



**Maryland**  
**STATE DEPARTMENT OF EDUCATION**

**FY 25**

**Judith P. Hoyer**  
**Enhancement and Early**  
**Education Grant**  
**Component Standards**

To successfully meet the goals of the Judy Center grant, the following requirements must be met for each component: Each site must maintain accurate data, agree to enter data into the MSDE Judy Center database, and provide data and documentation to the MSDE external evaluator when requested.

**1. Full Day/ Full Year**

- 1.1- Full Day/ Full Year
- 1.2- Staffing
- 1.3- Space
- 1.4- Families and Children Served
- 1.5- School Community

**2. Family Support**

- 2.1- Meals
- 2.2- Case Management
- 2.3- Goal Setting
- 2.4- Evidence-Based Home Visiting
- 2.5- Integration of Early Education Services
- 2.6- Child Care/ Early Head Start/ Head Start/ Patty Center Referrals
- 2.7- Health Related Services
- 2.8- Adult Education and Career Services
- 2.9- Strengthening Families
- 2.10- Parent Education
- 2.11- Parent Advisory
- 2.12 Transitions

**3. Family Engagement**

- 3.1- Family Engagement
- 3.2- Parent/ Child Playgroups
- 3.3- Communication

**4. Early Identification and Outreach**

- 4.1- Outreach
- 4.2- Children with Disabilities and Early Intervention

**5. Partnerships**

- 5.1- Partnerships
- 5.2- Memorandum of Understanding (MOU)
- 5.3- Steering Committee
- 5.4- Surveys
- 5.5- Professional Development

**Component 1**  
**Full Day/Full Year Services and Programming**

1.1	<ul style="list-style-type: none"> <li>• The Judy Center provides programming and services full-year. Full-year is defined as 12 months of consistent programming.</li> <li>• Per the legislation, full-day is defined as no less than 7 hours a day and no more than 12.</li> <li>• All programs and services are fully inclusive for children ages birth through five in the catchment area, regardless of abilities.</li> </ul>
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**Staffing**  
**Component 1.2**

1.2	<ul style="list-style-type: none"> <li>• There is a dedicated site-based coordinator and a dedicated family service coordinator to meet the families' needs.</li> <li>• Full-time must reflect the community's needs, which may include programming in the evenings or on weekends.</li> <li>• Additional staffing is up to the Local Education Agencies' discretion; however, additional staffing is not required. Additional staffing positions may include a multi-site coordinator, playgroup facilitator, home visitor, outreach coordinator, etc.</li> <li>• If additional staff are hired, the percentage of their time serving families and children at the site must meet the allocated funding for their salaries. No Judy Center funding may be used to fund positions that do not support the intended population at the school.</li> <li>• Staff should have the flexibility to provide programming that meets the community's needs by flexing their hours or are paid hourly compensation for non-typical school hours.</li> <li>• Judy Center staff must carry out the comprehensive requirements of the Judy Center grant and should not be assigned duties not associated with the grant. Judy Center staff should not:             <ul style="list-style-type: none"> <li>○ cover or substitute in classrooms.</li> <li>○ cover lunch duty or bus duty.</li> <li>○ provide behavior support for school-age children.</li> <li>○ be used for translation/ interpretation for families not enrolled in the Judy Center.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ cover classrooms for a teacher giving assessments.</li> <li>○ lead Pre-Kindergarten Accreditation.</li> <li>○ administer assessments such as The Kindergarten Readiness Assessment (KRA).</li> </ul>
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**Space**  
Component 1.3

1.3	<ul style="list-style-type: none"> <li>• The school must have dedicated space to house a Judy Center Coordinator and Family Service Coordinator. This space may be within the classroom/ meeting space.</li> <li>• The school must have a dedicated classroom/meeting space for the Judy Center with usable open floor space comfortable for crawling infants through active preschoolers and the adults that attend with them.</li> <li>• The classroom/ meeting space must have room for learning centers that align with learning domains. It should not be a communal space within the building.</li> <li>• Larger communal spaces (gym, cafeteria, library) should be provided within the building for family engagement activities.</li> <li>• There should be storage space for the Judy Center program materials and supplies onsite.</li> </ul>
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**Families and Children Served**  
Component 1.4

1.4	<ul style="list-style-type: none"> <li>• Grant funds must be used to serve children ages birth through five years of age and their families within a catchment area. <ul style="list-style-type: none"> <li>○ Catchment refers to the boundaries of the school where the Judy Center is located or the school enrollment zone. The children that live within these boundaries will attend Pre-K and/ or Kindergarten where the Judy Center is located.</li> </ul> </li> <li>• Judy Center Early Learning Hub staff can offer supplementary support for pre-k and kindergarten; however, most of their effort should be focused on identifying and engaging children and families in the catchment who are not involved in formal programming.</li> <li>• Children with Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) are supported and participate in activities with their typically developing peers. Each Judy Center site may serve children with an IEP or IFSP outside of their catchment area, depending on their site capacity and on a first-come, first-serve basis.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The Judy Center should have a plan for all children on a waiting list or process for when they reach capacity.</li> <li>• Judy Centers may serve housing-insecure families not currently residing within the school's catchment area. The McKinney-Vento Homeless Assistance Act defines homeless/ housing insecure families. <a href="https://nche.ed.gov/mckinney-vento-definition/">https://nche.ed.gov/mckinney-vento-definition/</a></li> <li>• The Office of Head Start Early Learning and Knowledge Center offers <b>Caring Conversations about McKinney Vento eligibility</b>.</li> </ul>
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**School Community**  
Component 1.5

1.5	<ul style="list-style-type: none"> <li>• Administrators and Judy Center staff regularly schedule meetings to develop a shared understanding of the center's support and services and its role in the school community.</li> <li>• Judy Center staff shares plans for Judy Center activities and events with the administration and obtains proper approval.</li> <li>• School administrators participate in Judy Center programming, learning opportunities, and family engagement.</li> <li>• Administrators ensure that Judy Center staff collaborates with Title 1 and Community School Staff.</li> <li>• Judy Center staff should be included in Early Childhood professional development provided by the Local Education Agency.</li> <li>• Judy Center staff share information, communicate, and collaborate with all Judy Center, school staff throughout the year.</li> </ul>
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**Component 2**  
**Family Support**

**Meals**  
Component 2.1

2.1	<ul style="list-style-type: none"> <li>• Meals are provided during summer programming sponsored by the Judy Center.</li> <li>• Meals are provided to children and families on weekends as needed (weekend backpack programs, hot meal services, food pantries).</li> <li>• The Judy Center staff has access to a food pantry and/or has an on-site food pantry and/or food bank distribution to meet the needs of families.</li> <li>• Healthy meals or snacks are provided during family programming and engagement opportunities that the Judy Center sponsors.</li> </ul>
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**Case Management**  
Component 2.2

2.2

- Case management is a family-centered process that occurs internally at the Judy Center. It must take a strengths-based, family-driven approach, focusing on families and children's strengths, needs, goals, and progress.
- Judy Center staff takes part in the case management process.
- The case management team comprises the coordinator, family service coordinator, and any additional Judy Center staff.
- Case management is a confidential process that includes receiving referrals from and providing referrals to community agencies and partners, intakes with families, family surveys, developmental screenings, follow-up, and active case review.
- The Judy Center staff utilizes case notes and tracks services.
- Case management may include digital or hard-copy files.
- There is a process for closing cases and ending services.
- All case management documents should be kept confidential, and parental consent must be given to share information with partners or other agencies.
- Intake and consent forms, information release forms, and referral forms are utilized.
- Electronic referrals are acceptable in place of paper forms.
- There are MOUs between agencies providing services and case management.
- Partners work together to avoid duplication of services.
- Information about children is shared between partners and Judy Centers with parent consent at case management meetings and during ongoing service coordination.
- Formal Judy Center Case Management meetings must occur at least once a month.
- During the case management meeting, the Judy Center team will collaborate to:
  - Review current families receiving case management
  - Address Strengths
  - Identify barriers the family might be facing
  - Benchmark current goals
  - Share information from service coordination with cooperating agencies

	<ul style="list-style-type: none"><li>○ Work collaboratively to identify resources and problem-solve to support the family</li><li>• Families involved in case management must be moderate to high intensity, according to the Judy Center <b>Continuum of Family Support</b>, and must have family-driven goals in place.</li><li>• Service coordination is an integral part of the case management process. Service coordination must be collaborative and ongoing with partners. These meetings may be in person, online, via email, or by phone. These discussions should take a strengths-based approach focusing on the needs, goals, and progress of families and children. Service coordination must be documented as part of the case management process.</li><li>• Agreements/ waivers must be shared between the Judy Center and coordinating agencies to discuss families.</li></ul>
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**Goal Setting**  
Component 2.3

2.3	<ul style="list-style-type: none"><li>• Judy Center staff must take a strength-based approach when setting goals with families.</li><li>• The Head Start Early Childhood Learning &amp; Knowledge Center recommends the following related to Strength-Based Attitudes for Building Positive, Goal-Oriented Relationships:<ul style="list-style-type: none"><li>○ Families are the first and most important teachers of their children.</li><li>○ Families are our partners with a critical role in their family's development.</li><li>○ Families have expertise about their child and their family.</li><li>○ Families' contributions are important and valuable.</li></ul></li><li>• For more information on building effective partnerships with families and sample interactions, visit the Head Start/ ECLKC website here: <a href="https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/strength-based-attitudes">https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/strength-based-attitudes</a></li><li>• The Aspen Institute and First 10 offer resources and information related to the two-generation approach of working with families. <a href="https://ascend.aspeninstitute.org/2gen-approach/">https://ascend.aspeninstitute.org/2gen-approach/</a> <a href="https://first10.org/resources/">https://first10.org/resources/</a></li></ul>
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## Evidence-Based Home Visiting

### Component 2.4

2.4

- Evidence-based home visiting **may be used** as part of the Judy Center case management process as defined by the family's goals.
- Evidence-based home visiting promotes positive parent-child interaction, healthy childhood growth and development, and enhances family functioning.
- Evidence-based home visiting is a face-to-face interaction between the family and the Judy Center staff at the family's preferred meeting place.
- Locations for evidence-based home visits should be based on the family's comfort level and circumstances. These locations may include parks, recreation centers, libraries, and other locations in the community.
- If the Judy Center staff conducts home visits, they should obtain approval for an evidence-based home visiting curriculum from their LEA and/or supervisor.
- Evidence-based home visiting must be included in the Judy Center database and case management files.
- A list of some examples of evidence/research-based home visiting programs can be found at: <https://homvee.acf.hhs.gov/HRSA-Models-Eligible-MIECHV-Grantees>
- If the Judy Center does not offer home visiting services, when appropriate, referrals are made to community agencies that offer evidence-based home visiting.

## Integration of Early Education Services

### Component 2.5

2.5

- Off-site activities are provided at the discretion of Local Education Agency to enhance the curriculum for children ages birth through five and their families (such as field trips to local theaters, fire departments, farm visits, libraries, etc.).
- Onsite activities are provided at the discretion of Local Education Agency to enhance the curriculum for children ages birth through five and their families (such as in-school field trips, cooking classes, music classes, gross motor activities, MD Extension programs, etc.)
- Off-site and onsite activities must be intentionally planned using research/evidence-based practices. One or more of the following should be utilized:
  - Maryland Early Learning Standards
  - The Domains of Development and Learning
  - Healthy Beginnings
  - KRA Common Language Standards
  - CDC Developmental Milestones

	<p>*Educational/ developmental standards are the learning goals for what children should know and be able to do at each level. Education/developmental standards are not a curriculum.</p> <ul style="list-style-type: none"> <li>• Resources are offered to licensed early care and education providers, community partners, community service providers, and families to address the <b>domains</b> and what/why/how children need to be ready for school.</li> <li>• Regularly scheduled individual or joint meetings are held with teachers and program staff across all programs, including Early Head Start/ Head Start, child care centers and family care providers, and prekindergarten throughout the year.</li> <li>• Judy Center staff share information, communicate, and collaborate with all program staff throughout the year.</li> <li>• Judy Center staff should collaborate with Title 1 staff and community school coordinators.</li> <li>• Meet with Kindergarten and Pre-kindergarten staff throughout the year to communicate and collaborate on the ongoing transition and support of children. Topics of discussion can include but are not limited to KRA scores, Early Learning Assessment (ELA) scores, and backward mapping to address prerequisite kindergarten skills for children birth to 4 that the Judy Center can support for families and children not yet enrolled in formal programming.</li> <li>• The Judy Center assists school kindergarten staff with articulation meetings across all programs. <ul style="list-style-type: none"> <li>○ The school kindergarten and Pre-K staff should conduct articulation meetings.</li> </ul> </li> </ul>
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<p><b>Child Care/ Early Head Start/ Head Start/ Patty Center (Family Support Center)</b>  <b>Referrals</b>  Component 2.6</p>	
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<p>2.6</p>	<ul style="list-style-type: none"> <li>• When a family is identified, they are surveyed for childcare needs. There is follow-up communication after surveys are collected to assist with meeting childcare needs.</li> <li>• Families are referred to child care partner programs or referred to LOCATE through Maryland Family Network <a href="https://www.marylandfamilynetwork.org/for-parents/locate-child-care">https://www.marylandfamilynetwork.org/for-parents/locate-child-care</a> when childcare assistance is requested and according to LEA guidelines.</li> <li>• The Judy Center assists in connecting families to child care services for children who need before and after school care and during school closings.</li> <li>• The Judy Center refers families to the <i>Family Resource Specialist</i> through the Maryland Family Network to assist them in obtaining Child Care Scholarships through MSDE or support the family with the process.</li> </ul>
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	<ul style="list-style-type: none"> <li>The Judy Center staff assists in referring families to the Patty Center (Family Support Center) for educational and health-related services as needed.</li> </ul> <p>The Judy Center assists in referring families to Early Head Start and Head Start Programs.</p>
<b>Health-Related Services</b> Component 2.7	
2.7	<ul style="list-style-type: none"> <li>When applicable, Maryland Children's Health Program (MCHP) information is provided to families.</li> <li>Parents are surveyed regarding health needs. The survey could include:           <ul style="list-style-type: none"> <li>annual well check-up visits</li> <li>pregnancy prevention</li> <li>prenatal care</li> <li>postpartum support</li> <li>health insurance</li> </ul> </li> <li>Community providers and the Child Care Resource Center provide mental health and behavior services. Mental health services can be contracted through the Judy Center.</li> <li>The Judy Center should facilitate connecting families to existing services in the community.</li> <li>If mental health programs for school-age children are already in place through the school, those should be utilized first.</li> <li>Community health agencies and organizations participate on the steering committee and contribute to delivering health services to Judy Center children and families.</li> </ul>
<b>Adult Education and Career Services</b> Component 2.8	
2.8	<ul style="list-style-type: none"> <li>There are MOUs and partnerships with adult education agencies, including but not limited to local colleges and universities for a continuum of higher education opportunities for parents, language courses, transition programs for those entering college after a long absence from schooling, career planning, workforce development, coursework, and enrollment in trade programs that lead to certification, job placement, or a degree.</li> <li>Parents have been surveyed for educational needs. There is a follow-up with the parent for those who responded with an identified need and requested assistance.</li> <li>The Judy Center markets Adult Education programs.</li> <li>Adult Education programs and the Judy Center share information regarding parents enrolled in adult education when appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Career planning, job opportunities, and/or job training through the partnership are provided. Partnerships for career planning may include but are not limited to Career Centers, One Stops, Workforce Development, colleges, and universities.</li> </ul>
<b>Strengthening Families</b> Component 2.9	
2.9	<ul style="list-style-type: none"> <li>• Judy Centers focus on a child’s first and most important teacher- their families.</li> <li>• Resources are sent home to help parents understand their role as their child’s first teacher.</li> <li>• Judy Centers use a strengths-based, multi-generational approach centered on children and their families.</li> <li>• Families attend all Judy Center programming with their children, and parent education is embedded.</li> </ul>
<b>Parent Education</b> Component 2.10	
2.10	<ul style="list-style-type: none"> <li>• Parent education must be embedded in all Judy Center programming.</li> <li>• Judy Center staff or community partners offer parent education training/workshops based on evidence-based best practices. <ul style="list-style-type: none"> <li>○ A planning tool must be used to plan parent training and workshops.</li> </ul> </li> <li>• Parent education may address: <ul style="list-style-type: none"> <li>○ behavior and/or other health topics</li> <li>○ parenting</li> <li>○ child development</li> <li>○ school readiness</li> <li>○ career/education connections</li> </ul> </li> </ul>
<b>Parent Advisory Committee</b> Component 2.11	
2.11	<ul style="list-style-type: none"> <li>• A Parent Advisory Committee (PAC) is made up of volunteer parents who represent the interests of the community (catchment area), the Judy Center Early Learning Hub, and the school at large. They provide a valuable bridge between the Judy Center, the school, and the families it serves. An active PAC can be a highly effective method of supporting meaningful parent engagement, developing parent leadership skills, and supporting the program’s success.</li> <li>• Responsibilities of the Parent Advisory Committee: <ul style="list-style-type: none"> <li>○ Provide input and feedback on Judy Center programming.</li> <li>○ Provide input and feedback related to Judy Center Grant performance measures.</li> <li>○ Provide input and feedback related to Judy Center Outreach.</li> <li>○ Advocate for the families who are a part of the Judy Center.</li> <li>○ Promote a positive culture at the Judy Center, the school, and the community that fosters support, learning, and respect.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• The (PAC) may be in conjunction with Title I or Community Schools but must address the Judy Center and its programming.</li> <li>• The feedback from the parent advisory groups should be shared at Judy Center Steering Committee Meetings.</li> <li>• PAC meetings must be held three times per year (Fall, Winter, Spring).</li> <li>• Agendas, attendance tracking, and meeting minutes must be completed for all meetings and submitted to MSDE.</li> </ul>
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<p><b>Transitions</b> Component 2.12</p>	
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2.12	<ul style="list-style-type: none"> <li>• Transition strategies and activities are offered as needed for children in the catchment area birth through 5 years old and their families.</li> <li>• Transition strategies and activities are planned with community agencies and groups that serve families with children birth through age five in the catchment area.</li> <li>• Transition strategies and activities can be offered to Early Head Start, Head Start, child care, family childcare, home visiting programs, Patty Centers (Family Support Centers) as well as children entering formal programs for the first time.</li> <li>• Transition into formal school settings is an ongoing process based on community needs. The National Center on Early Childhood Development, Teaching, and Learning suggests:             <ul style="list-style-type: none"> <li>○ Approach transition collaboratively and include the diverse perspectives of learners and their families.</li> <li>○ Involve all key stakeholders in the process, including families, educators, leaders, members of children’s cultural and linguistic communities, and individuals representing children with disabilities.</li> <li>○ Align children’s experiences across systems in early learning settings and kindergarten classrooms.</li> </ul> <p>Source: <a href="https://www.ccf.ny.gov/files/6415/8352/5978/8-transition_brief.pdf">https://www.ccf.ny.gov/files/6415/8352/5978/8-transition_brief.pdf</a></p> </li> <li>• Transitional activities must occur throughout the year prior to entering formal school settings, not only in the spring.</li> <li>• Activities include but are not limited to participating in school activities, touring the school, cafeteria, and bus, and utilizing social stories to assist children and families with an easier transition to entering school as it is a familiar place to them, providing parent sessions related to social foundations, mathematics, language and literacy, and physical well-being and motor development.</li> <li>• More information related to successful kindergarten transitions can be found in the Alabama to Kindergarten Transition Toolkit, Head Start Early</li> </ul>
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	<p>Childhood Knowledge Center, Maryland EXCELS toolkit and NAEYC, linked below:</p> <p><a href="https://children.alabama.gov/wp-content/uploads/2022/01/Alabama-Transition-to-Kindergarten-Toolkit-2021.pdf">https://children.alabama.gov/wp-content/uploads/2022/01/Alabama-Transition-to-Kindergarten-Toolkit-2021.pdf</a></p> <p><a href="https://www.naeyc.org/resources/pubs/tyc/feb2014/transitions-kindergarten">https://www.naeyc.org/resources/pubs/tyc/feb2014/transitions-kindergarten</a></p> <p><a href="https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten">https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten</a></p> <p><a href="https://marylandexcelstoolkit.org/tips/promoting-successful-transitions-to-kindergarten/">https://marylandexcelstoolkit.org/tips/promoting-successful-transitions-to-kindergarten/</a></p>
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<b>Component 3</b> <b>Family Engagement</b>	
<b>Family Engagement</b> Component 3.1	
3.1	<ul style="list-style-type: none"> <li>• Family engagement includes engagement activities/ events, and family learning opportunities planned using evidence-based practice to support school readiness and family support.</li> <li>• Effective family engagement supports young children's and their family's healthy social, emotional, cognitive, and physical development.</li> <li>• Families are regularly surveyed to determine needs and interests for family engagement; the Judy Center uses the results of these ongoing surveys to plan and adjust family programming.</li> <li>• The Judy Center responds to their program data by planning events and activities for children birth through 5 years of age that will support children's learning across all domains and increase parenting skills for their families.</li> <li>• In addition to onsite playgroups, a minimum of 12 family engagement opportunities should be offered each year. These 12 opportunities should include family activities/ events, family learning opportunities, and parent education and training planned using evidence-based practice to support school readiness.</li> <li>• At least one school-wide family engagement activity must be jointly planned with Title I/ Community School staff each year.</li> <li>• Judy Center staff must use a planning tool to plan family engagement. <b>The Early Childhood Engagement Framework: Maryland's Vision for Engaging Families with Young Children</b> should be used as a resource for planning. Additionally, the <b>Maryland Early Learning Standards</b> should be used for planning; additional evidence-based practice resources may be used with the Early Learning Standards. See the list below:             <ul style="list-style-type: none"> <li>• The Domains of Development and Learning</li> <li>• Healthy Beginnings</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• KRA Common Language Standards</li> <li>• CDC Developmental Milestones</li> </ul> <ul style="list-style-type: none"> <li>• Family events must be held on varying days and times (daytime and evening) to accommodate all families. Survey results and feedback from the Parent Advisory Committee (PAC) are used to determine days and times.</li> <li>• Family engagement surveys must be used following events, and the results of the surveys are used to plan and adjust programming.</li> <li>• Books and hands-on materials that encourage parent/child-together time are sent home and should be incorporated as part of all family engagement activities and focus on <b>learning domains</b>.</li> <li>• School administrators attend Judy Center family engagement opportunities.</li> <li>• Interpretation services must be provided to families for events and programming to offer programming to families in their home language.</li> <li>• Sign-in sheets should be used to track attendance.</li> </ul>
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<p><b>Parent and Child Playgroups</b> Component 3.2</p>	
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<p>3.2</p>	<ul style="list-style-type: none"> <li>• Parent/ Child playgroups provide an opportunity for parents to learn about the importance of child-centered, purposeful play and how to model it with their children. During the group session, parents observe Judy Center staff model how to support learning, creativity, development, and transitions. Families can then support their children through guided practice during the group.</li> <li>• Judy Center staff facilitating playgroups allows them to build robust, strength-based relationships with families and children through their interactions. When Judy Center staff plan and facilitate playgroups, they ensure they meet the unique needs of the families and children they serve, thus helping to meet families where they dream.</li> <li>• Judy Centers must offer multiple (at least 2) regularly scheduled weekly playgroups onsite at their Judy Center location to children from birth through age five (not enrolled in Pre-K or Kindergarten) on varying days and times. Families are surveyed to determine which days/ times work best and Judy Center staff plans accordingly.</li> <li>• Weekly playgroups should be offered consistently throughout the year. <i>Playgroups are intended for families and their children who live within the catchment area. Child care providers and child care partners should not be attending playgroups with the children they serve. Judy Center staff may support child care partners at their site. Children attending partner programs that live in the catchment area are invited to Judy Center programming with their families.</i></li> </ul>
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- Judy Center staff must use a planning tool to plan parent/ child playgroups.
- Judy Center staff must plan and facilitate the playgroup opportunities. The playgroup facilitators may be the coordinator, family service coordinator, or playgroup facilitator staff hired using Judy Center funds.
- The Judy Center staff must intentionally plan playgroups using the [Maryland Early Learning Standards](#); additional evidence-based practice resources may be used with the Early Learning Standards. See the list below:
  - The Domains of Development and Learning
  - Healthy Beginnings
  - KRA Common Language Standards
  - CDC Developmental Milestones
  - A research/evidence-based curriculum may also be used when planning playgroups in addition to using the Early Learning Standards.

*\*Educational/ developmental standards are the learning goals for what children should know and be able to do at each level. Education/developmental standards are not a curriculum.*
- Playgroup plans must purposefully incorporate ongoing parent education to address the **domains** and what/why/how children need for development and school readiness.
- Attendance expectations must be shared with families, and sign-in sheets must be used to track attendance.
- Interpretation services must be provided to families for events and programming to offer programming to families in their home language.
- In addition to multiple (at least 2) onsite playgroups, Judy Center catchment families may be offered offsite playgroups. Additional opportunities in the community, such as library story times that are open to the general public, are not considered playgroups.
- If playgroups are full, families should be placed on a waitlist. When playgroup spots open, there should be an efficient process for removing families from the waitlist. All waitlisted families should be invited to attend additional Judy Center programming.

**Communication**  
Component 3.3

- There is a Judy Center website and at least one form of social media.
- The online presence should include information about upcoming events, Judy Center staff contact information, a list of partners, and partner events when applicable.
- Social media should be updated at least weekly.



3.3	<ul style="list-style-type: none"><li>• The Judy Center updates its website with current information as needed.</li><li>• The Judy Center creates a monthly communication tool to offer families important information on events and resources offered by the Judy Center. The communication tool could include but is not limited to calendars and newsletters.</li><li>• Flyers are created to promote upcoming events and programming. The funding statement, MSDE logo and Judy Center logo must be included.</li><li>• This communication is easily understood by families and provided to families in other languages as needed.</li></ul>
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**Component 4  
Early Identification and Outreach**

**Outreach**

Component 4.1

4.1	<ul style="list-style-type: none"> <li>• <b>The Judy Center has an outreach plan to identify all children prenatal through age five, including children from diverse racial backgrounds, children with disabilities, multilingual children, children who are or who have recently experienced homelessness, and children from low-income families in the catchment area before they enter kindergarten.</b></li> <li>• The outreach plan should focus on identifying children not enrolled in formal programming (partner childcare, Head Start/ Early Head Start, Pre-K, and kindergarten).</li> <li>• The plan should include how you will identify if children are enrolled or not enrolled in partner programs/ formal schooling.</li> <li>• Outreach should include but is not limited to:             <ul style="list-style-type: none"> <li>○ prenatal outreach</li> <li>○ attending partner and community-sponsored events</li> <li>○ outreach in the community to partners and organizations (local businesses, pediatricians, etc.)</li> <li>○ outreach to the maternal health department at the local hospital.</li> <li>○ outreach to families in the catchment area (1-1 meetings, resource sharing, popsicles in the park, playgroups, diaper/ food distribution.</li> <li>○ school readiness fairs and other school events</li> <li>○ sibling surveys</li> </ul> </li> <li>• The Judy Center has a plan for following up with families it has identified through outreach so they can begin engaging in regular programming.</li> </ul> <p>Feedback from the Parent Advisory Group should be incorporated into the Outreach Plan.</p>
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**Children with Disabilities and Early Intervention**

Component 4.2

4.2	<ul style="list-style-type: none"> <li>• Children with IEPs and IFSPs are supported and participate in activities with their typically developing peers.</li> <li>• Each Judy Center site may serve children with an IEP or IFSP outside its catchment area, depending on its capacity and on a first-come, first-served basis.</li> <li>• The Judy Center should have a plan for all children on a waiting list or process for when they reach capacity.</li> <li>• Children over age 3 with extended IFSPs and their families that live within and outside the catchment area participate in Judy Center educational activities.</li> </ul>
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	<p><i>(Maryland's Extended IFSP Option offers families the choice to remain on an IFSP beyond their child's third birthday if their child is determined eligible for preschool special education and related services as a child with a disability. The extension of IFSP services beyond age three to the beginning of the school year following the child's fourth birthday, incorporates the strength of the special education/preschool education program with the existing infants and toddlers family-centered model.)</i></p> <ul style="list-style-type: none"> <li>• Special education staff is included in Judy Center service coordination and professional development if appropriate.</li> <li>• When requested, Judy Center staff participate in the Student Support Team (SST/RST meetings) process.</li> <li>• Judy Center staff supports families in IEP and IFSP meetings when the family requests.</li> <li>• Judy Center staff do not act as advocates. If families need support in understanding or support with the IEP/ IFSP process, Judy Center staff can refer the family to their jurisdiction's Birth-21 Program, which is part of their office of special education. Judy Center staff may also refer families to an outside agency such as Parent's Place of Maryland. <a href="https://www.ppmmd.org/">https://www.ppmmd.org/</a></li> <li>• Judy Center staff has structures for making and receiving referrals to Infants and Toddlers, Child Find, and other community partners that serve children with disabilities and their families, including but not limited to health agencies, infants and toddlers, and WIC.</li> </ul>
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<b>Component 5 Partnerships</b>	
<b>Partnerships Component 5.1</b>	
5.1	<ul style="list-style-type: none"> <li>• It is a requirement that Judy Center Early Learning Hubs make an effort to form partnerships with the following agencies and programs: <ul style="list-style-type: none"> <li>○ Early Head Start and Head Start programs</li> <li>○ Local infant and toddler programs</li> <li>○ 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</li> <li>○ Patty Centers (Family Support Centers)</li> <li>○ Early intervention programs</li> <li>○ Family literacy programs and services (e.g., public libraries, institutes of higher education, adult education programs, local literacy councils, etc.)</li> <li>○ Preschool special education programs</li> <li>○ Workforce development programs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Parent involvement programs (Moms of Preschoolers- MOPS, prenatal and postpartum support groups, Parent’s Place of Maryland, Parent Cafes, fatherhood support groups)</li> <li>○ Faith-based organizations</li> <li>○ 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.)</li> <li>○ Family support services</li> <li>○ Child care resource and referral agencies</li> </ul> <p><i>*This list is not all-inclusive. Additional partners who contribute to the mission of the Judy Center may be added.</i></p> <ul style="list-style-type: none"> <li>● Judy Center staff contribute to the missions of its partners who serve their catchment area by attending partner activities, membership on Advisory Councils, etc.</li> <li>● Partners are encouraged to participate in family events sponsored by the Judy Center.</li> </ul>
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**Memorandum of Understanding**  
Component 5.2

5.2	<ul style="list-style-type: none"> <li>● <a href="#">House Bill 1300/Chapter 36</a> (2020), as amended <a href="#">House Bill 1372/Chapter 55 and the Judith P. Hoyer Early Child Care and Education Enhancement Program</a>, specifies requirements when partnering with community agencies and programs. A Memorandum of Understanding (MOU) must be in place, and the provider must be accredited or actively pursuing accreditation and in Maryland EXCELS for Judy Centers to work with licensed community child care, family child care providers, Head Start and Early Head Start (if Head Start and Early Head Start are within the catchment area or serving Judy Center families and children living in the catchment area.) in any capacity.</li> </ul> <p><i>Actively pursuing accreditation is defined as the program beginning the accreditation process with an organization recognized by MSDE, actively pursuing accreditation, and within the time allowed by the accrediting organization. Documentation from an accrediting organization recognized by MSDE must be uploaded to EXCELS, verifying that the program has begun the accreditation process, is actively pursuing accreditation, and is within the time allowed by the accrediting organization.</i></p> <ul style="list-style-type: none"> <li>● Site-specific MOUs describe the responsibilities of all collaborating partners, including any services or funding the Judy Center will provide to the partner and vice versa. See <a href="#">Requirements for FY25 Memorandum of Understanding_Revised</a></li> </ul>
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## Steering Committee

### Component 5.3

5.3

- Judy Centers must meet with their partnership members at least six (6) times throughout the year to conduct steering committee meetings.
- At the beginning of the fiscal year and at mid-year, partners should be surveyed to determine the best day, time, location, and format for Judy Center Steering Committee Meetings.
- The Steering Committee meetings may be held in person, online or hybrid based on feedback from partnership members.
- The Steering Committee meetings may be held in person, online or hybrid based on feedback from partnership members.
- These meetings should be in conjunction with ongoing collaboration and communication with partners throughout the year. Subcommittees should be utilized as determined by the Judy Center and as needed.
- These meetings may be joint meetings with the local ECAC, Community School, Title I, or another partnering agency meeting. The agenda must outline the Judy Center portion of the meetings, and time must be dedicated to the Judy Center at each meeting. Judy Center partners must attend the Judy Center portion.
- Agendas, attendance tracking, and meeting minutes must be completed for all meetings and submitted to MSDE.
- A Steering Committee timeline is provided below.

#### Steering Committee Timeline

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| September | <ul style="list-style-type: none"> <li>• Review End of Year Data.</li> <li>• Summer programming updates.</li> <li>• Review the vision and mission of the Judy Center and share the most recent Component Standards.</li> <li>• Plans for Fall programming.</li> <li>• Discuss the Professional Development Needs Assessment for partners.                             <ul style="list-style-type: none"> <li>◦ <i>Following the meeting, conduct a professional development needs assessment. A separate assessment for child care partners may be done.</i></li> </ul> </li> <li>• Outreach Plans/ Results.</li> <li>• What is a Memorandum of Understanding, and what does it mean for our reciprocal partnership? <i>*See the MOU document for further guidance.</i></li> <li>• Partners share brief updates about their programs and/or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> </ul> |
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	November	<ul style="list-style-type: none"> <li>• Update on Fall programming- feedback from partners.</li> <li>• Share the results of the <i>Professional Development</i> needs assessment for partners.</li> <li>• Outreach Plans/ Results.</li> <li>• Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> <li>• Discuss ongoing transition activities in the school and the community.</li> </ul>
	January	<ul style="list-style-type: none"> <li>• Winter programming updates.</li> <li>• Share ongoing programming data and surveys.</li> <li>• Outreach Plans/ Results.</li> <li>• MOU partner review. Begin revisions with partners for the next fiscal year.</li> <li>• KRA data review and feedback/ next steps.</li> <li>• Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> </ul>
	March	<ul style="list-style-type: none"> <li>• Mid-year grant reports- Share data and gather feedback.</li> <li>• Input from the steering committee related to mid-year results. Refer to <a href="#">RBA slide decks</a> for support on how to guide the conversation.</li> <li>• If MSDE has conducted site visits, share results and gather feedback.</li> <li>• Input from partners on performance measures for the upcoming year.</li> <li>• Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> <li>• Discuss ongoing transition activities in the school and the community.</li> </ul>
	May	<ul style="list-style-type: none"> <li>• Spring survey results.</li> <li>• Summer programming planning.</li> <li>• If MSDE has conducted site visits, share results and gather feedback.</li> <li>• Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> <li>• Discuss ongoing transition activities in the school and the community.</li> </ul>
	July	<ul style="list-style-type: none"> <li>• Discuss Spring survey results.</li> <li>• Summer programming updates.</li> <li>• Discuss plans for the upcoming fiscal year and performance measures.</li> <li>• Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> </ul>

**Surveys**  
Component 5.4

	<ul style="list-style-type: none"> <li>• MSDE creates teacher surveys at least once yearly for prekindergarten and kindergarten teachers and any other staff that works closely with the Judy Center (Title I, Community School, counselor, etc.) The Judy Center facilitates the distribution of these surveys.</li> <li>• MSDE creates school administrator and supervisor surveys at least once yearly. The Judy Center facilitates the distribution of these surveys.</li> </ul>
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5.4	<ul style="list-style-type: none"><li>• MSDE creates partnership surveys at least once per school year. The Judy Center facilitates the distribution of the survey.</li><li>• MSDE creates surveys for school administration and Judy Center Supervisors. The Judy Center facilitates the distribution of the survey.</li><li>• MSDE creates a state-wide survey for parents. The Judy Center facilitates the distribution of the survey.</li></ul>
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## Professional Development

### Component 5.5

5.5

- The Judy Center ensures that high-quality research and evidence-based professional development are offered to Judy Center partners and Judy Center staff to address needs and trends in the early childhood community.
- Pre-Kindergarten and Kindergarten may be included in professional development at the discretion of the LEA. It is not the responsibility of the Judy Center to offer professional development for Pre-Kindergarten and Kindergarten staff.
- Professional development opportunities are offered to partner childcare providers to address the domains and what/why/how children need for development and to be ready for school.
- Data collection related to PD offerings should only include PD that the JC hosted or co-hosted with a partner. Any PD offerings not hosted/co-hosted by the JC that the JC helped to promote do not count in the required data collection.
- Professional development may be contracted by the Judy Center for partners or include learning opportunities you pay for partners to attend, such as Ready at Five or other conferences.
- The Judy Center must conduct a formal needs assessment in the Fall to determine the professional development needs of staff and partners and respond to the results. Additional needs assessments are conducted as needed.
- Based on the needs assessment results, professional development is offered on various days and times and at varying locations to increase partner participation.