

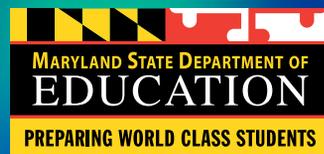


THE JUDITH P. HOYER

EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM



FISCAL YEAR 2015
ANNUAL REPORT



ABOUT MSDE

The Maryland State Department of Education (MSDE) provides leadership, support, accountability, in addition to innovative products and services to improve public education, library services, and rehabilitation services statewide.

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Jack R. Smith, Ph.D.
State Superintendent of Schools

A MESSAGE FROM THE STATE SUPERINTENDENT OF SCHOOLS



December 1, 2015

Dear Colleagues:

Early childhood is a time of remarkable growth; it is at this critical stage that the foundation for subsequent learning and development is laid. Early childhood programs play a vital role in children's development, preparing children for success in school, and providing a valuable support to families with young children in the state of Maryland. One of the ways we are able to accomplish this is through initiatives such as the Judith P. Hoyer Early Care and Education Enhancement Program.

I am very pleased to share with you The Judith P. Hoyer Early Care and Education Enhancement Program: 2015 Annual Report which provides an up-to-date review of recent accomplishments and the impact of these services focusing on State Fiscal Year 2015. The allocation of the program's \$17,576,602 total budget for FY15 is also included in this report.

In May of 2000, the Maryland State Legislature enacted the Judith P. Hoyer Early Child Care and Education Enhancement Program, a statewide effort to help young children enter school ready to learn. Judith P. Hoyer Early Child Care and Family Education Centers, known as "Judy Centers", provide a central location for early childhood education programs and support services for children birth through Kindergarten and their families who reside in specific Title I school districts across the state. Maryland's fifty-two Judy Centers are models of collaboration between a diverse group of agencies, governmental organizations and private providers, all working together to ensure that children and families have the services and resources to ensure school success.

In closing, we are grateful for the tireless work of local school systems and their early childhood partners as we strive to make the vision of school readiness and success in life a reality for all young children in Maryland. I hope you will find this report useful as you continue your work to support learning and the needs of all of Maryland's children.

Sincerely,

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools



INTRODUCTION

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 in designated Title I school zones. 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 of assessing 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.

The preamble of the legislation remains today a concise and relevant statement of the new understanding of 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..."¹



It has been fifteen years since that landmark legislation was passed, but these three principles continue to be all-important in early childhood education.

In fact, they formed the basis for Maryland's successful competition for the Race to the Top-Early Learning Challenge grant, which expanded Judy Centers and professional development for the Maryland Model for School Readiness (MMSR).

Moving forward, the grant funding awarded to Maryland under the Race to the Top-Early Learning Challenge supported a new system

for assessing school readiness. Maryland has 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 PreK-12 and provides a single coordinated system for recognizing the needs and measuring the learning progress of all children from thirty-six to seventy-two months.

This report provides a current review of accomplishments and challenges that took place during State Fiscal Year 2015.



PRINCIPLE NUMBER ONE JUDY CENTERS

HISTORY

The first Judith P. Hoyer Family Learning Center, which began operations in Prince George's County, served as the model for the rest of the state to follow. 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 her death) quickly demonstrated the true 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. The year 2001, the first year of operation, saw the establishment of thirteen Judy Centers in Allegany, Calvert, Caroline, Charles, Dorchester, Frederick, Kent, Montgomery, Prince George's, Queen Anne's, St. Mary's and Washington counties, and Baltimore City. The following year eleven more centers were funded 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 one in Baltimore City opened. In FY13, the Race to the Top-Early Learning Challenge Grant 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 a diversity of 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 the MSDE, the first Judy Center funded by a public-private partnership in Baltimore City was established.

“To me, the most crucial responsibility of any community is the protection, education and mentoring of its children. As adults, guardians, and parents, we must offer as many opportunities as possible to ensure the success and development of our children. If we can do this, we will all have met our most fundamental obligation to ourselves, our families and our communities.”

-Judy Hoyer

Also of note, in FY14, the passage of the Maryland Prekindergarten Expansion Act of 2014 (Senate Bill 332)² ensured the addition of three more Judy Centers in FY 15 – an additional one 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 twenty-four jurisdictions.

In FY 15, the public-private partnership with the Baltimore Community Foundation resulted in two more Judy Centers in Baltimore City, and Prince George's established a locally-funded site as well. Additionally, the Baltimore Community Foundation has committed to the development of five (5) additional Judy Centers, starting in FY16, which will be funded in part through the Federal Preschool Development Grant.

At the end of FY 15, there were thirty-six Judy Centers across the State serving forty-nine elementary schools. In FY 16 there will be fifty-two Judy Centers serving sixty-two schools. In all cases, Judy Centers are located in or near Title

I schools to better serve high needs populations. See Figure 1, History of Establishment of Judy Centers.

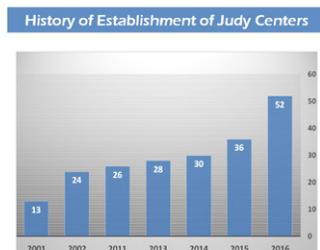


Figure 1 History of Establishment of Judy Centers

COMMUNITY PARTNERSHIPS ARE THE HEART OF THE JUDY CENTERS

Judy Centers serve all children birth through kindergarten who live in designated Title I school zones. Most of the work of the Judy Centers is accomplished through its partnerships. The partnerships reflect Judy Hoyer’s vision of how professionals collaborate to deliver a wide spectrum of early childhood education programs and family support services for children and families. Judy Centers are required to include the following:

- Public kindergarten and prekindergarten
 - Infants and Toddlers Program (intervention services for children with special needs from birth to age three)
 - Preschool special education



- Private childcare providers, both family and center care
- Family Support Network (support for families with children with disabilities ages birth through 21)

Judy Centers enter into Memoranda of Understanding (MOU) with community agencies and organizations that are critical to meeting the needs of families with high needs. Agencies and organizations typically include departments of social services, health departments, Healthy Families, Head Start, Family Support Centers (serving children prenatal to age four and their families), Adult Education and public libraries. Judy Centers have cast a wide net to expand the partnerships and engage others in their communities who can deliver necessary services for families whenever a gap is identified, including local businesses.

There are a variety of partners contributing in unique and creative ways to meet these needs. For example, local bookstores provide venues for story time for some of the Judy Centers. Child Care Resource Centers are vital partners that train local child care providers who care for children who live in the Judy Center school zones. Locally, sheriff’s offices provide programming for children, as well as safety and security during events, while other organizations such as Lions and Rotary clubs have stepped in to take on responsibilities including vision screenings, fundraising to implement literacy programs, as well as other needs of Judy Centers in their communities.

Pediatric dentists have been recruited to provide a much-needed service that this population typically is not able to access due to cost and the limited availability of providers. Housing authorities provide space for Judy Centers to provide parent workshops that help families maintain their housing. Mental health providers also have been recruited to serve families in need. The University of Maryland Extension provides essential nutrition information and activities for children and adults. Local colleges



and universities provide degree programs for child care providers and teachers, as well as classroom interns at Judy Centers. PNC and BB&T Banks have generously provided grants for programming and classroom volunteers. While Judy Centers originally had to seek out members for its partnerships, the list of organizations now asking to join the Judy Center Partnerships continues to grow.

The number of partners varies across Judy Centers depending upon population density and the number of agencies, organizations and businesses available in the area. It is not unusual for Partnerships to include thirty 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 in Judy Center Partnership meetings. Partnerships meet monthly, and the larger partnerships have created subcommittees to ensure the work is more manageable and accomplished as quickly and as effectively as possible. They play key roles in decision-making and goal setting.

STANDARDS

All Judy Centers are required to meet the following twelve Component Standards deemed essential to the positive impact on children's school readiness.

I. Full Day/Full Year: Children who participate in Judy Centers have access to high-quality early care and education programs to meet the full-day and year-round needs of children and families.

II. Breakfast/Lunch: Children who participate in Judy Centers for more than 2 ½ hours per day have access to appropriate breakfast, lunch, and snacks according to USDA guidelines. Eligible programs are required to access federal and/or state food programs (i.e., Free and Reduced Meals, Child and Adult Care Food Program (CACFP)).

III. Service Coordination and Family Support: Service coordination at Judy Centers is designed to include the six Elements of Effective Service

Coordination:

- a) assessment of needs of children and families;
- b) a referral process;
- c) review and evaluation (includes the coordination of intervention services among various programs);
- d) intervention services;
- e) monitoring the effectiveness of intervention services; and
- f) reporting on progress of intervention services.

The Judy Center Partnerships coordinate services, programs, and activities offered to families to avoid duplication and monitor the effectiveness of the support being offered. When a child participates in more than one program, the service coordinator, in collaboration with program and/or agency offices, will identify one key contact for that child. Several forms of support services may be provided and include, but are not limited to, home visiting, child tutoring, child care tuition assistance, behavior services, and family counseling.

IV. Integration of Early Education Services: Curriculum and assessment for all programs for children are aligned with Maryland's Early Learning Standards, which includes the Healthy Beginnings Guidelines for children, birth to age four and the Maryland College and Career-Ready Standards, Prekindergarten to grade 3.



V. Family Involvement: The Judy Center Partnership follows Maryland’s Early Childhood Family Engagement Framework. Family engagement is centered on the family’s ability to participate in and support their child’s early learning. It is based on the philosophy that the family provides the primary influence on a young child’s well-being. Family engagement in the Judy Center Partnerships depends upon the collaboration of all partners to encourage schools and caregivers to meet the needs of their families. Many family activities are sponsored at the Judy Centers which increase engagement and inform parents of the various stages of child development. Events are coordinated among all partners to avoid conflicts in scheduling and to ensure families have many opportunities to participate. A calendar of events is regularly distributed to families.

VI. Early Identification/ Intervention: There is a plan in place to identify all children ages, birth through five years of age, who live in the designated Judy Center school zones. This includes those who are enrolled in state or federally regulated programs. Children receive age-appropriate developmental screenings, evaluations and interventions when appropriate. All children ages birth through five years, regardless of abilities, have access to all programs and services in least restrictive environments.



VII. Young Children with Disabilities (ages 3-5 with IEPs or IFSPs): Consistent with the vision of the Judy Centers, preschool-age children with disabilities and their families are seen as fully included in all of the services as part of the Individualized Education Program (IEP) such as prekindergarten, family support and involvement, service coordination, and full-day / full-year services. Families who elect the Individualized Family Service Plan (IFSP) option participate in Judy Center activities and are also included in ways that meet their plans.

VIII. Health Services: Judy Centers ensure that children receive immunizations; blood lead testing, as recommended; dental, vision and hearing screenings and referrals when appropriate; mental health assessments and referrals when appropriate; physical growth and nutritional assessments including referral to Women, Infants, and Children (WIC) program; referral to local health department if warranted; and access to health care insurance.

IX. Professional Development: Staff members of all participating programs will participate in professional development, including the R4K training and specialized training when working with children with disabilities or dual language learners. Training and workshops are provided for child care providers and Head Start staff as well as prekindergarten and kindergarten teachers.

X. Adult Education/Family Literacy: Parents are encouraged to pursue their own education (i.e., Adult Basic Education, General Equivalency Diploma) to allow them to enter the workforce and better support their children. In addition, family literacy activities are paired with and are an integral part of all programs for children and families involved in the Judy Center Partnership.

XI. Accreditation/Validation: All early care and education programs for children in the Judy Center Partnerships are accredited or validated within the first eighteen months of becoming part of the partnership through the state or a national agency (i.e., MSDE, NAEYC, NEPCA,

and NAFCC). Accreditation/Validation must be maintained and kept current for all programs.

XII. Judy Center Partnerships/Leadership: The Judy Center Partnership is actively engaged and is consistently and frequently involved in the school readiness mission of the Judy Center. As a recognizable member of the communities they serve as well as a leader in early childhood development, Judy Centers support the missions of its partners by participating in their work in the community. Judy Centers also interact frequently with the counties' Local Early Childhood Advisory Councils; several chair or co-chair the Councils.

POPULATION SERVED:

In 2015, there were thirty-six Judy Centers offering benefits to 49 Title I school attendance areas throughout the state. The centers served 15,205 children (ranging in age from birth through kindergarten). Kindergarten demographic data shows ethnic composition as 32% White, 35% African-American, 23% Hispanic, 7% two or more races, 2% Asian and 1% other. Considering Judy Center enrollments as a proportion of the population in kindergarten in the schools served by the Judy Centers in the 2014-2015 school year, 61 percent received at least one year of Judy Center services prior to kindergarten entry.

MEASURING RESULTS:

Judy Centers use the Results-Based Accountability (RBA) method to set their annual goal and headline performance measures based on local data and to track their success. Every Judy Center must produce an annual evaluation report on how well they met the goal and headline performance measures from the previous fiscal year. The goal and headline performance measures vary from one Judy Center to another and reflect the uniqueness of the needs of the populations they serve.

An overview of all Judy Centers is compiled each year and continues to demonstrate 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 the advantage of the Judy Center experience. What is also impressive is the success of children who had Judy Center experience before entering kindergarten when compared with all kindergartners entering Maryland schools.

Beginning in fall 2014, Maryland replaced its previous school readiness assessment, the Maryland Model for School Readiness (MMSR), with the new Kindergarten Readiness Assessment (KRA). Under the MMSR assessment, children with Judy Center experience exceeded or were at the same level of readiness as the total of kindergartners statewide for four of the previous five years, while children who entered kindergarten at Judy Center locations with no prior Judy Center experience had been consistently less ready than their peers and the kindergartners statewide.

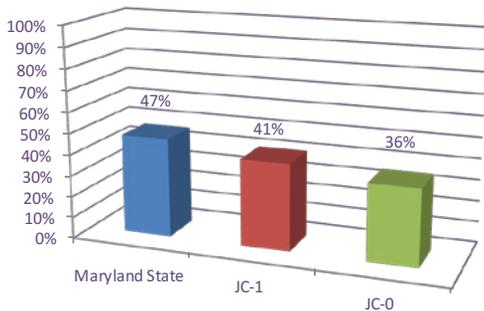
Children with Judy Center experience have enjoyed this success despite the fact that even though Judy Centers serve a much higher percentage of children who are receiving special services than the general population. Special services include free and reduced price meals, Special Education services or language support for English Language Learners.

The new KRA data shows that 41% of children with Judy Center



experience prior to entering kindergarten were Demonstrating Readiness for school compared to 36% of the children who entered kindergarten at Judy Center schools without prior experience. Forty-seven percent of the state’s kindergartners were Demonstrating Readiness. (See Table 1.)

Percent of Kindergartners Demonstrating Readiness

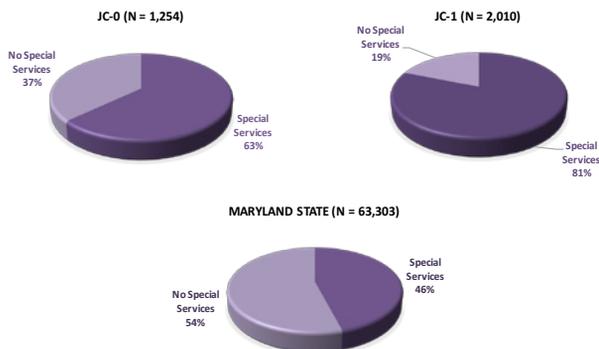


Note: JC-0 refers to entering kindergartners without Judy Center experiences prior to kindergarten. JC-1 refers to entering kindergartners who received Judy Center services prior to kindergarten.

There is a much higher percentage of entering kindergartners with special services who receive Judy Center services prior to kindergarten (81%) compared to kindergartners at Judy Center schools without the benefit of Judy Center experiences (63%). It is important to note that only 143 of the 3,407 kindergartners at the Judy Centers were not receiving special services. This confirms that Judy Centers are placed in very needy areas and are serving high needs children. (See Figure 2.)

FIGURE 2

Percent of Kindergartners Receiving One or More Special Services Judy Centers vs All MD Students



Note: JC-0 refers to entering kindergartners without Judy Center experiences prior to kindergarten. JC-1 refers to entering kindergartners who received Judy Center services prior to kindergarten.

Statistics are not the only way to measure outcomes. There are countless success stories emanating from families and Judy Center staff. Here are a few:

SUCCESS STORIES

BALTIMORE CITY JUDY CENTER

Niki Venuti, Coordinator of the Judy Center at Commodore John Rodgers School in Baltimore City, reports on how the comprehensive family support services offered by Judy Centers can change the life course of a family from overwhelming hopelessness to confident, independent living.



The Judy Center has worked very closely with the “Smith” family* for the last two years. When we first met them, mom was raising her four children (ages 5, 4, 2, and 3 months) by herself and living in a shelter. She first came to the Judy Center because she was having behavioral problems with her two oldest children in school. Through the Judy Center collaborative, we were able to provide behavior interventions and evaluations for both of her sons, and we learned that her oldest desperately needed eyeglasses. Once we obtained eyeglasses for her oldest, we then shifted the focus of our work to strengthening the entire family unit.

* Name of the family is not identified

We knew that housing was a huge concern for the family and that living in a shelter may also be contributing to the many behavioral issues the

boys were having. Through our partnership with a local agency, Health Care Access Maryland, we were able to relocate the family into an apartment of their own and provide them with the basic essentials to start their new chapter. We also were able to link the family with a Direct Family Support Worker (PRP) to help

work on creating routines and structures for the entire family, as well as ensuring that mom was paying all of her bills on time and meeting the needs of her children. The Judy Center was also able to provide the family with food from the school's food pantry when needed.

Next we wanted to help mom further her education. She had confided that she only had an 8th grade education and was having difficulty finding work. We worked with mom and enrolled her into a GED class that was offered on site and free of charge, as well as enrolling her two youngest into Early Head Start, so that childcare was not a barrier.

After two years, we are proud to say that mom has continued to take GED classes and is preparing to take the exam in December 2015. Her youngest is still enrolled in Early Head Start and her three other children are thriving in their respective grades (Pre-K, 1st, and 2nd). Mom is more confident and has had increased participation in school activities. She has been able to maintain her housing and the Judy Center Family Support Worker is transitioning from the family as mom has demonstrated her ability to meet her family's needs independently. Mom has

told us time and time again that, if it was not for the Judy Center, she does not know where her family would be today.

KENT COUNTY JUDY CENTER

Donna Bedell, Coordinator of the Kent County Judy Center, describes how early childhood education is not only a key component of Judy Centers but the continuing education of parents is a key component as well. This story follows a young Judy Center mom that perseveres with her education for many years despite enormous challenges to ensure a solid future for herself and her three daughters.

Children + Families + Judy Centers = a recipe for success! This success story began in 2006 when a young single mother enrolled her 13-month-old daughter at the child care center located in H.H. Garnett Elementary School, home of the Kent County Judy Center. We learned that the young mother started taking classes at Chesapeake College in 2000 when she graduated from high school; being unemployed and homeless made attending college an almost insurmountable task. She was in need of help for the holidays, struggling to stay in school, and desperately trying to navigate the system of support agencies.

The Judy Center stepped in. With guidance from Tanisha Phillips, the Judy Center Family Service Coordinator, community resources were located to help the family. Mom shared her despair with Ms. Phillips and felt that she would never be able to work, attend college, and raise a child. However, with the support of the Judy Center, the young mother began working at Dixon Valve full-time and attending classes regularly at Chesapeake College. In the spring of 2006, she graduated with her Associates Degree from Chesapeake College after six long years. She continued to visit the Judy Center frequently for encouragement and support and attended Judy Center events. Life was not easy, but she was determined to create a better life for her daughter and herself.

Armed with determination and resilience, she began her journey toward her Bachelor's Degree





in Education. She enrolled in an on-line university in 2006 but lasted only one year. The demands of school, work, and motherhood were too much for her to handle. She was ill-equipped for on-line courses and the independent learning it entailed. Life was focused on the day-to-day struggles of keeping her child fed, clothed and a home to live in. The Judy Center stood steadfast beside her on the long and bumpy road. There were frequent visits to the Department of Social Services for energy assistance, food stamps, and purchase of care for child care.

In 2009, her second daughter was born, and the young mother once again sought support from the Judy Center. This time, she was concerned about her ability to parent two very young children. Attending college was just not possible at this time. Through the Judy Center's programming, the determined mother completed the Social and Emotional Foundations of Early Learning (SEFEL) parenting training and frequently met with Ms. Phillips. She began volunteering regularly in the Judy Center, which ignited a desire and a love of teaching. However, in 2010, the unexpected birth of a third child once again prevented her from returning to school.



Despite the unexpected situation, with encouragement and the promise of support from the Judy Center, the young mother continued to pursue her dreams.

In the fall of 2010, she tried another on-line university. The young mother was becoming despondent, and Judy Center staff members reached out to help her see the positive changes she made and celebrate each small success. She had three beautiful daughters, employment and a place to call home. Obstacles continued to pop up - the youngest daughter was "kicked out" of a child care center for exhibiting negative behaviors. Without child care, the young mother thought she would need to leave her place of employment but the Judy Center helped her to find placement at the child care center at the Judy Center. The Judy Center and child care staff worked with her and her daughters. The Judy Center remained by her side as careful listeners and responsive supporters.

By 2013, the youngest daughter was enrolled in the Head Start program at the Judy Center and the young mother, who was three years into her on-line bachelor's program, had finally completed a year's worth of credits. In an unexpected turn of events, the university changed requirements for all students not yet student teaching. It seemed that she would not be able to complete her degree requirements. Once again the Judy Center helped her navigate through the collegiate scholarship system, and she enrolled in Salisbury University through Chesapeake College.

As of November 2015 and the mother is student teaching 3rd grade at H.H. Garnett Elementary. She is scheduled to graduate with her Bachelor's degree in Elementary Education from Salisbury University in May 2017. Her three daughters are model students and all attend H.H. Garnett Elementary in grades 5, 2 and PreK.

This family is a true inspiration of what determination, spirit, courage and love can achieve. When asked just recently how the Judy Center has been a part of her life, the mother said, "I'm thankful for the Christmas support and the help finding resources like social services but the most important help has been the education the Judy Center has provided me so I can be aware

of what my daughters need...what they are learning, and the books you have provided for my daughters!"

WICOMICO COUNTY JUDY CENTER

Maria Wright, Coordinator of the Wicomico County Judy Center at the Wicomico Early Learning Center, demonstrates why early identification and intervention is a component standard of Judy Centers and how the process can change the lives of children and families in positive ways.

The Wicomico County Judy Center first met Devin, his mother Alexis, and grandmother Bonnie last school year. As a team, we joined forces with Birth to 5 and staff at the Wicomico Early Learning Center to ensure the unique needs of Devin would be met. Devin has made tremendous growth since last year. Alexis shares her experience with the Judy Center Staff and Wicomico Early Learning Center.

"My son, Devin (age 4), is a diagnosed autistic with global developmental delay and is now in his second year at the Wicomico Judy Center/ WELC. I was first introduced to WELC as an alternative to in-home services provided by the Birth to 5 program. While I was very pleased with the in-home services, Devin was in desperate need of peer social interactions and a structured school experience to prepare him for the years ahead, so he was enrolled in WELC's 3-year-old program through Child Find. As a part of the Child Find program, Devin attended school for two hours once a week receiving general instruction along with speech and occupational therapy. Through the support of the WELC staff, Devin is now attending PreK in an inclusion classroom full-day, five days a week while still receiving speech and occupational therapy. The shift from two hours a week to full-time school was a big concern of mine, so I approached Mrs. Wright, Judy Center Coordinator, and Mrs. McQuown, Special Education Teacher, and together we agreed on a modified schedule that set my son up for success. Educating a special needs child comes with challenges but the Judy Center/WELC staff is very proactive in finding solutions that work for Devin and allow him to be with his peers."

CHALLENGES:

Individual success stories like these, however, are not the only results from the Judy Center endeavor.

The percentage of children with special needs was 78% in FY 14 and rose to 81% in FY 15 while the state's percentage of children with special needs decreased from 57% in FY 14 to 46% in FY

15. The needs of some local areas are increasing exponentially with the increase in poverty and the immigration of high needs individuals. Elementary school populations of English Language Learners are rising in many areas of the state. The challenges facing the Judy Centers are therefore increasing in complexity. These factors make outreach efforts ever more difficult.

On a larger scale, Judy Center partnerships have become an important and effective support to Title I schools that receive supplemental federal funds to provide additional services in a school district's highest poverty communities. However, while children make early gains and progress during their preschool years, such positive early results are hard to sustain unless the support structure for the family and the individual education needs are maintained.

OUTLOOK:

The success of Judy Centers is gaining national recognition. The high-quality early education coupled with comprehensive family support services approach has been proven to be



successful. The data speaks for itself, and additional funding streams are being identified. The continued expansion in the number of Judy Centers will continue into FY 16.

The Full-Service Community Schools Act of 2014, a bill co-sponsored by House Democratic Whip Steny H. Hoyer (D-MD) and Rep. Aaron Schock (R-IL), proposed taking the Judy Center principles nationwide including them in full-service community schools at the K-12 level.³ Senator Barbara Mikulski (D-MD), Member of the Health, Education, Labor and Pensions Committee and Chairwoman of the Subcommittee on Children and Families, has held hearings on the importance of early childhood education and has visited Judy Centers throughout the state.⁴

Arne Duncan, Secretary of the U.S. Department of Education, has visited the Charles County Judy Center, and on another outing, he and Kathleen Sebelius, former Secretary of U.S. Department of Health and Human Services, visited the Judy Center in Montgomery County. To further his preschool initiative, President Barack Obama visited the Baltimore City Judy Center at Moravia Park Elementary School with Cong. Steny Hoyer, Minority Whip, U.S. House of Representatives. Cong. John Delaney has visited Judy Centers in his district.



PRINCIPLE NUMBER TWO KINDERGARTEN ASSESSMENT

With the recognition of the importance in providing quality early care and education to our nation's children, the issue of how to assess the quality of that care and instruction in educational terms is now being addressed by many states. To promote the development and use of such assessments, the U.S. Departments of Education and Health and Human Services provided federal grant support through the Race to the Top – Early Learning Challenge (RTTT-ELC) program.⁵ Maryland has been one of the beneficiaries of this program and is using these funds to provide a variety of projects and initiatives that will continue to improve the quality of early childhood care and education.

Thanks to the Judith P. Hoyer legislation, Maryland has maintained a kindergarten assessment for the last fourteen years, putting Maryland ahead of most states in the nation in terms of measuring child outcomes at the start of their school careers.

Maryland used the Race to the Top funds to develop Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System. This system contains a new Kindergarten Readiness Assessment (KRA) that teachers began administering

at the start of the 2014-15 school year and a formative Early Learning Assessment (ELA) that will be available beginning the spring of 2016. The ELA has been developed for children age 36 to 72 months. Its format will be customized for early educators who work in child care, Head Start or nursery school settings as well as prekindergarten and kindergarten teachers who can use it throughout the school year. In contrast to the KRA, the use of the Early Learning Assessment is optional for schools and early childhood programs. R4K has been sponsored by MSDE and the Ohio Department of Education. (An enhanced version of the assessment is currently under development through a state collaborative that includes Connecticut, Ohio, and Maryland.)

MSDE engaged local school system leaders throughout the process of developing R4K and informed them about the necessary steps for implementation. The new assessment system is supported by a statewide technology infrastructure and a professional development program with the intent to prepare teachers and administrators in the effective use of R4K. Since the spring of 2014, State-approved trainers provided KRA professional development to more than 3,000 kindergarten teachers throughout Maryland. Training for the ELA began the fall of 2015.

School systems will use the information obtained in the R4K in ways similar to the MMSR kindergarten assessment. Teachers can use the student level data to help plan instruction and to address achievement gaps for individual students. Programs, public schools, Judy Centers, school systems, and local Early Childhood Advisory Councils can use the aggregated data to plan programmatic or policy changes that can address the achievement gaps and promote positive outcomes for Maryland children.



THE DIFFERENCE BETWEEN THE MARYLAND MODEL FOR SCHOOL READINESS (MMSR) AND READY FOR KINDERGARTEN (R4K) SYSTEM

Where the MMSR focused on kindergarten readiness, R4K is an assessment system for all children, 36 to 72 months (three to six years old). It examines the learning progressions (knowledge, skills, and abilities) of children over time. R4K also defines specific learning progressions at various intervals for each developmental domain. These learning progressions describe the pathway that children typically follow as they learn or the sequence in which knowledge and skills develop.

R4K builds on the strengths of the MMSR, namely observations and evidence of children’s work, and incorporates both direct and performance-based test items. It includes child-friendly technologies, such as touch screen technology, to make the activities as appealing as possible to young children. Teachers also have flexibility in the administration of the KRA assessment, between the first day of kindergarten and the first day of November.

The key areas of learning of the R4K have undergone changes to measure a child’s learning progressions in seven domains. They are:

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

While all seven (7) domains are available in the ELA, the KRA only reports student information in four (4) domains: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development. The reporting format of the KRA assessment information each year will mirror the successful dissemination of school readiness information as it has been

done since 2001. Ready At Five, an organization dedicated to elevating school readiness for all Maryland children, along with the Maryland Business Roundtable remain a major partner in this effort.

R4K ASSESSMENT RESULTS:

Annual reports summarizing the statewide results of the Kindergarten Readiness Assessment are scheduled to be released each year in late winter. The results provide a new baseline regarding school readiness skills of incoming kindergarteners. Since the assessment measures the essential skills, knowledge, and behaviors against the more rigorous Maryland Early Learning Standards, the new baseline is a fresh starting point in tracking the annual school readiness results in terms of outcomes for all kindergarten students, as well as subgroups of kindergarteners. The outcomes will be 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 demonstrating readiness and not yet demonstrating readiness. This assessment information will be used to assist teachers with their instructional program, as well as to determine the strengths and needs of students early on and provide interventions to support all learners.



View the 2014-15 School Readiness Reports at http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/KRA2014-15TEchnicalReport.pdf and http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/ReadinessMatters2014-2015.pdf

PRINCIPLE NUMBER THREE

PROGRAM ACCREDITATION, PRESCHOOL FOR ALL AND PREKINDERGARTEN EXPANSION

Voluntary accreditation and validation of early care and education programs provides consumers of service and the general community assurances about program quality. This information is useful to parents who must evaluate various programs and make decisions about the best program for their child. Voluntary accreditation and validation is also a marketing tool to promote standards of high quality for public schools and non-public school programs alike.

In Maryland's current early care and education system, the elements of quality are manifested differently among the various types of providers. Early childhood programs located in public schools are governed by state regulations and operated by local boards of education. Head Start programs for children, birth to five, are governed by the federal government and operated by local organizations, generally not-for-profit agencies. Child care and nursery programs are operated privately and either licensed by the MSDE and/or approved by the MSDE in accordance with the non-public school regulations.

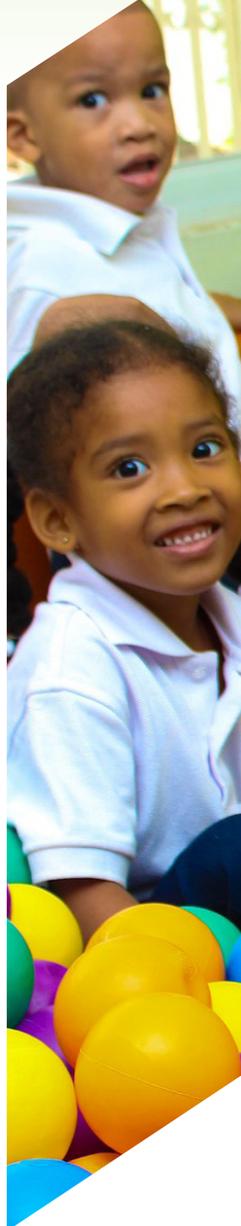
The MSDE Standards for Implementing Quality Early Childhood Learning Programs reflect research and advancements in the field and has been revised in FY15, reflecting the changes in national and state standards and policies over the past thirteen years. Incorporated within the program standards are indicators and descriptions of best practices for prekindergarten, kindergarten, center-based child care, and Head Start programs. Additionally, the standards focus on the administration, operation, and family/community partnership of classroom-based programs. MSDE did not develop standards for family child care but recognizes the National Association of Family Child Care as the sole accrediting organization for Maryland's approximately 9,000 registered family child care providers.

By pursuing and successfully completing these programs, early learning programs in public schools will receive program validation, and non-public schools will receive program accreditation. Any program that uses the revised standards and participates in the accreditation/validation process has made a commitment to improve the performance of its early childhood services.

Professional development of the child care workforce was one of the major tenets of the original legislation, and thus through the years, Hoyer grant funds have been used to train those directly caring for young children.

PRESCHOOL FOR ALL

In December of 2007, Maryland's Task Force on Universal Preschool Education submitted a report to the Governor recommending the expansion of prekindergarten to all four-year-olds. The delivery of educational services could be both public and private, provided that the same standards, which currently define the program in public prekindergarten, are maintained. The Task Force called the program *Preschool for All*. The initiative intends to broaden the scope of access to high-quality prekindergarten beyond the currently



mandated group of families whose income qualifies them to access a prekindergarten program operated by local school systems.⁶

The subsequent Preschool for All business plan, submitted to the Governor in December 2009, recommended the establishment of a separate funding stream for Preschool for All sites at accredited child care, Head Start, or nursery school programs. The constraints of the state budget during the three years following denied MSDE the opportunity to establish such a fund. However, Hoyer funds were realigned to create eleven Preschool for All pilot sites across the state. The Race to the Top Early Learning Challenge Grant awarded to Maryland in 2010 provided additional funding for five additional sites.

The Preschool for All sites were eventually renamed Preschool Services Grant and the pilot sites were required to meet ten (10) standard quality benchmarks adopted by the Task Force on Universal Preschool Education and recommended by the National Institute for Early Education Research (NIEER) at Rutgers University. These benchmarks include:

1. Curriculum standards. All programs must implement a state-recommended comprehensive curriculum; an MSDE approved individually developed curriculum or a local school system curriculum that aligns with the Maryland Early Learning Standards, created from the alignment of the Maryland College and Career Ready Standards and Healthy Beginnings (birth to forty-eight months).
2. Teacher certification requirement. Lead teachers in both public school and private settings must meet state teacher certification standards for early childhood education.
3. Specialized training requirements for teachers. Pre-service requirements for lead teachers must include specialized training in early childhood education. Elementary teaching certificates alone will not qualify.

4. Assistant teacher degree requirement. Assistant teachers must hold a minimum of a high school diploma, but preferably a Child Development Associate's degree or equivalent training (corresponding to Level 4 in MSDE's Child Care Credentialing Program).

5. Teacher recertification requirement. Teachers must attend the specified number of hours of approved professional development per year to keep certification requirements current.

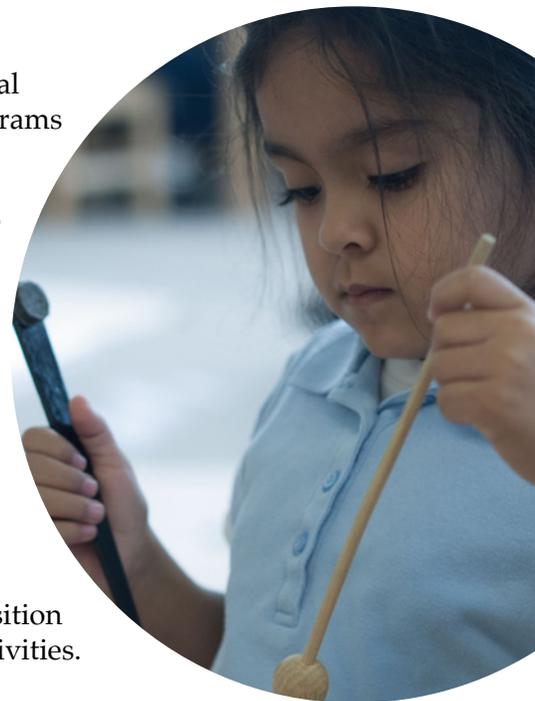
6. Maximum class size. Classroom sizes must be limited to no more than twenty children for four-year-olds and no more than sixteen children for three-year-olds.

7. Staff-child ratio. At least one staff member must be present per ten children in a classroom for four-year-olds and per eight children for three-year-olds.

8. Screening/referral requirements. Programs must provide screening and referral services for vision, hearing, general health, immunizations, and lead screening, as well as provide support services, such as parent training, parent involvement activities, and transition to kindergarten activities.

9. Meal requirements. All participants in full-day sessions must be offered at least one full meal per day, in accordance with the Child and Adult Care Food Program.

10. Monitoring. Each year, programs that receive grant funding from MSDE must conduct a self-evaluation to assess program quality—using the



aforementioned quality indicators—and must report performance data to MSDE. Additionally, MSDE will conduct one on-site visit each year. Programs not meeting standards and in need of improvement must create a program improvement plan identifying the steps they will take to fulfill each standard. Additional site visits will be conducted to assess improvement and adherence to quality standards.

Programs were also asked to describe the nature of their partnership, how prekindergarten services will be provided as required by the Code of Maryland regulations (COMAR 13A.06.02), and how student progress and performance will be monitored and assessed.

Prekindergarten services include either a half-day (2½ hour) or full-day (6½ hour) session that meets five days a week in accordance with the official schedule of the school system’s academic year. Currently, the grant requires programs to offer enrolled families a tuition discount of 20 percent for a half-day, or 40 percent for a full-day session.

The funded partnerships with private providers demonstrated various program models and mechanisms through which services are implemented at a reduced cost to families. Those models include:

- An “integrated approach”, eligible grant-funded children are placed in child care classrooms with tuition-paying children from the community;
- A “targeted approach” in which income-eligible and high needs children are placed in a single classroom and provided full-day services with a prekindergarten curriculum at a reduced or no-cost rate;
- A “Head Start add-on approach”, a half-day prekindergarten session is added to a half-day Head Start session to create a full-day;
- program for eligible Head Start children and a half-day program for some additional children who are eligible only for prekindergarten;

- A “Head Start/Prekindergarten blended approach” in which Head Start and prekindergarten funding are blended to provide a seamless full-day program for Head Start eligible children, including some three-year-olds; and
- A “Multi-age Montessori Charter approach”, eligible three and four-year-old children are placed in a carefully prepared Montessori environment that promotes learning in both the cognitive and social domains.

PREKINDERGARTEN EXPANSION (FY15)

The Prekindergarten Expansion Grant was made possible by the Prekindergarten Expansion Act of 2014 (Senate Bill 332). This is a statewide initiative to expand the access to half-day and full-day public prekindergarten for four-year-olds from families with household incomes at or below 300 percent of Federal Poverty Guidelines (FPG)⁷ for the school year 2014-2015. The grant also provided funding for the establishment of Judy Centers throughout Maryland serving children from birth through five years of age.

The grant provided \$4.3 million that funded seventeen accredited community-based programs (Priority I), four local school systems that expanded full-day and/or half-day prekindergarten (Priority II) and added Judy Center programs to three local school systems (Priority III). Programs participated in annual monitoring and continue to enroll and support eligible families (see Appendix B for the list of grant awards).

FEDERAL PRESCHOOL DEVELOPMENT GRANT

In 2014, the United States Department of Education issued a Preschool Development Grant (PDG) competition to help states develop or enhance their capacity to deliver high-quality preschool programs for the most

vulnerable families and their children. Preschool Development Grants for expansion enable states that already have robust state preschool programs or that had been awarded a Race to the Top—Early Learning Challenge grant. Maryland State Department of Education, Division of Early Childhood Development, applied for the expansion grant and in December of 2014 was awarded \$15 million per year for a four-year period to expand high-quality preschool.

Maryland State Department of Education sent invitations to apply as a subgrantee to Head Start programs, non-public nursery schools, licensed child care programs, public pre-k programs, charter schools and programs servicing specialty populations.

The scope of Maryland’s plan is statewide, thereby including many high-need communities in all regions of the state, but with a special emphasis on high-need communities in Baltimore City, especially by expanding the highly effective Judy Center comprehensive services model.

The plan uses communities with schools that have a 65 percent FARM rate as the cut-off for determining prioritized needs, but it also intends to recruit income eligible four-year-olds into high-quality prekindergarten by using four additional needs assessment criteria:

- Elementary schools in school improvement (e.g., Focus or Priority schools);
- Subgrantees in jurisdictions with the highest number of income eligible four-year-olds who are not enrolled in prekindergarten;
- Subgrantees in jurisdictions with high numbers of low-income and Hispanic four-year-olds enrolled in informal care arrangements; and
- Subgrantees that provide specialized services for income-eligible four-year-olds who are medically fragile or need therapeutic nursery services.

Eligible programs must serve four-year-old children in a full-day setting at or below 200 percent of federal poverty guidelines and meet the definition of a “High-Quality Preschool Program.”

The Baltimore Community Foundation provided a charitable match to the Preschool Development Grant in the amount of \$825,000 to help fund five (5) new Judy Centers in Baltimore City. The Baltimore Community Foundation charitable contribution, the Preschool Development Grant plus state and local funding enabled Maryland to double the number of Judy Centers in the State since FY 11.



APPENDIX A
FY 2015 JUDITH P. HOYER PROGRAM BUDGET

The following tables show expenditures in Fiscal Year 2015, organized by the three principle priorities covered in this report. The total budget for the Judith P. Hoyer grant program amounted to **\$17,576,602** of which **\$14,875,000** was state funded, **\$2,206,602** was federally funded through the Race to the Top Grant, and **\$495,000** from foundations.

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
JUDY CENTERS		
15446701	Allegany Co Public Schools	\$323,333
15446601	Anne Arundel Co Public Schools	\$322,000
15458101	Baltimore City Public Schools	\$150,000
15464401	Baltimore City Public Schools	\$323,333
15497901	Baltimore City Public Schools	\$322,000
15464201	Baltimore Co Public Schools	\$322,000
15457901	Calvert Co Public Schools	\$323,333
15497801	Caroline Co Public Schools	\$323,333
15479001	Carroll Co Public Schools	\$322,000
15446501	Cecil Co Public Schools	\$322,000
15458001	Charles Co Public Schools (2 centers)	\$645,333
15498601	Dorchester Co Public Schools	\$322,000
15450401	Frederick Co Public Schools	\$323,333
15464301	Garrett Co Board of Education	\$322,000
15514601	Harford Co Public Schools	\$161,000
15446401	Howard Co Public School System	\$322,000
15446301	Kent Co Public Schools	\$387,705
15446101	Montgomery Co Public Schools	\$322,000
15446201	Montgomery Co Public Schools	\$322,000
15506101	Prince George's Co Public Schools	\$323,333
15446001	Queen Anne's Co Public Schools	\$323,333
15450301	St. Mary's Co Public Schools	\$323,333
15457801	Talbot Co Public Schools	\$322,000
15450501	Washington Co Public Schools	\$323,333
15445901	Wicomico Co Public Schools	\$322,000
15464501	Worcester Co Public Schools	\$322,000
SUBTOTAL	JUDY CENTERS	\$8,440,035
STATE FUNDS		
15497801	Caroline County Public Schools	\$330,000
15464301	Garrett County Board of Education	\$330,000
15457701	Somerset County Public Schools	\$330,000
SUBTOTAL	STATE FUNDS	\$990,000
STATE KINDERGARTEN FUNDS		
15500701	Baltimore City Public Schools	\$175,000
15478801	Baltimore City Public Schools	\$165,000
15478901	Baltimore City Public Schools	\$165,000
15510901	Baltimore City Public Schools	\$165,000
15507201	Prince George's Co Public Schools	\$175,000
SUBTOTAL	STATE KINDERGARTEN FUNDS	\$685,000
EARLY LEARNING CHALLENGE GRANT		
15478801	Baltimore City Public Schools	\$165,000
15478901	Baltimore City Public Schools	\$165,000
15478901	Baltimore City Public Schools	\$165,000
SUBTOTAL	EARLY LEARNING CHALLENGE GRANT	\$495,000
SPECIAL FUNDING		
	TOTAL JUDY CENTERS	\$10,770,035

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
R4K		
15468901	Allegany Co Public Schools	\$9,504.00
15479401	Anne Arundel Co Public Schools	\$18,750.00
15522501	Baltimore City Public Schools	\$26,600.00
15479501	Baltimore Co Public Schools	\$11,989.00
15479601	Calvert Co Public Schools	\$8,830.00
15517001	Caroline Co Public Schools	\$4,178.00
15469001	Carroll County Public Schools	\$14,991.00
15512901	Cecil County Public Schools	\$7,624.00
15491101	Charles Co Public Schools	\$5,954.00
15481201	Dorchester County Public Schools	\$5,976.00
15480701	Frederick Co. Public Schools	\$13,561.00
15479701	Garrett County Board Of Education	\$7,500.00
15469101	Harford Co Public Schools	\$13,000.00
15495801	Howard County Public School System	\$8,008.00
15479801	Kent Co Public Schools	\$3,500.00
15495901	Montgomery Co Public Schools	\$17,935.00
15481301	Prince George's County Public Schools	\$25,184.00
15479201	Board Of Education Of Queen Anne's County	\$7,975.00
15479101	Somerset County Public Schools	\$3,664.00
15507101	St Mary's County Public Schools	\$5,000.00
15481401	Talbot Co. Public Schools	\$10,500.00
15496801	Washington County Public Schools	\$7,572.00
15496901	Wicomico Co Public Schools	\$9,905.00
15528201	Worcester County Board Of Education	\$9,913.00
155329	Johns Hopkins University – Center for Technology in Education	\$471,774
TOTAL R4K		\$729,387.00

THE JUDITH P. HOYER EARLY CARE & EDUCATION ENHANCEMENT PROGRAM

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
	PRESCHOOL FOR ALL (STATE)	
15445401	Associated Catholic Charities Inc	\$99,000.00
15456501	Carl & Norma Children's Center	\$20,000.00
15449201	CentroNía	\$127,690.00
15445501	Children's Center Group At Walkersville	\$94,890.00
15450201	Howard Community College	\$110,447.00
15445501	Peppertree Centers	\$89,700.00
15445601	Prince George's Co Public Schools	\$113,850.00
15445801	The Learning Center	\$99,000.00
15445701	The Young School	\$113,850.00
SUBTOTAL	STATE FUNDS	\$868,427.00
15445201	Downtown Baltimore Child Care Inc	\$113,850.00
15445301	Cecil County Public Schools	\$99,000.00
15445001	Crossway Community	\$132,511.00
15444901	Hagerstown Community College	\$99,187.00
15445101	Wicomico County Public Schools	\$113,850.00
SUBTOTAL	EARLY LEARNING CHALLENGE GRANT	\$558,398.00
	TOTAL PRESCHOOL	\$1,426,825.00

GRANT NUMBER	VENDOR NAME	APPROVED BUDGET
KRA		
15425001	Allegany Co Public Schools	\$6,120.00
15425901	Anne Arundel Co Public Schools	\$27,185.98
15430801	Baltimore City Public Schools	\$62,999.50
15449101	Baltimore Co Public Schools	\$38,093.00
15425801	Calvert Co Public Schools	\$9,720.00
15434601	Caroline Co Public Schools	\$2,799.00
15430501	Carroll County Public Schools	\$17,370.00
15425201	Cecil County Public Schools	\$10,440.00
15450101	Charles Co Public Schools	\$14,725.00
15430901	Dorchester County Public Schools	\$3,617.00
15425101	Garrett County Board Of Education	\$2,700.00
15430701	Harford Co Public Schools	\$15,965.00
15449001	Howard County Public School System	\$61,923.00
15430301	Montgomery Co Public Schools	\$118,260.00
15432201	Prince George's County Public Schools	\$94,500.00
15424701	Board Of Education Of Queen Anne's County	\$5,220.00
15434501	Somerset County Public Schools	\$2,663.77
15456301	St Mary's County Public Schools	\$9,831.51
15430601	Talbot Co. Public Schools	\$3,409.46
15430401	Washington County Public Schools	\$15,300.00
15424801	Wicomico Co Public Schools	\$9,359.00
15528201	Worcester County Board Of Education	\$4,950.00
SUBTOTAL	STATE FUNDS	\$537,151.22
15425001	Allegany Co Public Schools	\$10,200.00
15425901	Anne Arundel Co Public Schools	\$45,768.17
15430801	Baltimore City Public Schools	\$104,258.50
15449101	Baltimore Co Public Schools	\$51,103.58
15425801	Calvert Co Public Schools	\$15,862.44
15434601	Caroline Co Public Schools	\$4,664.00
15430501	Carroll County Public Schools	\$29,644.00
15425201	Cecil County Public Schools	\$17,400.00
15450101	Charles Co Public Schools	\$21,802.23
15430901	Dorchester County Public Schools	\$6,340.00
15425101	Garrett County Board Of Education	\$4,500.00
15430701	Harford Co Public Schools	\$26,608.00
15449001	Howard County Public School System	\$26,246.00
15432201	Montgomery Co Public Schools	\$197,100.00
15424701	Prince George's County Public Schools	\$157,500.00
15456301	Board Of Education Of Queen Anne's County	\$8,700.00
15434501	Somerset County Public Schools	\$350.00
15430601	St Mary's County Public Schools	\$20,220.00
15430401	Talbot Co. Public Schools	\$5,682.78
15424801	Washington County Public Schools	\$25,500.00
15422201	Wicomico Co Public Schools	\$15,600.00
15510901	Worcester County Board of Education	\$8,154.00
SUBTOTAL	EARLY LEARNING CHALLENGE GRANT	\$803,203.70
TOTAL KRA		\$1,340,354.92

APPENDIX B PREKINDERGARTEN EXPANSION GRANT

COUNTY/CITY	PROGRAM NAME	AWARD
Priority I – Accredited Community-Based Child Care Programs		
Baltimore City	Episcopal Community Service of Maryland (ECSM) – The Ark Preschool	\$112,000
Baltimore	Excellent Start Learning Center LLC	\$112,000
Baltimore	Play and Learn at Hunt Valley	\$111,840
Baltimore	Successful Children Learning Center	\$112,000
Baltimore	White Marsh Child Care Center	\$112,000
Carroll	New Beginnings Christian Learning Center	\$111,403
Frederick	Carl and Norma Miller Children’s Center at Frederick Community College	\$55,644
Frederick	Monocacy Montessori Communities, Inc.	\$126,000
Frederick	The Learning Bee	\$112,000
Garrett	Garrett County Community Action Committee, Inc.	\$112,000
Howard	Howard Community College – Children’s Learning Center	\$56,000
Howard	Community Action Council of Howard County, MD Inc.	\$212,800
Howard	The Young School	\$56,000
Montgomery	Academy Child Development Center	\$112,000
Montgomery	Alef Bet Montessori School	\$112,000
Montgomery	CentroNia	\$112,000
Queen Anne’s	Vasuma LLC/DBA Kiddie Academy of Kent Island	\$112,000
TOTAL PRIORITY I		\$1,849,687.00

SYSTEM NAME	AWARD	
Priority II – Local Boards of Education		
Baltimore County Public Schools	\$272,692	
Prince George’s County Public Schools	\$571,621	
Washington County Public Schools	\$336,000	
Wicomico County Board of Education	\$280,000	
TOTAL PRIORITY II		\$1,460,313.00

APPENDIX C ACRONYM KEY

The following acronyms appear throughout this report.

CACFP – Child and Adult Care Food Program

COMAR – Code of Maryland Regulations

DECD – Division of Early Childhood Development

IEP – Individualized Education Program

IFSP – Individualized Family Service Plan

KRA – Kindergarten Readiness Assessment

MCHP – Maryland Children’s Health Program

MLDS – Maryland Longitudinal Data System

MMSR – Maryland Model for School Readiness

MSDE – Maryland State Department of Education

MOU – Memoranda of Understanding

NAEYC – National Association for the Education of Young Children

NECPA – National Early Childhood Program Accreditation

NAFCC – National Association for Family Child Care

PDG – Preschool Development Grant

R4K – Ready for Kindergarten

RBA – Results-Based Accountability

RTTT-ELC – Race to the Top – Early Learning Challenge

SEFEL – Social and Emotional Foundations of Early Learning

WIC – Women, Infants, and Children program

ACKNOWLEDGMENTS

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ENDNOTES

- ¹ See Maryland SB 793/HB 1249
<http://mgaleg.maryland.gov/webmga/frmmain.aspx?ys=2000rs/billfile/hb1249.htm>
- ² See
http://marylandpublicschools.org/MSDE/divisions/child_care/docs/funding/SenateBill332_PK_Expansion.pdf
- ³ See <http://hoyer.house.gov/floor-statements/hoyer-fullservice-community-schools-act-will-help-close-achievement-gap/>
- ⁴ See <http://www.mikulski.senate.gov/newsroom/press-releases/mikulski-tours-judy-center-hosts-roundtable-discussion-on-education-in-southern-maryland>
- ⁵ See <http://www.ed.gov/early-learning/elc-draft-summary?page=1>
- ⁶ See <https://www.whitehouse.gov/issues/education/early-childhood>
- ⁷ 185 percent of Federally Poverty Guidelines (FPG); <http://aspe.hhs.gov/poverty/13poverty.cfm>



PLANES AT THE AIRPORT

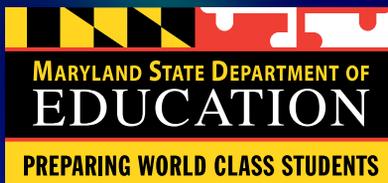
by Peter Mandel - Illustrated by Edward Miller



**Fiscal Year Annual Report
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