



Judith P. Hoyer Early Care Annual Report MSAR #12943

Division of Early Childhood

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MARYLAND STATE DEPARTMENT OF EDUCATION

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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 low-income families. 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 three essential principles in Maryland's early childhood care and education programs.

THREE ESSENTIAL PRINCIPLES:

1. **Judy Centers** - The need for greater coordination among the providers of early childhood education and support services - was essential in focusing the services and resources of the various programs and providers on families with high needs in designated Title I school zones. This collaboration provided an opportunity for positive outcomes for children and increased school readiness.
2. **Kindergarten Readiness Assessment (KRA)** - The State needed a uniform assessment to measure success in early childhood education. This assessment would better measure progress by defining it based on specific criteria.
3. **Program Accreditation and Preschool for All** - The need to ensure that all preschool-age children receive quality care and education by promoting professional development for the early education workforce and accreditation for child care providers.

The preamble of the legislation remains a concise and relevant statement on the national consensus around 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..."

More than two decades after that landmark legislation was passed, these three principles remain essential to Maryland's early childhood education system.

In 2011, the grant funding awarded to the state under the Race to the Top-Early Learning Challenge (RTT-ELC) supported the expansion of Judy Center Early Learning Hubs and a new system for assessing school readiness. Maryland developed and implemented Ready for Kindergarten (R4K) – Maryland's Early Childhood Comprehensive Assessment System. R4K aligns with the Maryland College and Career Readiness standards for Pre-K-12. It provides a single coordinated system for recognizing the needs and measuring the learning progress of all children from 36 to 72 months.

Judy Centers continue to expand as part of The Blueprint for Maryland's Future. Passed in 2012, The Blueprint is a piece of landmark legislation. It includes comprehensive changes to Maryland's early childhood system. 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.

This report provides a current review of accomplishments and challenges during State Fiscal Year (FY) 2023.

Principal One: Judy Center Early Learning Hubs

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 low-income 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 includes comprehensive changes to Maryland's early childhood and public schools. It will increase 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- 2023, and chart 2 shows the number of Judy Centers by local education agency for FY23.

Chart 1: Establishment of Judy Centers from 2001- 2023

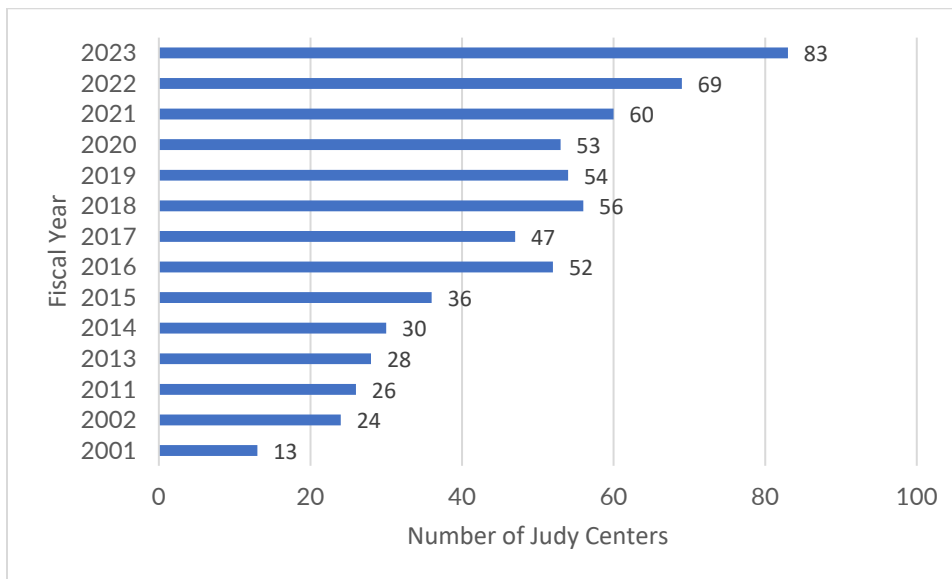
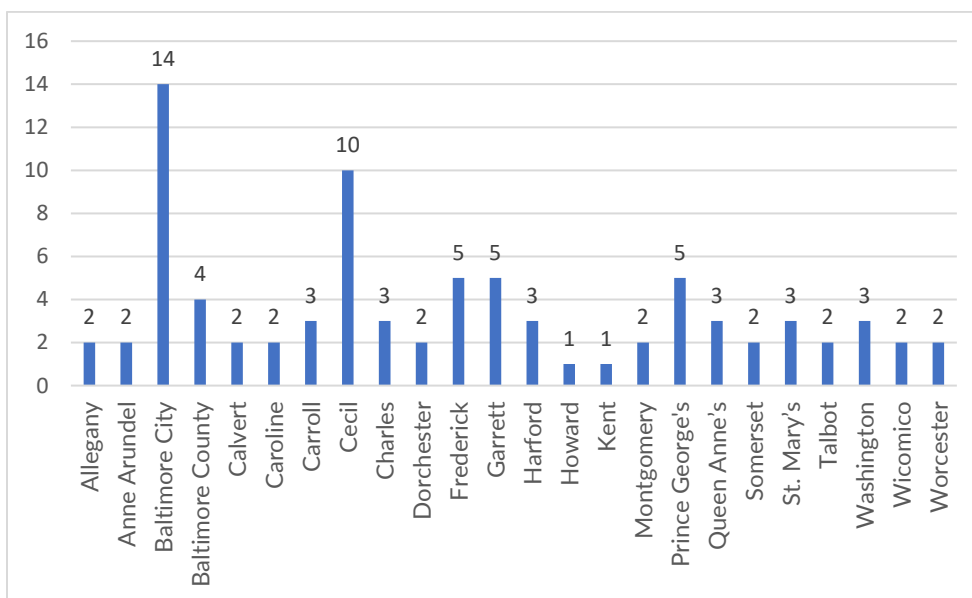


Chart 2: Number of Judy Centers by Local Education Agency for FY2023



JUDY CENTER COMPONENT STANDARDS

The Judy Center grant seeks to provide comprehensive early care and education services to children aged birth to five years old and their families within a school’s catchment area. These comprehensive supports are 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 Development:** Professional development 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. 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 IEP and IFSP. 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.

Judy Centers are required to include the following in their partnership:

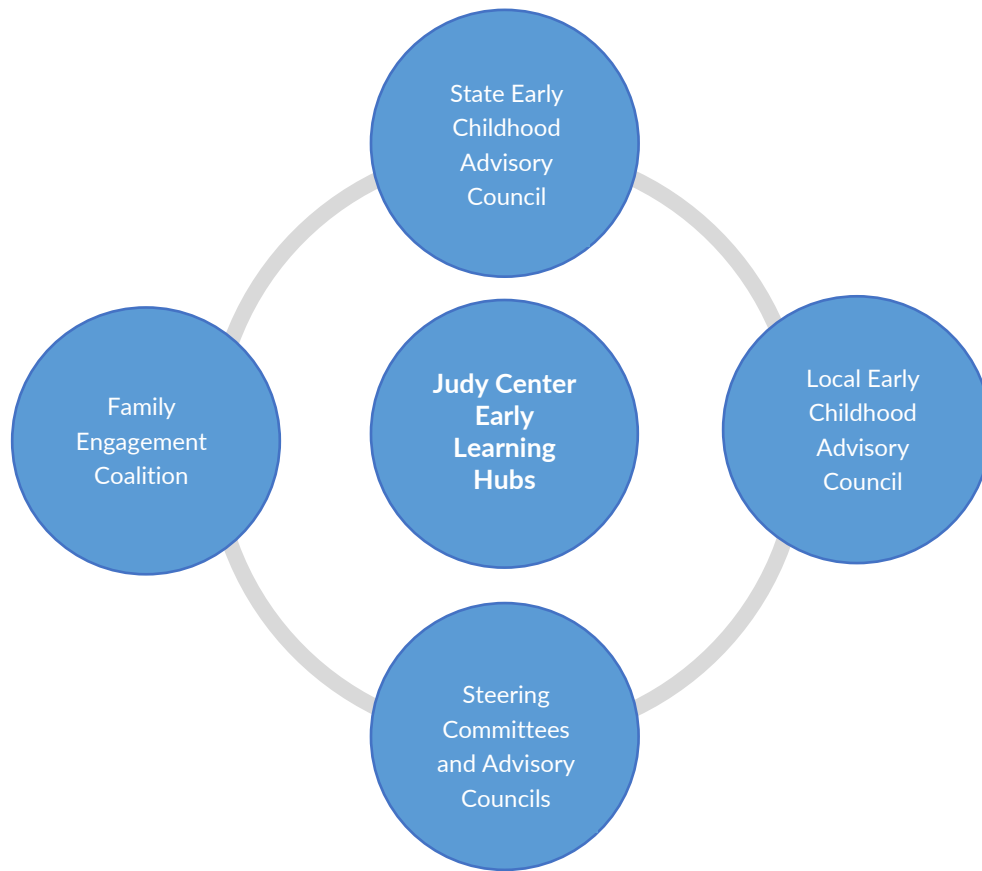
- All public Prekindergarten programs in the school catchment area.
- All kindergarten programs at the school.
- Early Intervention and preschool special education programs in the school catchment area.
- All Early Head Start and Head Start programs in the school catchment area.
- Accredited, licensed/registered childcare providers, including faith-based child care, family child care, and center-based child care programs that serve children living in the catchment area.
- A Patty Center (formerly Family Support Center) if one is in the school catchment area.

The Judy Center must include a minimum of five of the following participating partners and services:

- Local businesses
- Regional childcare resource centers
- Community health programs
- Local public libraries
- An Institute of Higher Education/adult education program
- Family literacy programs
- Early childhood programs associated with institutions of higher education
- Local colleges and universities for higher education and job training programs
- Healthy Families and/or other home visiting programs (Healthy Start, Parents As Teachers, HIPPY, Nurse-Family Partnership)

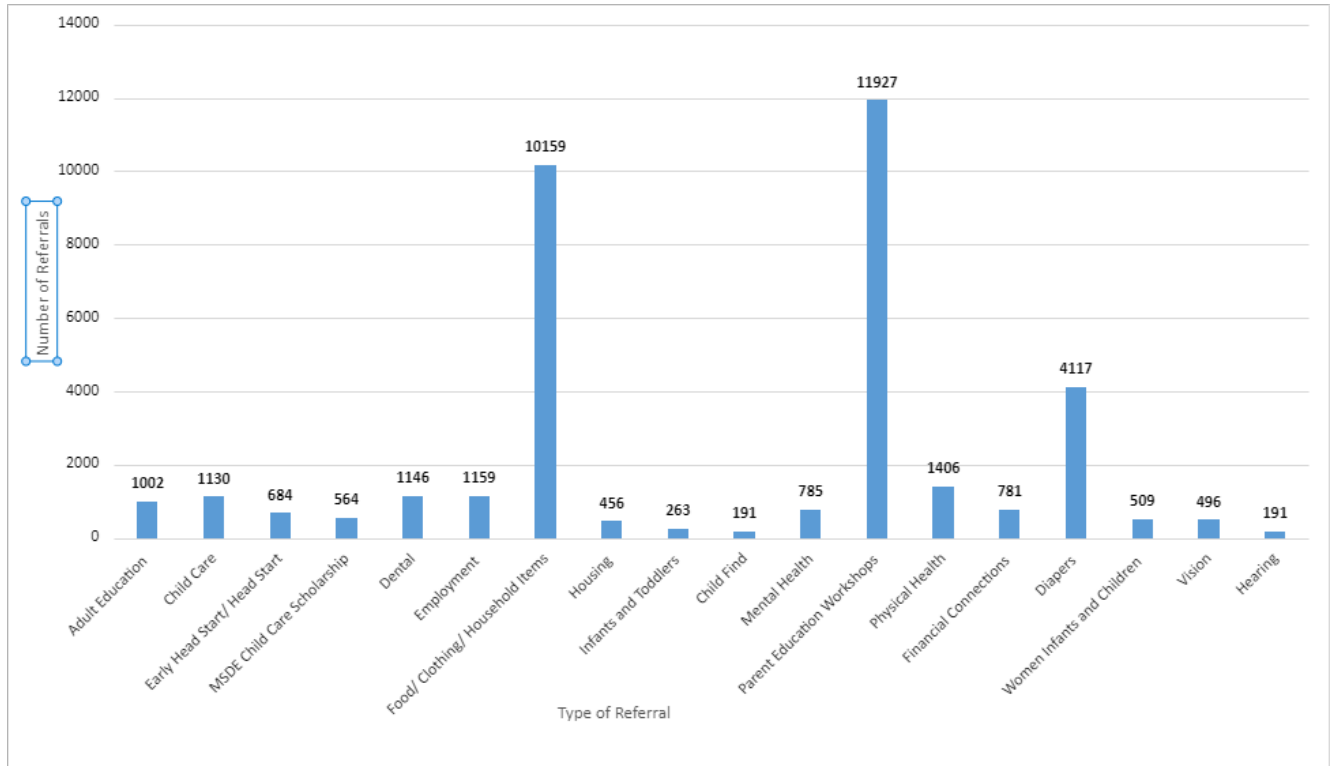
The number of participating partners varies across Judy Centers depending on population density and the number of agencies, organizations, and businesses available in the area. Partnerships may include 30 or more agencies and organizations. With no set limit for participation per organization, it is not unusual to see large numbers of participants representing different departments within an organization involved with Judy Centers. Partnership meetings, also known as Steering Committee Meetings, occur at least six times yearly to accomplish the work as quickly and effectively as possible. 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 All community and Government Levels.



Judy Center Early Learning Hubs work collaboratively within the community with partners and community agencies to provide family support through referrals. In FY23, Judy Center Early Learning Hubs made 36,966 referrals. The chart below demonstrates the collective effort of Judy Centers, community partners, and community agencies in supporting young children and families.

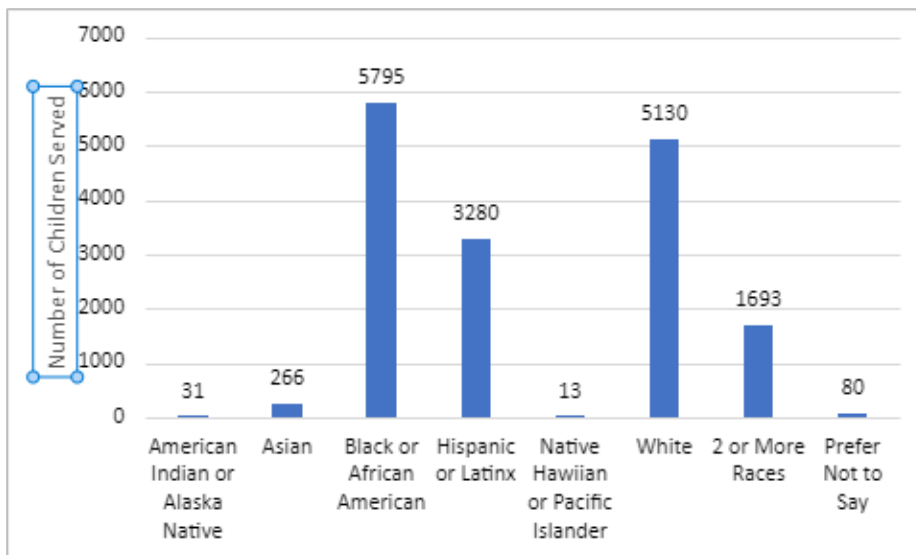
Chart 3: The Number of Referrals Made by Judy Center Early Learning Hubs to Community Partners and Community Agencies in FY2023.



POPULATIONS SERVED

In every jurisdiction across the state of Maryland, Judy Center Early Learning Hubs served 16,288 children from birth to age five (kindergarten) at 83 sites in 2022-2023. These children 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 chart below describes the demographic data of the families served by the Judy Center Early Learning Hubs.

Chart 4: Judy Center FY2023 Demographic Data



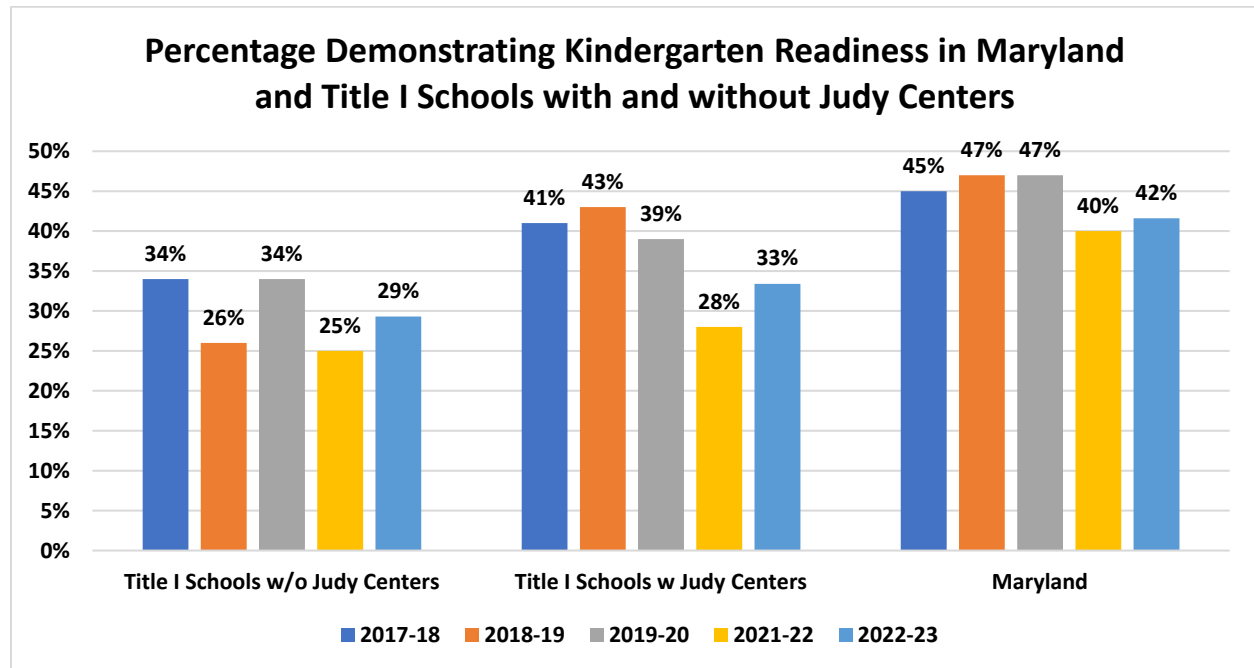
MEASURING SUCCESS

In Fall 2014, Maryland introduced R4K, Maryland's Early Childhood Comprehensive Assessment System, to align with the state's more rigorous Maryland College and Career-Ready Standards (MCCRS). R4K is 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 prior to 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 were demonstrating 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 were demonstrating readiness, while 45% of the state's kindergartners were demonstrating readiness. The data illustrates that in the fall 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 2018 when 49% of children with Judy Center experience were ready for kindergarten compared to only 34% of children without Judy Center experience. State-wide, 47% of children were ready for kindergarten in the fall 2019. In the 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. During the 2021-2022 school year, all kindergarten students were again assessed using the KRA. 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.

Chart 5: Kindergarten students demonstrating readiness in Title I schools with a Judy Center compared to non-Judy Center Schools



Kindergarteners demonstrating readiness in school years 2017-23 comparing kindergartners in schools with a Judy Center, kindergartners in schools without a Judy Center, and Maryland State kindergartners overall. 2017- 2023 data is weighted due to the administering of KRA as sampling in some schools.

JUDY CENTER IMPACT

Statistics are not the only way to measure outcomes. 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 a few examples from select Judy Centers.

Wicomico County

The Wicomico County Judy Center started the *Father's Forward Support Group* in February 2023 for fathers and father figures. *Father's Forward Support Group* is an initiative that meets the fathers and father figures “where they’re at” and incorporates the importance of male role models in our children’s lives. This bond helps to explore the many facets of learning and relationships in a welcoming atmosphere. The support group provides an opportunity to meet other fathers within the community and form a sense of camaraderie with others working toward a common goal of positive childrearing. It is a safe place to meet and share in the capacity they are most comfortable with. Many of the same challenges and rewards occur within all social settings, but the opportunity does not arise to share their experiences without a common channel to funnel through. Realizing you are not alone in your walk is a huge step in feeling comfortable and more willing to step outside the box to meet the challenges that may be posed in everyday situations. The program has helped build relationships outside of normal social circles and brought forth the realization that their support in any capacity benefits their children’s growth and development. Learning starts in the home environment, and providing the fathers with the resources and support they need goes a long way to healthy, strong relationships. Everyday experiences present opportunities for learning both mentally and physically.

Frederick County

Connecting the Frederick County Judy Center Early Learning Hubs and Fresh Food Distribution: Nourishing Communities for a Brighter Future

Two essential elements stand out in our quest to build stronger, healthier communities: education and access to fresh, nutritious food. Judy Centers and fresh food distribution are two powerful tools that, when combined, can work wonders in addressing the needs of families, particularly those facing economic challenges. This year the Frederick County Judy Center Early Learning Hubs have been partnering with Farm to School Frederick and the University of Maryland Extension office to bring fresh food and recipes to families.

Once or twice a month, Judy Center families receive a delivery of farm fresh produce right from the fields in Frederick. Families are encouraged to explore new fruits and vegetables with the added recipes from the University of Maryland Extension office. A field trip was taken to a local strawberry farm to pick fresh strawberries and learn how they grow.

The connection between Judy Centers and fresh food distribution lies in the shared goal of promoting the well-being of children and families. By combining educational and nutritional support, communities can foster a holistic approach to child development and family empowerment.

1. **Holistic Child Development:** Judy Centers focus on preparing children for school success, but this success is closely tied to their overall well-being. Proper nutrition plays a crucial role in cognitive development, and access to fresh produce is key to achieving this. Fresh fruits and vegetables provide essential vitamins and minerals that fuel young minds and bodies.
2. **Family Empowerment:** Judy Centers serve as community hubs, offering resources and support to parents and caregivers. Integrating fresh food distribution into these centers can empower families by teaching them about the importance of a balanced diet and providing access to fresh, affordable options. This knowledge can lead to healthier eating habits and improve family well-being.
3. **Community Resilience:** Combining Judy Centers and fresh food distribution contributes to community resilience. When families are provided nutrition information and well-nourished, children are better prepared for educational success, and communities become stronger and more self-reliant.
4. **Collaboration and Innovation:** By partnering with local farms and food banks, the Judy Centers can ensure a steady supply of fresh produce for families. Innovative approaches, such as the Farm to School and the community gardens promote food sustainability.

The Frederick County Judy Center Early Learning Hubs, Farm to School Frederick, University of Maryland Extension, and fresh food distribution will continue to share a common goal: to uplift families and communities. By recognizing the interplay between education and nutrition, we can build stronger, more resilient societies. When Judy Centers and fresh food distribution programs come together, they create a powerful synergy that nourishes not only the bodies but also the minds and spirits of the children and families they serve. It's a recipe for brighter futures, one community at a time.

Baltimore City-Moravia

During FY23, the Moravia Judy Center supported the transition of six Judy Center playgroup parents into roles throughout the school community, including Kindergarten Parent Helpers, an Intervention Tutor, and Para-Educators. All six parents have been engaged in Moravia Judy Center playgroup programming for several years and expressed interest in furthering their careers by gaining employment at Moravia Park Elementary, as their children are enrolled at Moravia Park. Through relationship building, adult education, case management, and conversations, the Moravia Judy Center team supported these parents during this transition at varying times in the 2022-2023 school year.

At the beginning of the 2022 school year, the Moravia Judy Center sought more support staff to increase playgroup programming for the children of Adult Multilingual Learners enrolled in English Language Learner courses. One playgroup parent qualified for this position and was supported through case management to complete the application process for a temporary employee and become part of the Moravia Judy Center staff. This parent supported our playgroup programming and continued supporting the Judy Center with summer programming.

In the Spring 2023, the Moravia Judy Center offered an adult education course with our partner, The International Continuing Education Consultants, to support Judy Center families with “Job Readiness” preparation. Two of the parents attended this six week course. Through this course, parents drafted a resume, participated in mock interviews, and wrote goals to work towards employment. After completing this course, parents were supported through case management with the Moravia Judy Center Family Service Coordinator (FSC) to determine the next steps for applying for positions within Moravia Park Elementary. These goals were achieved during the summer 2023, and both parents are now employed as Kindergarten Helpers with Moravia Park Elementary.

The Moravia Judy Center FSC and Coordinator supported the remaining three playgroup parents with registering for the Para-Pro Exam, completing applications on the Baltimore City School website, and communicating with the school principal to inquire about interviewing for open positions. All three parents passed the Para Pro Exam and secured full-time positions as para-educators at Moravia Park Elementary. One parent is a Pre-Kindergarten Para Educator, one is a first and second Grade Support Para Educator, and one is a first grade Para Educator-Literacy Tutor.

CHALLENGES

Due to the continued COVID-19 pandemic, FY23 continued to present some challenges for Judy Centers across Maryland. Judy Centers began to open their doors for regular programming once again, but at times, found it challenging to recruit families for in-person programming. During FY23, Judy Centers encouraged families to engage in in-person programming such as playgroups, family learning activities, parenting classes, and family support while offering some in virtual or hybrid formats.

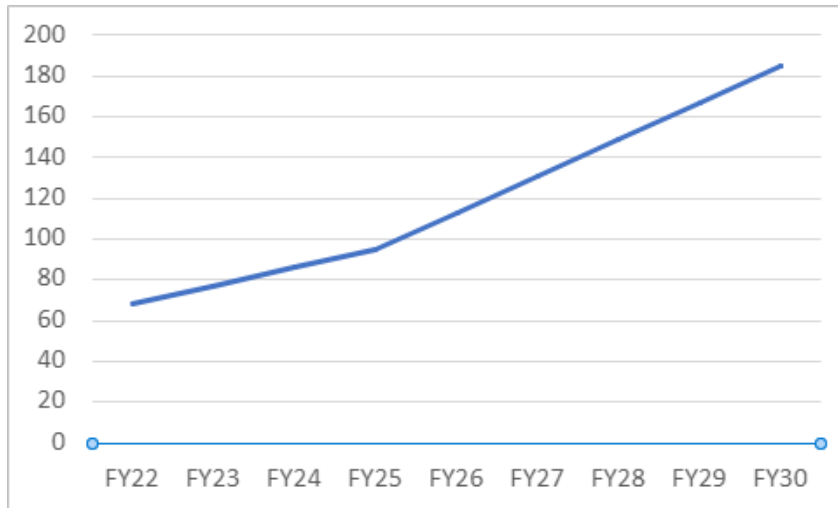
Additionally, the pandemic exacerbated the challenges Judy Centers and the families they serve faced. These challenges included early childhood mental health concerns, suspension and expulsion rates for young children, delays in social-emotional development, and early identification of children with special needs. In FY23, outreach efforts were more critical than ever in identifying vulnerable children and their families early. By identifying these populations early, the Judy Center can aid in them receiving support and services over an extended period, thus impacting the child's development and overall readiness to enter school.

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, starting in 2022, 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 FY23, 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 services ensures that all children enter school ready to succeed. A high level of training and technical assistance provided by MSDE is required to ensure that all sites operate with fidelity to the model and continue to deliver high-quality programming.

Chart 6: Projected Growth of Judy Centers from Fiscal Year 2022-2030.



Principle Two: Ready for Kindergarten System (R4K)

The Ready for Kindergarten System (R4K) is composed of the Early Learning Assessment (ELA) and the Kindergarten Readiness Assessment (KRA). MSDE engaged local school system leaders and teachers throughout developing R4K and informed them about the necessary steps for implementation.

KINDERGARTEN READINESS ASSESSMENT (KRA)

All public-school kindergarten teachers administer the KRA at the start of the school year. KRA reports student information across four domains: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development. The KRA incorporates a combination of selected response items, performance-based items, and observational items. The KRA includes child-friendly technologies, such as a touch screen technology app, to make a sub-set of activities appealing to young children. Since 2014, state-approved trainers have provided yearly KRA professional development to all kindergarten teachers, school administrators, and data managers. The KRA assessment information reporting format includes individual student reports for parents of assessed students in multiple languages. Interactive data reports and displays are available at the classroom, school, school system, and state levels. Kindergarten teachers can use the student-level KRA data to help plan instruction and address the needs of individual students. Programs, public schools, Judy Centers, school systems, and local Early Childhood Advisory Councils can also use the disaggregated data to plan programmatic or policy changes to address the data and promote positive outcomes for Maryland children. Annual reports summarizing the KRA's statewide results are released each year. The KRA was not administered in 2021 since most students were in virtual learning situations, so there is no data for that school year. The annual results provide data on the level of readiness of incoming kindergartners to engage in the kindergarten curriculum. Since the assessment measures the essential skills, knowledge, and behaviors against the Maryland College and Career-Ready Standards for end-of-year Prekindergarten four-year-old students, the data provides a baseline of outcomes for all kindergarten students and subgroups of kindergartners. The outcomes are reported as a composite and by the four domains. The composite score data is reported by performance levels: demonstrating readiness, approaching readiness, and emerging readiness. The domain score data is reported as scale scores. This assessment information should assist kindergarten teachers with their instructional program, determine the strengths and needs of all kindergarten students, and provide appropriate interventions and resources to close identified achievement gaps. The Blueprint for Maryland's Future required that beginning in the fall of 2022, all kindergartners in public schools will be assessed with the KRA.

EARLY LEARNING ASSESSMENT (ELA)

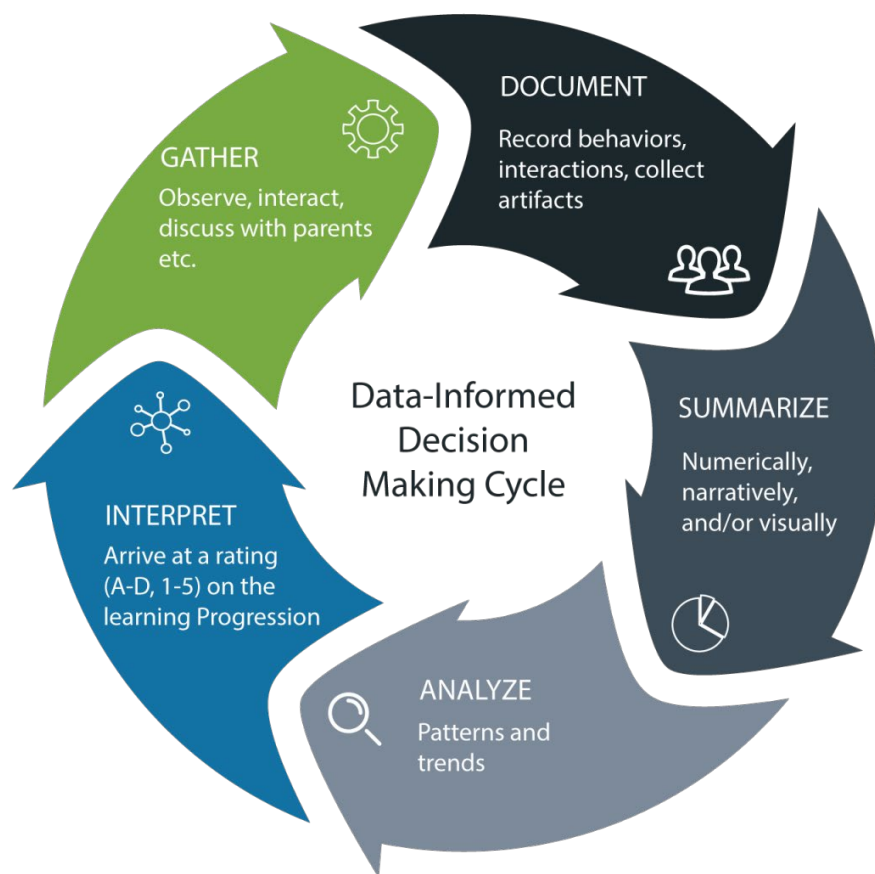
The ELA was developed for children aged 36 to 72 months (three to six years of age). It is available at no cost for early educators who work in all community-based settings and public-school Prekindergarten and kindergarten classrooms. In contrast to the KRA, using the ELA is optional for schools and early childhood programs. MSDE engaged local education agency leaders and teachers throughout the process of developing R4K and informed them about the necessary steps for implementation. The assessment system is supported by a statewide technology infrastructure and a professional development program with the intent to prepare teachers and administrators to administer the KRA items with fidelity and to use the data effectively. ELA training and professional development are required for all ELA users to help ensure that the assessment is used with fidelity.

The key areas of learning in the ELA measure a child's learning progression in seven domains. The seven domains are:

- Social Foundations
- Physical Well-Being and Motor Development
- Language and Literacy
- Mathematics
- Science
- Social Studies
- Fine Arts

The Early Learning Assessment follows a process to help teachers document, analyze, and make instructional decisions based on the collected information. The ELA is designed to be used in the child's natural environment multiple times throughout the year. It allows teachers to track children's growth, individualize learning, plan for intervention, engage in real-time instructional planning, and ensure all children are on the path to kindergarten readiness. The figure below shows the data-informed decision-making cycle used with the ELA.

Figure 2: The Early Learning Assessment data-informed decision-making cycle



Appendix A- FY2023 Judy Center Early Learning Hub Budgets

The following tables show expenditures in Fiscal Year 2023 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	Judith P. Hoyer General Funds	Blueprint for Maryland's Future Funds	American Rescue Plan Funds	Total
Allegany	Westmar	215,000	115,000		330,000
Allegany	South Penn	215,000	115,000		330,000
Anne Arundel	Belle Grove	215,000	115,000		330,000
Anne Arundel	Georgetown East	215,000	115,000		330,000
Baltimore City	Arlington	215,000	115,000		330,000
Baltimore City	Arundel	215,000	115,000		330,000
Baltimore City	Commodore John Rodgers		330,000		330,000
Baltimore City	Curtis Bay	215,000	115,000		330,000
Baltimore City	Dorothy Heights		330,000		330,000
Baltimore City	Eutaw Marshburn		330,000		330,000
Baltimore City	Harford Heights		330,000		330,000
Baltimore City	Billie Holiday		330,000		330,000
Baltimore City	John Ruhrah		330,000		330,000
Baltimore City	Lakeland		330,000		330,000
Baltimore City	Liberty	215,000	115,000		330,000
Baltimore City	Moravia	215,000	115,000		330,000
Baltimore City	Abbottston			330,000	330,000
Baltimore City	Holabird			330,000	330,000
Baltimore County	Campfield	215,000	115,000		330,000
Baltimore County	Hawthorne	215,000	115,000		330,000
Baltimore County	Featherbed Lane		330,000		330,000
Baltimore County	Sandalwood		330,000		330,000
Calvert	Patuxent Appeal Campus	215,000	115,000		330,000
Calvert	Calvert		330,000		330,000
Caroline	Federalsburg	215,000	115,000		330,000
Caroline	Greensboro	215,000	115,000		330,000
Carroll	Elmer Wolfe	215,000	115,000		330,000
Carroll	Robert Moton	215,000	115,000		330,000
Carroll	Taneytown	215,000	115,000		330,000
Cecil	Thomson Estates and Cecil Manor	215,000	115,000		330,000

Jurisdiction	School	Judith P. Hoyer General Funds	Blueprint for Maryland's Future Funds	American Rescue Plan Funds	Total
Cecil	North East and Bay View		330,000		330,000
Cecil	Perryville and Bainbridge		330,000		330,000
Cecil	Cecilton and Holly Hall		330,000		330,000
Cecil	Gilpin Manor and Charlestown		330,000		330,000
Charles	Dr. Mudd	215,000	115,000		330,000
Charles	Eva Turner	215,000	115,000		330,000
Charles	Indian Head		330,000		330,000
Dorchester	Sandy Hill	215,000	115,000		330,000
Dorchester	Maple		330,000		330,000
Frederick	Butterfly Ridge		330,000		330,000
Frederick	Waverley	215,000	115,000		330,000
Frederick	Lincoln		330,000		330,000
Frederick	Hillcrest		330,000		330,000
Frederick	Monocacy		330,000		330,000
Garrett	BroadFord		330,000		330,000
Garrett	Friendsville and Grantsville	215,000	115,000		330,000
Garrett	Crellin and Yough Glades	215,000	115,000		330,000
Harford	Magnolia	215,000	115,000		330,000
Harford	Halls Cross Road		330,000		330,000
Harford	Deerfield			330,000	330,000
Howard	Cradlerock	215,000	115,000		330,000
Kent	Garnet	215,000	115,000		330,000
Montgomery	Summit Hall	215,000	115,000		330,000
Montgomery	Rolling Terrace	215,000	115,000		330,000
Prince George's	Carmody Hills		330,000		330,000
Prince George's	Cool Spring	215,000	115,000		330,000
Prince George's	Hillcrest Heights		330,000		330,000
Prince George's	Bradbury Heights			330,000	330,000
Prince George's	Rosa Parks			330,000	330,000
Queen Anne's	Sudlersville	215,000	115,000		330,000
Queen Anne's	Grasonville		330,000		330,000
Queen Anne's	Church Hill		330,000		330,000
Somerset	Princess Anne	215,000	115,000		330,000
Somerset	Woodson	215,000	115,000		330,000
St. Mary's	George Washington Carver	215,000	115,000		330,000

Jurisdiction	School	Judith P. Hoyer General Funds	Blueprint for Maryland's Future Funds	American Rescue Plan Funds	Total
St. Mary's	Green Holly	215,000	115,000		330,000
St. Mary's	Lexington Park		330,000		330,000
Talbot	Easton	215,000	115,000		330,000
Talbot	St. Michael's		330,000		330,000
Washington	Bester		330,000		330,000
Washington	Ruth Anne Monroe	215,000	115,000		330,000
Washington	Emma K. Doub			330,000	330,000
Wicomico	Beaver Run	215,000	115,000		330,000
Wicomico	Pemberton	215,000	115,000		330,000
Worcester	Snow Hill	0	296,283		296,283
Worcester	Pocomoke	0	295,345		295,345
Grand total		8,385,000	14,646,628	1,980,000	25,011,628

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

NECPA – National Early Childhood Program Accreditation

PDG – Preschool Development Grant