



**Judith P. Hoyer Enhancement and Early
Education Grant Component Standards
FY 22**

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 Prekindergarten Expansion** - 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.

In response to the COVID-19 pandemic Judy Centers should review the standards and assist families virtually in regards to all component standards. Judy Center staff should document their efforts in regards to all components and the efforts made to meet the standards.

#	Component 1 Full Day/Full Year Services and Programming
1	The Judy Center provides programming and services full year and have full time, 12-month staff to meet the needs of the families.
2	Full day programming is offered to children and/or children are dual-placed, as family's request, to provide full day programming.
3	All programs and services are fully inclusive for children birth through five in the catchment area, regardless of abilities.
4	Judy Center summer programming is provided to prenatal to 5 year old children and their families. The children can be previously enrolled or not previously enrolled in programming or care.
To facilitate full day/full year services, the Judy Center will identify families needing childcare, assist families in finding care providers, and assist families in securing MSDE funding for care. This is achieved by component 5, 6, 7, and 8:	
5	Families are surveyed for child care needs when a family is identified. There is follow up communication after surveys are collected to assist with meeting child care needs.
6	The Judy Center assists in arranging for child care services for children that are in need of before and after school care and during school closings.
7	Infants and toddlers are referred to child care partner programs or LOCATE when requested and according to LEA guidelines.
8	The Judy Center assists families in obtaining Child Care Scholarships through MSDE.

#	Component 2 Meals
1	Meals are provided during summer programs sponsored by the Judy Center.
2	Meals are provided during weekends to children and families as needed (weekend backpack programs, hot meal services, food pantries).
3	The Judy Center staff has access to a food pantry and/or has an on-site food pantry and/or food bank distributions to meet the needs of families.
4	Healthy meals or snacks are provided during family activities sponsored by the Judy Center.

#	Component 3 Case Management
1	Case management is a confidential process at the Judy Center that includes referrals to agencies, intakes with families, needs assessments, developmental screenings, follow up, and active case review. The Judy Center staff utilizes case notes and services are tracked. Case management may include digital or hard copy files. There is a process to closing cases and ending services. All case management documents should be kept confidential and parent consent must be given to share information with partners or other agencies.
2	Intake forms, consent forms, release of information forms, and referral forms are utilized. Referrals are made for families to partnering agencies that provide services for basic and higher-level needs with parent consent. Support services such as child tutoring, counseling, and behavior services are offered to families. Electronic referrals are acceptable in lieu of paper forms.
3	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.
4	Case management meetings should be ongoing with partners. Agendas, meeting minutes, and attendance tracking for case management meetings must be completed. These meetings should be separate from steering committee meetings. Case management meetings should include but is not limited to: 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 for families that are case managed. Case management with partners should be collaborative and ongoing. Communication with partners must be documented in case management files including but not limited to emails, electronic referrals, phone calls, and any communication outside of the meetings.
5	Judy Center staff or the Judy Center partners are conducting home visits and home visiting for the purpose of educational visits. The home visit is to promote positive parent-child interaction, healthy childhood growth and development, and enhance family functioning. Home visiting is defined as a face-to-face interaction that occurs between the family and the agency staff at the family's preferred meeting place. Locations for home visiting should be based on the family's comfort level and circumstances. These locations may include but are not limited parks, recreation centers, libraries, and other locations in the community. Judy Center staff conducting home visits should obtain approval of a home visiting curriculum from their LEA and/or supervisor. Home visiting must be included in the Judy Center database and case management files.

#	Component 4 Integration of early education services
1	Activities are provided to enhance the curriculum for children birth to five and their families (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 individual or joint meetings are held with teachers and program staff across all programs, including Head Start, child care centers and family care providers, prekindergarten, and kindergarten throughout the year. Judy Center staff share information, communicate, and collaborate throughout the year with all program staff. Judy Center staff should collaborate with Title 1 staff and community schools coordinators.
4	Articulation occurs across programs, including Head Start, child care and public schools.
5	Transition is a yearlong process based on community needs. There are transition strategies and activities for children and families across all programs, including prekindergarten, kindergarten, Head Start and child care, as well as children entering formal programs for the first time. Transitional activities must occur throughout the year, not only in the spring. Including but not limited to participating in school activities, touring the school, cafeteria, 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.

#	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 utilized and updated regularly. 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 a monthly communication tool to offer family important information on events and resources offered by the Judy Center. This communication is easily understood by families and provided to families in other languages as needed. This could include but is not limited to calendars, newsletters, classroom apps, social media, electronic tools.
4	Family events are held on varying days and times to accommodate all families.
5	Judy Centers should offer playgroups to children birth through age five. Playgroups may be conducted by Judy Center staff or by a partner.
6	The Judy Center responds to their program data by planning workshops, events and activities for children birth-5 years of age that will support children's learning across all domains and increase parenting skills for their families.
7	Marketing flyers, sign-in sheets, and parent evaluations are used.
8	Books and hands on materials are regularly 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. Besides providing age appropriate materials and books in regards to parenting topics, other activities can include enrolling families in the Dolly Parton library, implementing Raising a Reader, or working with the public library to obtain books for families.
9	Judy Center staff should assist families and teachers as needed during parent/teacher conferences.

#	Component 6 Early identification and intervention
1	Judy Center staff makes 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.
2	Partners refer families of children with disabilities that live in the Judy Center catchment area to the Judy Center for activities. Information about children with disabilities is shared between partners and the Judy Center when there is a need.
3	The Judy Center has an outreach plan to identify all children prenatal through age five in the catchment area before they enter kindergarten. (Be sure the 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 and community sponsored events (4) outreach in community (local businesses, pediatricians, etc.) (5) school readiness fairs and other school events

#	Component 7 Children with disabilities
1	Children with IEPs and IFSPs are supported and participate with their typically developing peers in activities. Each Judy Center site may serve children with an IEP or IFSP outside their catchment area depending on their site capacity and on a first come first serve basis. The Judy Center should have a plan in place for all children on a waiting list or process for when they reach capacity.
2	Children over age 3 with extended IFSPs and their families that live within and outside the catchment area participate in Judy Center educational activities. (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.)
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 IEP and IFSP 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	The Judy Center offers professional development to address needs and trends in the community with a current focus on early literacy and early math and it is offered to all early care providers.
2	The Judy Center conducts a needs assessment to determine professional development needs of staff and partners.
3	Professional development is offered at a variety of days and times and at varying locations in order to increase participation of partners.

#	Component 10 Adult education and career services
1	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, coursework, and enrollment in trade programs that lead to certification, job placement, or a degree.
2	Parents have been surveyed for educational needs. There is follow up to those who responded with an identified need and request assistance.
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 include but are not limited to Career Centers, One Stops, colleges and universities.

#	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 supporting the family providers, child care centers, and Head Starts to obtain/maintain accreditation and offer high quality care. Including but not limited to: materials, professional development/training, and classroom observations.
5	The Judy Center provides information to providers and teachers on the accreditation process including the MSDE dates for accreditation orientation.

#	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	There are Memoranda of Understanding (MOU) with licensed/registered MD EXCELS level 4 or 5 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).
3	Judy Centers are required to meet at least every other month throughout the year with their partnership members to conduct steering committee meetings. These meetings should be in conjunction with the 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 or another partnering agency meeting. The agenda should outline the Judy Center portion of the meeting. Agendas, attendance tracking, and meeting minutes must be completed for all meetings. The meeting topics should include but are not limited to performance measures and strategies for Judy Center grants, RBA Turn the Curve process, sharing and reviewing KRA and Judy Center 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 (allowing partners a chance to provide feedback), and planning for summer and transition activities.
4	Teacher surveys are conducted at least once per school year with prekindergarten and kindergarten teachers. The survey should consist of Judy Center knowledge, participation in, and satisfaction of the supports provided by the Judy Center.
5	Partnership surveys are conducted at least once per school year. The survey should consist of Judy Center knowledge, participation in, and satisfaction.
6	Partners participate in family events sponsored by the Judy Center and 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.).