



Judith P. Hoyer Enhancement and Early Education Grant Component Standards FY 19

Introduction

Welcome to the Judith P. Hoyer Enhancement and Early Education Grant Standards.

As the Early Education Coordinator for Prince George's County Public Schools, Judith P. Hoyer lamented the gaps in available services for low-income families. In the 1990s, she created a central location in Adelphi, Maryland for important early childhood services, thus fostering cooperation of governmental and private agencies around the needs of local families. After her untimely death in 1997, her husband, Congressman Steny Hoyer (D-MD), in partnership with then Governor Parris N. Glendening, led a successful movement to bring her model of collaboration to other areas of Maryland. As a result, the Maryland State Legislature enacted the Judith P. Hoyer Early Child Care and Education Enhancement Program in May of 2000.

That legislation addressed three important principles in Maryland's early childhood care and education programs:

1. **Judy Centers** - The need for greater coordination among the providers of early childhood education and support services was essential in focusing the services and resources of the various programs and providers on families with high needs. This type of collaboration provides a greater opportunity for positive outcomes for children and greater school readiness.
2. **Kindergarten Readiness Assessment** - The need for a uniform assessment of success in early childhood education. This allows the State to better measure progress with some definition of success, and a means to assess that success.
3. **Program Accreditation and Preschool for All** - The need to ensure that all preschool age children receive quality care and education by promoting professional development for the early education workforce and accreditation for child care providers.

Judy Centers are designed to provide key aspects of development and learning that are the foundation for a child's school readiness and life-long success. These standards represent the expectations of high quality Judy Center programming. The document was developed to illustrate that there is in fact, strong commonality among the Judy Centers. This was to create a common frame of reference for Judy Center staff to work collaboratively with families to meet expectations for school readiness regardless of the funding stream or program setting.

Thank you in advance for your commitment to Maryland's children and families, and for all that you do to make sure quality matters every day.

In order to successfully meet the goals of the Judy Center grant, the following requirements must be met for each component. In addition, 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.

#	Component 1 Full Day/Full Year
1	There are Memoranda of Understanding (MOU) with child care partners who are licensed and accredited.
2	Children are dual-placed to provide full day programming, when the family indicates a need.
3	Families are surveyed for child care needs at the beginning of the school year. There is follow up communication after surveys are collected to assist with meeting child care needs.
4	The Judy Center helps arrange for child care services for before and after care and during school closings.
5	Infants and toddlers are referred to child care partner programs when requested
6	A Judy Center Summer Program birth to 4 year olds is offered to children entering prekindergarten. The children can be previously enrolled or not previously enrolled in care.

#	Component 2 Meals
1	Percentage of children receiving FARM school wide Percentage of children receiving FARM for prekindergarten Percentage of children receiving FARM for kindergarten
2	Meals are provided during summer programs sponsored by the Judy Center.
3	Meals are provided during weekends to children and families (weekend backpack programs, hot meal services, food pantries).
4	The Judy Center staff has access to a food pantry and/or has an on-site food pantry to meet the needs of families.
5	Healthy meals are provided during family activities sponsored by the Judy Center.

#	Component 3 Case Management
1	Case management is a process at the Judy Center that includes referrals to agencies, intakes with families, needs assessments, developmental screenings, follow up and active case review. Partners work together to avoid duplication of services. There is a process to closing cases and ending services.
2	Intake forms, release forms, and referral forms are utilized. The Judy Center staff case notes and services are tracked. The Judy Center has partnering agencies to refer to that provides services to families for basic and higher level needs. Individual files are kept for children who are case managed.
3	There are MOUs between agencies providing services and case management.
4	Information about children is shared between partners and Judy Centers when permissible.
5	Case management meetings should be held monthly. Agendas, meeting minutes & sign-in sheets for case management meetings should be completed. These meetings should be separate from steering committee meetings. Case management meetings should include: discussing individual children and services, discussing needs of families, reviewing forms utilized for case management, reviewing ways to increase services to children, partnering to conduct home visits, and events and activities revolving around family needs.
6	Support services such as child tutoring, counseling, and behavior services are offered to families.
7	Judy Centers are conducting home visits and utilizing one of the following programs for home visiting: Parents As Teachers, Parent Teacher Home Visits, Healthy Families America, Home Instruction for Parents of Preschool Youngsters (HIPPY), and Frog Street (Love and Learn). Consideration and approval may be given to other programs but the Judy Center must make a request through MSDE prior to implementation.

#	Component 4 Integration of early education services
1	Activities are provided to enhance the curriculum (theater, fire department, farm visits, field trips, MD Extension, library, etc.)
2	There is work with child care providers and other prior environments to address the domains and what/why/how children need to be ready for school.
3	Regularly scheduled meetings are held with teachers across all programs, including Head Start, child care, prekindergarten, and kindergarten staff.
4	Articulation occurs across programs, including Head Start, child care and public schools.
5	There are transition strategies and activities for children and families across all programs, including Pre-K, Kindergarten, Head Start and child care, as well as children entering formal programs for the first time.

#	Component 5 Family Engagement
1	Families are surveyed to determine needs and interests; the Judy Center responds to the results.
2	There is a Judy Center website and/or social media is being utilized. This online presence should include: upcoming event information, contact information for the Judy Center staff, a list of partners and partner events when applicable.
3	The Judy Center creates monthly family newsletters that are published and/or online and include upcoming events. <u>Newsletters are written to be easily understood by families and are provided to families in other languages as needed.</u>
4	Family events are held on varying days and times to accommodate all families.
5	Judy Centers should offer playgroups to children birth through kindergarten not enrolled in programming. Playgroups can be conducted by Judy Center staff or by a partner.
4	The Judy Center responds to their program data by planning workshops, events and activities for children birth-5 years of age that will increase knowledge of the KRA domains and increase parenting skills for their families.
5	Families are given opportunities to participate in transition activities across partnering programs.
6	Marketing flyers, sign-in sheets, and parent evaluations are used.
7	Activities and books are sent home that encourage parent/child together time. Resources are also sent home to help parent's understanding of their role as their child's first teacher.
8	Judy Center staff should assist families and teachers as needed during parent/teacher conferences.
9	The Judy Center has a lending library available with books and materials to give to families. The lending library can include age appropriate materials and books in regards to parenting topics, and family activities such as games.

#	Component 6 Early identification
1	Judy Center staff makes referrals to Infants and Toddlers, Child Find and other community partners that serve children with disabilities and their families.
2	Partners refer families of children with disabilities that live in the Judy Center catchment area to the Judy Center for activities.
3	Information about children with disabilities is shared between partners and the Judy Center when there is a need.
4	The Judy Center has an outreach plan to identify all children birth through 5 in the catchment area before they enter Kindergarten. (Be sure your outreach plan includes how you identify children enrolled in and not enrolled in partner programs.) Outreach should include but is not limited to: (1) playgroups and other activities (2) prenatal outreach (3) attending partner-sponsored events (4) outreach in community (local businesses, pediatricians, etc.) (5) school readiness fairs and back to school events
5	<u>All</u> children birth through 5 in the catchment area, regardless of abilities, are fully included and have access to all programs and services.

#	Component 7 Children with disabilities
1	Children with IEPs and IFSPs are supported and participate with their typically developing peers in activities.
2	Children over 3 with extended IFSPs and their families that live within and outside the catchment area participate in Judy Center educational activities.
3	Special education staff is included on the Judy Center case management team and professional development.
4	Judy Center staff participates in the Student Support Team (SST/RST meetings) process, when requested.
5	Judy Center staff participates in IFSP meetings, when requested.
6	Judy Center staff participates in IEP meetings, when requested.

#	Component 8 Health related services
1	MCHIP information is provided to families, when applicable.
2	Parents are surveyed regarding health needs. The Judy Center responds to the survey results by scheduling and referring families, if needed, to health services.
3	Vision, hearing, and dental screenings are offered to all children and families including those children in child care and partnering agencies (mobile health vans can be utilized).
4	Mental health and behavior services are provided by community providers, as well as the Child Care Resource Center. Mental health services can be contracted through the Judy Center.
5	Community health agencies and organizations participate on the steering committee and contribute to the delivery of health services to Judy Center children and families.
6	Parent workshops addressing behavior and/or other health topics are offered.

#	Component 9 Professional Development
1	Professional development to address needs and trends in the community is offered to various programs such as K, Pre-K, Head Start, and providers as well as all other members of the partnership.

#	Component 10 Adult education and career services
1	There are MOUs with adult education agencies, universities, colleges, career centers, etc.
2	Parents have been surveyed for educational needs. There is follow up to those who responded with an identified need.
3	Adult Education programs are marketed by the Judy Center.
4	Adult Education and the Judy Center share information regarding parents enrolled in adult education when appropriate.
5	Career planning, job opportunities and/or job training through the partnership are provided. Partnerships for career planning may be, but are not limited to: Career Centers, One Stops, colleges and universities.
6	There are partnerships with local colleges and universities for a continuum of higher education opportunities for parents. This may include transition programs for those entering college after a long absence from schooling, career planning, coursework, and enrollment in trade programs that lead to certification, etc.

#	Component 11 Accreditation
1	Accreditation is in process, completed, and/or maintained at the Judy Center.
2	There is correspondence with MSDE requesting accreditation extensions, if applicable.
3	There are explanations for any lapses in accreditation and a timeline for achieving accreditation.
4	The Judy Center is working with family providers, child care centers, and Head Start to obtain/maintain accreditation, if they so desire.
5	Training is sponsored by the Judy Center for providers and teachers that introduce the accreditation process.

#	Component 12 Partnerships
1	There are site specific MOUs that describe the responsibilities of all collaborating partners including any services or funding the Judy Center will be providing to the partner and vice versa.
2	Judy Centers are required to meet at least 10 times per year with their partnership members to conduct steering committee meetings. Agendas, sign-in sheets, and meeting minutes should be completed for all meetings. The meeting topics should include but are not limited to: setting goals for Judy Center grants, sharing and reviewing KRA data, discussing and preparing for site monitoring visits, discussing any not met components and how to resolve the not met standards, reviewing forms used for case management and referrals (give partners a chance to give feedback), and planning for summer and transition activities.
3	Teacher surveys are conducted at least once per school year to prekindergarten and kindergarten teachers. The survey should consist of Judy Center knowledge, participation in, and satisfaction of the supports provided by the Judy Center.
4	Partnership surveys are conducted at least once per school year. The survey should consist of Judy Center knowledge, participation in, and satisfaction.
5	Partners participate in family events sponsored by the Judy Center.
6	Judy Center staff participates in events sponsored by its partners.
7	Judy Center staff contributes to the missions of its partners (attending partner activities, membership on Advisory Councils, etc.).