.00 | 115,000.00 | 330,000.00 |
| Caroline | Greensboro | | 215,000.00 | 115,000.00 | 330,000.00 |

| | | | | | |
|-----------------|-----------------------------|------------|------------|------------|------------|
| Carroll | Elmer Wolfe | | 215,000.00 | 115,000.00 | 330,000.00 |
| Carroll | Robert Moton | | 215,000.00 | 115,000.00 | 330,000.00 |
| Carroll | Taneytown | | 215,000.00 | 115,000.00 | 330,000.00 |
| Cecil | Cecilton | | | 330,000.00 | 330,000.00 |
| Cecil | Gilpin Manor | | | 330,000.00 | 330,000.00 |
| Cecil | North East | | | 330,000.00 | 330,000.00 |
| Cecil | Perryville | | | 330,000.00 | 330,000.00 |
| Cecil | Thomson Estates | | 215,000.00 | 115,000.00 | 330,000.00 |
| Cecil | Holly Hall | | | 330,000.00 | 330,000.00 |
| Cecil | Charlestown | | | 330,000.00 | 330,000.00 |
| Cecil | Bay View | | | 330,000.00 | 330,000.00 |
| Cecil | Bainbridge | | | 330,000.00 | 330,000.00 |
| Cecil | Cecil Manor | | 215,000.00 | 115,000.00 | 330,000.00 |
| Charles | Dr. Samuel A. Mudd | | 215,000.00 | 115,000.00 | 330,000.00 |
| Charles | Eva Turner | | 215,000.00 | 115,000.00 | 330,000.00 |
| Charles | Indian Head | | | 330,000.00 | 330,000.00 |
| Dorchester | Maple | | | 330,000.00 | 330,000.00 |
| Dorchester | Sandy Hill | | 215,000.00 | 115,000.00 | 330,000.00 |
| Frederick | Butterfly Ridge | | | 330,000.00 | 330,000.00 |
| Frederick | Hillcrest | | | 330,000.00 | 330,000.00 |
| Frederick | Lincoln | | | 330,000.00 | 330,000.00 |
| Frederick | Monocacy | | | 330,000.00 | 330,000.00 |
| Frederick | Waverley | | 215,000.00 | 115,000.00 | 330,000.00 |
| Frederick | Tuscarora | | | 330,000.00 | 330,000.00 |
| Garrett | Broadford | | | 330,000.00 | 330,000.00 |
| Garrett | Yough Glades | | 215,000.00 | 115,000.00 | 330,000.00 |
| Garrett | Friendsville | | 215,000.00 | 115,000.00 | 330,000.00 |
| Garrett | Grantsville | | | 330,000.00 | 330,000.00 |
| Harford | Deerfield Elementary School | 330,000.00 | | | 330,000.00 |
| Harford | Hall's Crossroads | | 215,000.00 | 115,000.00 | 330,000.00 |
| Harford | Magnolia | | 215,000.00 | 115,000.00 | 330,000.00 |
| Howard | Cradlerock | | 215,000.00 | 115,000.00 | 330,000.00 |
| Kent | H.H. Garnet | | 215,000.00 | 115,000.00 | 330,000.00 |
| Kent | Rock Hall | 330,000.00 | | | 330,000.00 |
| Kent | Galena | | | 330,000.00 | 330,000.00 |
| Montgomery | Rolling Terrace | | 215,000.00 | 115,000.00 | 330,000.00 |
| Montgomery | Summit Hall | | 215,000.00 | 115,000.00 | 330,000.00 |
| Prince George's | Bradbury Heights | 330,000.00 | | | 330,000.00 |
| Prince George's | Carmody Hills | | 98,620.00 | 231,380.00 | 330,000.00 |

| | | | | | |
|--------------------|------------------------------|---------------------|---------------------|----------------------|----------------------|
| Prince George's | Cool Spring | | 215,000.00 | 115,000.00 | 330,000.00 |
| Prince George's | Hillcrest Heights | | | 330,000.00 | 330,000.00 |
| Prince George's | Rosa Parks Elementary School | 330,000.00 | | | 330,000.00 |
| Queen Anne's | Church Hill | | | 330,000.00 | 330,000.00 |
| Queen Anne's | Grasonville | | | 330,000.00 | 330,000.00 |
| Queen Anne's | Sudlersville | | 215,000.00 | 115,000.00 | 330,000.00 |
| Somerset | Princess Anne | | 215,000.00 | 115,000.00 | 330,000.00 |
| Somerset | Woodson | | 215,000.00 | 115,000.00 | 330,000.00 |
| St. Mary's | George Washington Carver | | 215,000.00 | 115,000.00 | 330,000.00 |
| St. Mary's | Green Holly | | 215,000.00 | 115,000.00 | 330,000.00 |
| St. Mary's | Lexington Park | | | 330,000.00 | 330,000.00 |
| Talbot | Easton | | | 330,000.00 | 330,000.00 |
| Talbot | St. Michaels | | 215,000.00 | 115,000.00 | 330,000.00 |
| Washington | Bester | | | 330,000.00 | 330,000.00 |
| Washington | Ruth Anne Monroe | | 215,000.00 | 115,000.00 | 330,000.00 |
| Washington | Emma K. Doub | 330,000.00 | | | 330,000.00 |
| Wicomico | Beaver Run | | 215,000.00 | 115,000.00 | 330,000.00 |
| Wicomico | Pemberton | | 200,000.00 | 130,000.00 | 330,000.00 |
| Worcester | Pocomoke | | | 330,000.00 | 330,000.00 |
| Worcester | Snow Hill | | | 330,000.00 | 330,000.00 |
| Worcester | Buckingham | 330,000.00 | | | 330,000.00 |
| Grand Total | | 2,640,000.00 | 8,798,620.00 | 16,941,380.00 | 28,380,000.00 |

Appendix B- Acronym Key

The following acronyms appear throughout this report.

ECAC– Early Childhood Advisory Council

ELA – Early Learning Assessment

IEP – Individualized Education Program

IFSP– Individualized Family Service Plan

KRA – Kindergarten Readiness Assessment

LEA – Local Education Agency

MCCRS – Maryland College and Career Ready Standards

MSDE – Maryland State Department of Education

MOU – Memoranda of Understanding