

ANNUAL REPORT

FISCAL YEAR 2018



THE JUDITH P. HOYER

EARLY CARE AND EDUCATION ENHANCEMENT PROGRAM





ABOUT MSDE

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

DIVISION OF EARLY CHILDHOOD

The Division of Early Childhood at the MSDE is responsible for early care and education throughout the state of Maryland. The main mission of the Division is to improve early education in Maryland so that young children are well prepared for school. The Division is composed of the **Office of Child Care** (Child Care Subsidy, Credentialing, Licensing, and Maryland EXCELS), the **Early Learning Branch**, and the **Collaboration and Program Improvement Branch**.

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The information contained in this annual report reflects the fiscal year period spanning July 2017 through June 2018.





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Karen B. Salmon, Ph.D.
State Superintendent of Schools

A MESSAGE FROM THE STATE SUPERINTENDENT OF SCHOOLS



December 2018

Dear Colleagues:

Early childhood development continues to be a top priority for Maryland. Early childhood is a time of remarkable growth and at this critical stage, it is imperative that we lay a strong foundation for learning and development. High quality early childhood programs play a crucial role in preparing children for school as well as supporting families of young children in their role as their child's lifelong educator. One of the ways that we are able to accomplish this is with the Judith P. Hoyer Early Care and Education Enhancement Program.

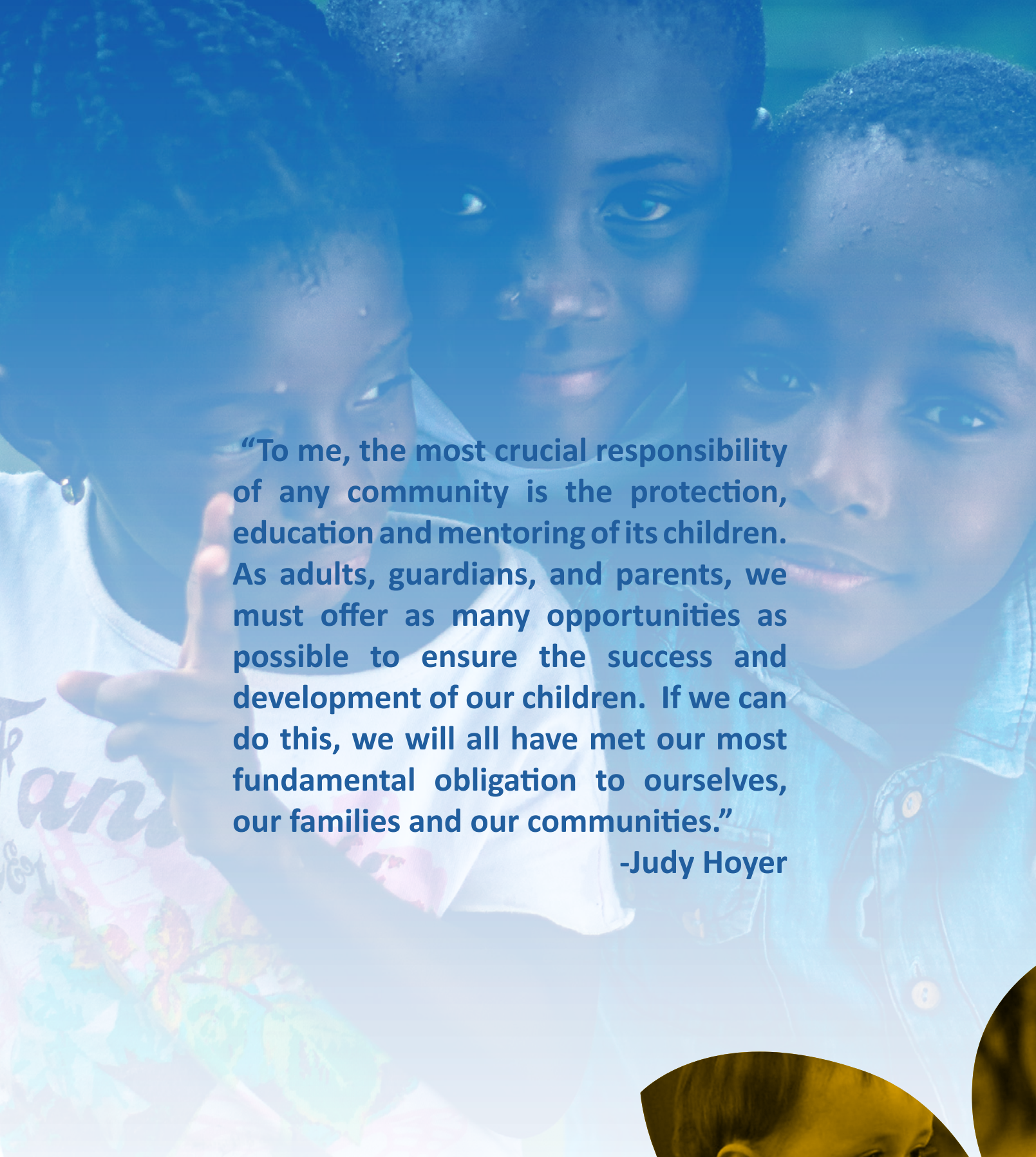
In May of 2000, the Maryland State Legislature enacted the Judith P. Hoyer Early Child Care and Education Enhancement Program, a statewide effort to help young children enter school ready to learn. Known as the Judy Center Early Learning Hub, this program provides a central location for early childhood education programs and support services for children 0-5 and their families residing in Title 1 school districts across the state. Maryland's fifty-four Judy Center Early Learning Hubs serve as models of collaboration between a diverse group of agencies, governmental organizations, and private providers, all working together to ensure school success.

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 find this report useful as you continue your efforts to serve the needs of all of Maryland's children.

In closing, I am pleased to share with you the Judith P. Hoyer Early Care and Education Enhancement program: 2018 Annual Report. This report provides a review of recent accomplishments focusing on State Fiscal Year 2018, as well as the allocation of the program's \$13,661,663.00 budget.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools



“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



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 (KRA) - The need for a uniform assessment of success in early childhood education.

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.

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

In fact, in 2011, when Maryland was awarded a Race to the Top-Early Learning Challenge grant, the State's plan supported the expansion of Judy Centers 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 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 review of accomplishments and challenges in implementing the Judith P. Hoyer Early Child Care and Education Enhancement Program in State Fiscal Year 2018.





PRINCIPLE NUMBER ONE: JUDY CENTERS

HISTORY

The first Judith P. Hoyer Family Learning Center, which began operations in Prince George’s County, served as a State model for collaboration between schools and early childhood programs to increase family and child outcomes. Dedicated to the needs of low-income families and children in the local elementary school catchment area, this first Judy Center (although not named as such until after her death) quickly demonstrated the value of coordination.

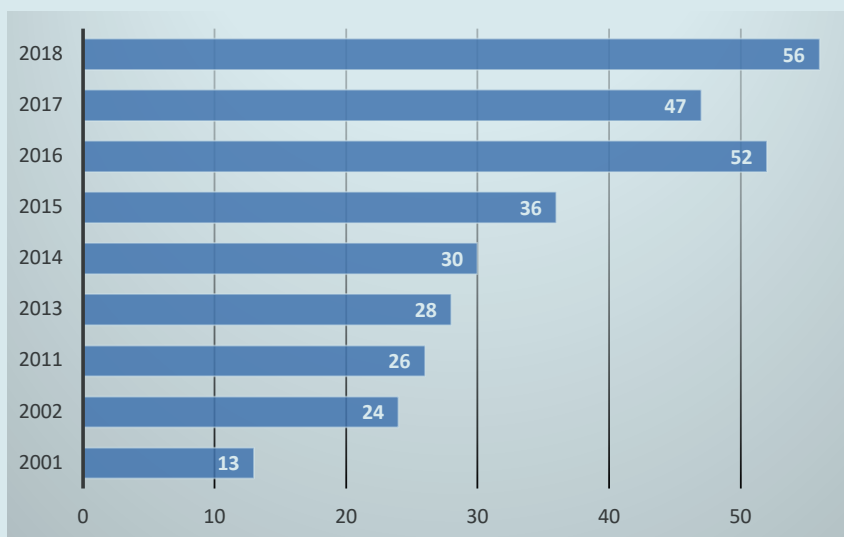
Maryland’s legislation expanded Judy Hoyer’s model across the state, offering comprehensive, integrated, full-day and full-year early care and education services by supporting the early childhood education programs in the Judy Center catchment area. In 2001, the first year of operation, thirteen Judy Centers opened 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 additional funding to support 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 Maryland State Department of Education (MSDE), the first Judy Center funded by a public-private partnership opened in Baltimore City.

Also of note, in FY14, the passage of the Maryland Prekindergarten Expansion Act of 2014 (Senate Bill 332) added three more Judy Centers in FY15 – a second site in both Garrett and Caroline counties and a first-time Judy Center in Somerset County. This expansion fulfilled 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. Since then, the Baltimore Community Foundation has helped to fund six additional Judy Centers in Baltimore.

ESTABLISHMENT OF JUDY CENTERS FROM 2001-2018.



JUDY CENTER STANDARDS

All Judy Centers are required to meet the following twelve (12) Component Standards deemed essential to the positive impact on children's school readiness.

I. FULL DAY/FULL YEAR: Judy Centers meet the needs of families seeking child care, summer programming, and intermittent care. This ensures families have high quality early education care and services year round. 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. MEALS: Children and families are provided meals not only during the school day but during school breaks, weekends, and after school hours.

III. CASE MANAGEMENT: Case management is a process at the Judy Center that includes referrals to agencies, intakes with families, needs assessments, developmental screenings, home visiting, follow up and active case review.

IV. INTEGRATION OF EARLY EDUCATION SERVICES: There are curriculum enhancement activities including transition strategies and activities for children and families across all programs, including Pre-K, Kindergarten, Head Start and child care, as well as children entering formal programs for the first time.

V. FAMILY ENGAGEMENT: The Judy Center models are a two generational approach in regards 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.

VI. EARLY IDENTIFICATION: All children ages birth through five years, regardless of abilities, have access to all programs and services in least restrictive environments. There is an outreach plan in place to identify all children ages birth through five years of age who live in the designated Judy Center school zones. Once identified the Judy Center implements many different levels of engagement to work with the family to meet their needs and ensure the child will enter school ready to learn.

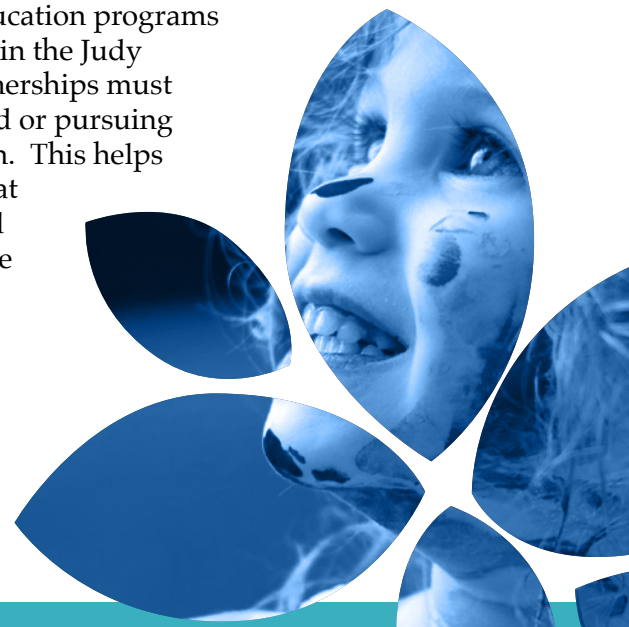
VII. CHILDREN WITH DISABILITIES: Children with disabilities and their families are fully included in all of the services as part of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP), including family support and involvement, service coordination, full-day / full-year services, and prekindergarten.

VIII. 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; 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.

IX. PROFESSIONAL DEVELOPMENT: Professional Development to address various program needs and community trends is offered to all members of the Judy Center Partnership, including programs such as kindergarten, prekindergarten, Head Start, and early education and care providers.

X. ADULT EDUCATION AND CAREER SERVICES: Parents are encouraged to pursue their own education to allow them to enter the workforce and better support their children. Judy Centers partner with local colleges and universities for a continuum of higher education opportunities for parents, including career planning, coursework, enrollment in trade programs, or transition plans for those entering or returning to college.

XI. ACCREDITATION: All early care and education programs for children in the Judy Center Partnerships must be accredited or pursuing accreditation. This helps to ensure that children and families have access to high quality education programs.



XII. PARTNERSHIPS: 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 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 Centers are primarily located in Title I school zones and strive to support all children birth through kindergarten. Most of the work of the Judy Centers is accomplished through its partnerships with early childhood programs and key stakeholders. The partnerships reflect Judy Hoyer’s vision of the need for professionals to collaborate with others in order to deliver a wide spectrum of early childhood education programs and family support services. Judy Centers are required to include the following in their partnership:

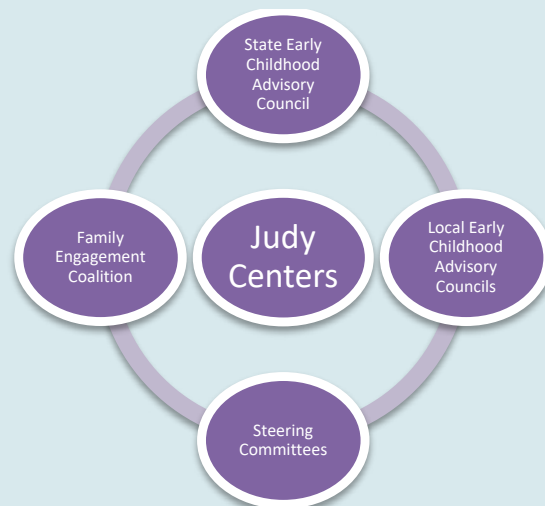
- Public kindergarten and prekindergarten;
- Early Intervention and preschool special education programs in the school catchment area;
- Head Start/Early Head Start programs in the school catchment area; and
- Licensed/registered and accredited child care providers, including faith-based child care, family child care, and center-based child care programs.

Judy Centers enter into Memoranda of Understandings (MOUs) with community agencies and organizations that are critical to meeting the needs of families. Judy Centers have a variety of partners that allow them to meet the needs of families in unique and creative ways, including—

- partnering with local barbers and stylists to offer free back to school haircuts;
- partnering with local libraries and various community agencies to provide books and school supplies;
- partnering with health departments and medical clinics to offer free vaccinations and health care services at a lower cost or on a sliding scale; and
- providing essential nutritional information and activities for children and adults through a partnership with the University of Maryland Extension.

The number of partners varies across Judy Centers depending upon population density and the number of agencies, organizations and businesses available in the area. Partnerships may include thirty or more agencies and organizations and with no set limit for participation per organization, it is not unusual to see large numbers of participants representing different departments within an organization. Partnership meetings occur frequently to accomplish the work as quickly and as effectively as possible. Each partner plays a key role in decision-making and goal setting. Figure 1 below illustrates how the Judy Centers are an integral piece to Maryland’s early childhood system and helps to connect all major early childhood stakeholders at the state and local levels.

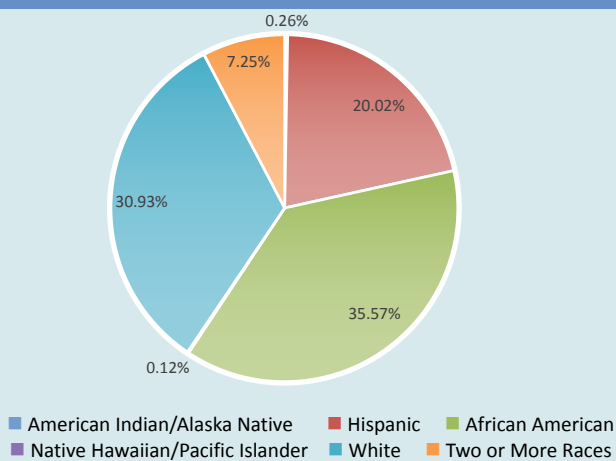
FIGURE 1: JUDY CENTERS COLLABORATE AT ALL LEVELS OF THE COMMUNITY AND GOVERNMENT



POPULATION SERVED:

In 2018, there were 56 Judy Centers that served 15,633 children (ranging in age from birth through kindergarten) across Maryland. The chart below describes the demographic data of the children served by the Judy Centers.

CHART 1: DEMOGRAPHIC DATA OF THE CHILDREN SERVED BY THE JUDY CENTER



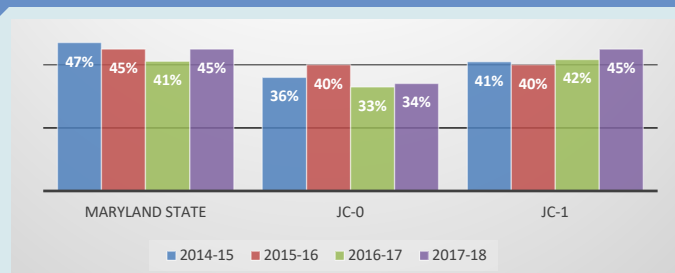
MEASURING SUCCESS:

In Fall 2014, Maryland introduced R4K, Maryland’s Early Childhood Comprehensive Assessment System, aligned with the State’s more rigorous PreK-12 College and Career-Ready Standards. R4K is a developmentally appropriate assessment system for young children that builds upon the success of the Maryland Model for School Readiness (MMSR), which was the statewide assessment tool in use from 2001 to 2013. Fall 2017 was the fourth year the new assessment was used and is referred to as the Kindergarten Readiness Assessment (KRA). An overview of the KRA results of all Judy Centers is compiled each year.

Fall 2014 KRA data demonstrated impressive results when comparing the school readiness results of entering kindergartners at Title I schools 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. Fall 2014 data showed that 41%

of children with Judy Center experience prior to entering kindergarten were Demonstrating Readiness compared to 36% of the children who enter school without prior Judy Center experience. Forty-seven percent of all kindergartners in the State were demonstrating readiness. Interestingly, in Fall 2015 the percentage of children demonstrating readiness for kindergarten who had prior Judy Center experience slightly decreased in demonstrating readiness consistent with the percentage of Maryland’s kindergartners throughout the State while the percentage of children demonstrating readiness who did not have Judy Center experience increased from the previous year. Forty percent of both Judy Center groups were demonstrating readiness while 45% of the State’s kindergartners were demonstrating readiness. However, fall 2016 and 2017 showed impressive results again as the data illustrates that children with Judy Center experience made small yet significant gains in school readiness scores, increasing from 42% demonstrating readiness to 45% demonstrating readiness. Maryland kindergartners overall also made gains moving from 41% in 2016 to 45% in 2017, while children without Judy Center experience demonstrated 33% in 2016 and 34% in 2017. Chart 2 is a comparison of the children with prior Judy Center experience (JC-1) before entering kindergarten and those who had no prior Judy Center experience (JC-0) with Maryland’s kindergartners at large for Fall 2014, Fall 2015 and Fall 2016 and 2017.

CHART 2: PERCENTAGE OF KINDERGARTENERS DEMONSTRATING READINESS ON THE KINDERGARTEN READINESS ASSESSMENT FROM FISCAL YEAR 2014 TO 2017.



Data is weighted due to administering of KRA sampling at schools.
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.



As Judy Centers are located primarily in Title I schools, it is very important to note that children with Judy Center experience are close or slightly above the percentage of the readiness level of the State’s kindergartners even though there is a much larger proportion of Judy Center children who are at-risk and may receive special services. These services include, but are not limited to free and reduced-price meals, special education or early interventions services, and/or language support for children who are English Learners.

JUDY CENTER IMPACT

CARROLL COUNTY JUDY CENTER

Community partnerships are a vital part of all Judy Centers. Without these partnerships many of the services the Judy Center provides for families would not be possible. This is particularly important when the Judy Center is in a rural community like the Elmer Wolfe Judy Center in Union Bridge, MD. This is where the newest partnership begins.

In July 2016, a local church, Uniontown Bible, had reached out to Elmer Wolfe Elementary (EWE) about a backpack and school supply drive for the students who attend the school. The intention of the drive was to help the school age children at EWE. While working throughout the summer, the Judy Center staff was available to assist with the church’s initiative to help the community. The Elmer Wolfe Judy Center and Uniontown Bible Church (UBC) worked together to provide backpacks and school supplies to many families in the community. While serving the older students through this initiative, the Judy Center was able to identify and connect with several families who had younger children. What looked to be a small but very meaningful service was the beginning of a great community partnership.

The 2017-2018 school year was busy for the Elmer Wolfe Judy Center and Uniontown Bible Church. Together they developed, grew, and strengthened their relationship. Throughout the year, they found many unique and creative ways to partner together to serve and support this very rural school community. Working together as trusted and vital resources helped to assist meeting the needs of many of the Elmer Wolfe families and the entire community. For example,

- UBC provided backpacks and school supplies for EWE families. Families who attended this event were also offered the opportunity to visit the EWE food bank.
- UBC and EWE Judy Center worked together to support a family with three young children

TABLE I: KINDERGARTNERS DEMONSTRATING READINESS (2017-2018)

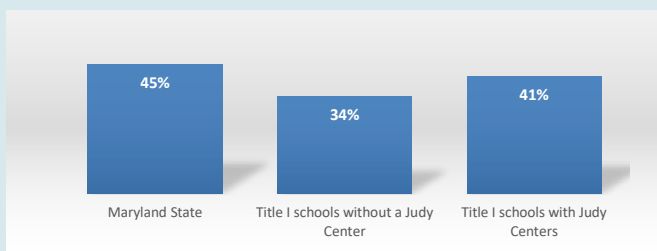


Table I: Kindergartners demonstrating readiness in school year 2017-18 comparing Maryland State kindergartners, kindergartners Title I schools without a Judy Center, and kindergartners at Title 1 schools with a Judy Center.

Statistics are not the only way to measure outcomes. Family engagement is at the heart of the Judy Center mission. To effectively engage families, Judy Center staff must establish relationships with their families. When programs and families work in partnership together, the impact of the Judy Centers is immeasurable.





who struggled at the beginning of the school year due to the father's unexpected death.



- UBC coordinated and held a "Community Clean Up" day in Union Bridge. Their focus was giving back to the community. The Judy Center provided volunteers, Judy Center parents and

children, and connections with the school administration and maintenance to help make this day a success for both the community and Elmer Wolfe Elementary.

- Together UBC and the EWE Judy Center coordinated transportation, clothing, food, housing and other community resources for a homeless family with four young children.
- UBC was able to reach out and find gently used appliances to donate to a EWE Judy Center family with eight children whose appliances all broke at the same time. The Judy Center aided in the coordinating and delivery of those appliances.
- UBC began collecting household essentials such as toilet paper, toothpaste, laundry soap, etc. for the EWE Judy Center to offer to families when using the food bank.
- Midway through the year, UBC asked the EWE Judy Center to survey teachers for necessary school supplies. UBC collected and donated items to the classroom teachers such as tissues, dry erase markers, glue sticks, etc.

In the spring of 2018, the Judy Center at Elmer Wolfe approached the staff of Uniontown Bible to discuss their intention of making their relationship into an official partnership. With the relationship UBC and the EWE Judy Center already established, this seemed like the next step in joining goals on helping community families. Discussing and writing the Memorandum of

Understanding was a very smooth and easy process. Both sides of the partnership saw the value and purpose of working together to meet the needs of the children and families in our EWE community. Both, UBC and the EWE Judy Center are very thankful to have a partner with the same mindset and purpose.

BALTIMORE COUNTY CAMPFIELD JUDY CENTER

Maureen Creitz, Coordinator of the Campfield Judy Center, located at the Campfield Early Learning Center in Baltimore County, had moved its services out into the community and found that getting out of the school increased participation and supports provided to families with children under the age of three.

Prior to 2017, most of the children served by the Campfield Judy Center were enrolled in preschool, prekindergarten, or kindergarten at Campfield Early Learning Center (CELC). Additionally, the Judy Center was servicing less than 10 children under the age of three within a newly defined catchment area. These children participated in weekly playgroups offered at the school. Because of the critical brain growth and important developmental milestones, the Judy Center determined finding children in this age group needed to be the focus for the school year. With the new focus, the new Judy Center facilitator and a newly defined catchment area, the Judy Center staff made a plan to find more children ages zero to three years old, so these families could be provided necessary services to promote healthy development.

Since the students who attended CELC were between the ages of three and five, Judy Center staff decided to increase and improve their outreach to find the younger students living in the catchment area. The first step was a sibling survey at Bedford Elementary School, which found 113 students in grades one through five had younger siblings residing with them. These families were contacted by the Judy Center, but only 10% expressed an interest in accessing

services. More work was needed to identify young children in the community.

In discussions with Bedford Elementary staff, it was learned that many students live in two local apartment complexes. After Judy Center staff made personal visits to the apartments, both apartment office managers were excited by what the Judy Center had to offer and were willing to help the Judy Center advertise and implement services for families residing in the apartments. Each apartment complex supported the Judy Center in different ways.

The first apartment complex, Crescent Point, utilized an email distribution list where they emailed all residents flyers and information about the Judy Center events, while Judy Center staff displayed flyers in the apartment building. Crescent Point also partnered with the Judy Center and Baltimore County Public Library to arrange for the Book Mobile to make weekly visits to the apartment throughout the summer. This resulted in over 30 students having access to check out books each week.

The second apartment complex, Liberty Towers Apartment, also allowed the Judy Center to display flyers in the elevators and in the laundry rooms. Furthermore, they agreed to host a parent/child playgroup in their onsite “party room” once a week. This allowed parents who did not have transportation to attend a playgroup, learn skills to help their children develop without needing to leave the apartment building. During the 2017-2018 school year, nine children and their families attended the weekly group. These families also had access to the Raising A Reader program in which they receive a bag of books each week to read with their child. The Baltimore County Public Library also partnered with this apartment complex and the Judy Center to arrange monthly Book Mobile visits to the playgroup providing more access to books for these families.

Through partnerships with these two apartment complexes, the enrollment at the Campfield Judy

Center for children ages infant to three years old child increased from less than 10 children to 27 children by the end of the school year. These numbers continue to grow each week. Although continued work is still needed, this partnership was productive in finding the youngest learners in the community, and increasing the ability to provide services to these families during this critical growth period in a child’s life.

BALTIMORE CITY JUDY CENTER

Sarah Bollard, City-Wide Judy Center Coordinator, describes a Judy Center’s private partnership:

At Baltimore City Public Schools, we believe in the power of early intervention and prevention. We believe our children and families deserve the support and guidance that Judy Centers have to offer. The Baltimore Community Foundation, founded in 1972, has a mission focused on improving the quality of life in Baltimore through grant making. City Schools and Baltimore Community Foundation have a shared belief system that Judy Centers improve the quality of life in Baltimore City by supporting families from the start by eliminating barriers and providing support for families with children in their earliest years. This shared belief system has created a fantastic partnership between the Baltimore City Judy Centers and the Baltimore Community Foundation, as we strive to bring the best programming possible to ensure that all children are ready for school from the day they begin Kindergarten. As a result of the Baltimore Community Foundation’s partnership and grants made available to the Judy Centers, we have significantly expanded the amount of Judy Centers open in Baltimore City, as well as expanded our staffing capacity in the Office of Early Learning to better support Judy Centers and further support our families and children through supplemental programming.

To begin this work to increase school readiness, we needed to grow the amount of Judy Centers available throughout Baltimore City.



An opportunity arose when MSDE looked to expand Judy Centers using the Pre-K expansion grant. The Baltimore Community Foundation in partnership with Baltimore City Public School's Office of Early Learning and MSDE identified this as an opportunity to expand on an even larger level. While the Pre-K expansion grant would have allowed Baltimore to open up to four new Judy Centers, the Baltimore Community Foundation agreed to match that grant funding for the first three years for each site, enabling eight sites to be opened between 2013 and 2015. The Baltimore Community Foundation granted a total of \$3,960,000 between 2013 and 2017 as The Commodore John Rodgers, Arundel, Liberty, Arlington, Curtis Bay, Eutaw-Marshburn, Harford Heights, and John Ruhrah Judy Centers opened and continue to operate successfully today.

In addition to funding the first three years of eight new sites, the Baltimore Community Foundation also granted Baltimore City's Office of Early Learning funding to employ a full-time staff member responsible for leading and guiding the work from the district level. They maintained a three-year commitment for this position as well, for a total of a \$300,000 donation. This grant has enabled the Office of Early Learning to build capacity for staffing in order to effectively

support the 11 Judy Centers spread throughout the City of Baltimore. Having a person guiding this work from the district office has helped to create more collaboration and professional development throughout Baltimore City with monthly staff meetings and quarterly city-wide partnership meetings connecting Judy Centers to new resources, while also supporting staff through the grants and procurement processes at the district. As the Judy Centers have grown to a total staff of 22 full time employees, the need for a central point of contact and leader was clear. The support of the Baltimore Community Foundation has made the transition smooth by supporting this position out of the district office for the initial three years, after which, the position will remain as part of the regular operating budget.

In addition to opening up new centers and building staffing capacity, MSDE's partnership with the Baltimore Community Foundation has also brought additional programming and support to our Baltimore City Judy Centers that otherwise would not have been funded. Recently, the Baltimore Community Foundation granted funds for five Judy Centers to launch a new initiative over the next two years with the Literacy Lab called Leading Men. This program provides training and employment for young

WASHINGTON COUNTY JUDY CENTER

men of color to be tutors in a Pre-K classroom in the neighborhood in which they reside. In DC, where this program was previously run, the district saw an increase in men of color working in their early learning programs and an increase of school readiness levels for Hispanic and African-American boys that were in classrooms with a Leading Man. We are thrilled to be able to offer this program in Baltimore for the next two years through the support of The Baltimore Community Foundation.

Baltimore Community Foundation also provides a supplemental funds grant, enabling the Judy Centers to purchase items beyond what was allocated for on the state-funded Judy Center grant. These funds have enabled Baltimore Judy Centers to hire additional staff members supporting playgroups and families, hire additional tutors, open the Judy's Book Club, provide safe sleep reading materials to all Pre-K children via Bedtime in a Box, increase home visiting through the Parent Teacher Home Visiting Project, provide additional mental health supports, ensure that adequate supplies and furniture are available for families to use in the Judy Center, provide high quality Results-Based Accountability Training, increase the amount of field trips available for our children at Judy Centers, and more.

Finally, there is evidence that this added level of support is truly working. Since the partnership with the Baltimore Community Foundation began, children attending Baltimore City Judy Centers are demonstrating higher than average Kindergarten Readiness Assessment (KRA) scores. Fifty percent of children attending Baltimore City Judy Centers were demonstrating readiness on the KRA in the fall of 2017, which is five percentage points higher than the state-wide average. The Baltimore Community Foundation has been a fantastic partner and friend of the Judy Centers in Baltimore, and has enabled the Judy Centers to be as effective as possible, while also expanding the reach of the Judy Centers in Baltimore.

This is a success story not about one family, but about a community. Almost six years ago, the Judy Center of Washington County and several other organizations in Washington County worked together to form the Local Washington Early Childhood Advisory Council (ECAC). Counties throughout Maryland were mandated to create ECAC's as part of the Race to the Top - Early Learning Challenge Grant in 2012.

The Judy Center and ECAC of Washington County work together to support and serve families and also help organizations collaborate. Partnerships are one pillar that builds the strong foundation of Judy Centers. The ECAC increased the connection of the Judy Center to businesses and non-profit organizations in the community to build resources for early childhood learning. The growth of Little Free Libraries in the community is just one visible sign. An initiative that started five years ago now supports more than 75 Little Free Libraries in Washington County.

To help provide books for child care providers, pediatricians, Little Free Libraries, and the larger community, the Washington County Local ECAC and the Judy Center created a Community Book Warehouse. The books that stock the Book Warehouse shelves are donated through the Community Book Drive and community members. Books for ages zero -five that are received from the Community Book Drive include a Side by Side Reading Label. This label provides activities and questions to ask to stimulate conversation and





bonding. The idea of the Side by Side labels came from a select group of books at the local library. The Judy Center then began to create them for the books they give to children and families. These labels are now in the more than 10,000 books at the Community Book Warehouse. Families, providers, educators, and businesses are welcome to come to the Community Book Warehouse at least two times a month.

The Judy Center and Washington County Local ECAC work to build strong and engaged families, by offering Parent Cafés, Learning Parties, playgroups, Born Learning Academies, Parenting Workshops, summer programming, and more. Parent Cafés are an opportunity for parents to meet others and to build each other up. One parent commented that, “Thanks for including us. We had so much fun. As a result of today’s parent café, I plan to take the time to make communicating with my child a priority... and as parents we are resilient.”

Not only do the Judy Center and Washington County Local ECAC build more engaged families, but families learn more about the importance of their role as their child’s first teacher. Parents are provided with tools to help build the skills that will ensure their children are Kindergarten-ready. Summer programming, playgroups, Born Learning Academies, and Learning Parties all offer parents new ideas to help their child learn. They all provide time for parents to practice those skills both with and without their children. One mom of five commented, “I love Learning Parties... The activities and information that I get, I can do at my house when I can grab the time.”

Adventure Cards, laminated index cards with quick activities on each, and Early Learning Resource Calendars both began with the Judy Center. However, both were enhanced and shared with a wider audience through the Washington County ECAC. Both resources provide families with short activities that support

big learning and help families who have so much going on find quick and meaningful undertakings that build skills and invest in their child’s future.

At the inception of the ECAC and Judy Center of Washington County partnership, many trainings were offered in an effort to build capacity for Learning Parties, Parent Cafés, and other professional development opportunities. These trainings led to many years of supporting and engaging families.

Now, Washington County faces a new challenge and once again the Partnership, which strives to help families during challenging times, stepped up. The current focus of the work between the Judy Center and the Washington County ECAC will be to raise community awareness regarding the impact of trauma on families and to support training and sharing of trauma-informed practices between providers, educators, families, local politicians, and the community. This has been an exciting journey of collaboration and collective work, one that the Judy Center looks forward to the continuing with the Washington County ECAC.

CECIL COUNTY JUDY CENTER

The Cecil County ECAC and the Cecil County Judy Center have forged a successful and productive partnership. The vision for the partnership of these two organizations was born from the shared desire to identify, address, educate and support Cecil County’s youngest children and their families.

By working collaboratively with numerous community partners and Cecil County Public School’s early childhood departments, a common theme emerged regarding the mental health and welfare of Cecil County’s youngest children, those aged birth through five. As the theme of healthy social and emotional development emerged, the Cecil County ECAC and the Judy Center began to discuss and develop a plan for how the organizations could work together as

partners to address the importance of trauma awareness, coordinated supports and the impact on school readiness.

The collaboration between the two organizations has been both cohesive and collegial for the past two years. Memberships for each organization contain many of the same community partners, organization service providers and early childhood advocates. Cecil County ECAC meetings and Judy Center meetings are scheduled back-to-back and run concurrently each month. Meeting agendas, long-range organizational goals, and plans are collaboratively developed.

During the 2017-2018 school year the Cecil County ECAC, the Local Management Board and the Judy Center sponsored several workshops and public information events focused on addressing the impact of trauma on behavior and development in young children. These collaborative events and opportunities have afforded the Cecil County ECAC and Judy Center a highly regarded reputation and a growing voice at the table with Cecil County government in order to provide a strong voice of advocacy for early childhood education and care issues in Cecil County.

CHALLENGES:

The community needs across Maryland are increasing exponentially with the increase in poverty and the immigration of high needs individuals. Elementary school populations of English Learners are rising in many areas of the state and the challenges facing the Judy Centers are therefore increasing in complexity, with mental health, suspension and expulsion, and early identification being just some of the issues Judy Centers manage on a daily basis. These factors make outreach efforts even more important so that children and families are identified earlier and receive an intense level of services over a longer period of time to increase school readiness.

In FY18, State Pre-k funds and Federal Preschool Development Grant funds were available to sustain the substantial growth of Judy Centers

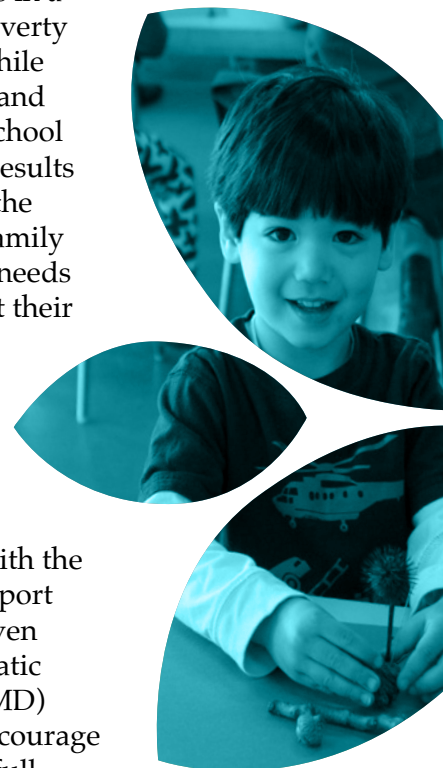
that occurred between FY15 and FY16. However, after FY19, Federal Preschool Development funds will no longer be available. To maintain all 54 sites and the quality of exemplary programming characteristic of Judy Centers, additional funding streams must be identified.

During FY16, the Maryland State Legislature passed legislation for the KRA to be administered as a random sample rather than census administration (all kindergartners assessed) with the provision for local school systems to maintain census administration if desired. In the 2017-2018 school year, Judy Centers in 17 school districts assessed all entering Kindergartners. In the 2018-2019 school year, Judy Centers in 23 districts are assessing all entering Kindergartners. The value of the data provided by the KRA at the district level and the ability of the Judy Centers to utilize the data to drive programming is evident through this increase from the 2016-2017 school year, in which Judy Centers in only 14 districts were assessing all entering Kindergartners.

Judy Center partnerships have become an important and effective support to Title I schools, which 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 child's needs are maintained throughout their education.

OUTLOOK:

The two generational approach of high-quality early education coupled with the comprehensive family support services approach has proven successful. House Democratic Whip Steny H. Hoyer (D-MD) authored a provision to encourage the wider adoption of the full-





service community schools model that was authorized in Title IV of the Every Student Succeeds Act (ESSA) which was signed into law December 2015 to reauthorize the Elementary and Secondary Education Act (ESEA). The program is authorized at a minimum of 10 grants per year. This is approximately how many grants the demonstration program has been funding since its creation in 2007. Full Service Community Schools are modeled after Judy Centers and serve students K-12.

While children and families make gains with Judy Center services and early childhood education and care programs, it is imperative that supports are in place to help children and families maintain these gains. Supporting families in transition is a core component to school readiness and the transition into Kindergarten and elementary school is a milestone for families. Although the goal of improving children and family outcomes are the same for both early childhood education programs and elementary school, the structure can look very different. This often results with families becoming unsure of their role in their child's education and therefore, become less engaged with the school. To support families with young children, Judy Centers should consider the addition of transition to the component standards to continue to support school readiness.

In January 2018, the Commission on Innovation and Excellence in Education, also known as the Kirwan Commission, released its preliminary report. Among the many recommendations for

early childhood education, the Commission discussed in detail the critical need to increase supports for families and children under the age of four, specifically those families that are at risk. The Commission stated, "It has an inescapable obligation to make a recommendation designed to strengthen not only the early childhood education system but also the systems that provide other vital services in communities, especially those that serve mainly low-income residents because, in the Commission's view, the health, education, and social service systems, at the least, are inextricably and directly related to the function of the schools and to their capacity to do their job, both in early childhood and throughout students' schooling." This led to the Commission strongly recommending that the State significantly expand its network of Judy Centers.

The expansion of Judy Centers is necessary to ensure that all children enter school ready to learn, however, a high level of training and technical assistance is provided by MSDE and is required to ensure that all sites operate in an effective manner. To maintain the quality exemplary programming characteristic of Judy Centers, any increase in the number of sites must be carefully considered if additional funding streams are identified. This will ensure that the number of Judy Centers is kept at a manageable level to ensure MSDE continues to monitor progress closely throughout the expansion period and is able to continue to provide necessary technical assistance, ensuring high quality programming.

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 support through the Race to the Top – Early Learning Challenge (RTT-ELC) grant. Maryland was one of the beneficiaries of this grant and has used 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 implemented 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 RTT-ELC funds to develop R4K. This system contains a KRA that teachers began administering at the start of the 2014-15 school year and a formative Early Learning Assessment (ELA) that is now available to all public and child care program teachers at no cost. The ELA has been developed for children age thirty-six to seventy-two months. It is available 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 ELA is optional for schools and early childhood programs. R4K has been developed through a multi-state consortium that includes Maryland, Ohio, Connecticut, South Carolina, and Washington, D.C.

MSDE engaged local school system 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 in the effective use of R4K data. Since the spring of 2014, State approved trainers provide yearly KRA professional development to all kindergarten teachers.

Kindergarten 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.

Although the legislative change to the KRA in 2016 now allows school systems to administer the assessment to a representative sample of kindergarten students, school systems, schools, and individual teachers have the option of continuing to administer the assessment to all of their kindergarten students. Parents of any assessed student will continue to receive an Individual Student Report on their child's performance.

The R4K 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.

The ELA uses observations and evidence of children's work, while the KRA incorporates both direct and performance-based assessments, as well as observations. The KRA also includes



child-friendly technologies, such as touch screen technology, to make the activities as appealing as possible to young children. Teachers have flexibility in the administration of the KRA assessment, between the first day of school and October 10th. The key areas of learning in the R4K 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 domains are available in the ELA, the KRA only reports student information in four domains: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development. The reporting format of the KRA assessment information each year includes individual student reports for parents of assessed students. In census districts, reports are available at the classroom, school, district, and state level. In sample districts, reports are available for the district and state levels only.

R4K ASSESSMENT RESULTS:

Annual reports summarizing the statewide results of the KRA are scheduled for release each year in December. The results provide data on the level of readiness to engage in kindergarten curriculum of the incoming kindergartners. Since the assessment measures the essential skills, knowledge, and behaviors against the more rigorous Maryland College and Career-Ready Standards for prekindergarten students, the data is a starting point in tracking the annual school readiness results in terms of outcomes for all kindergarten students, as well as 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 demonstrating readiness and not yet demonstrating readiness. This assessment information should be used to assist teachers with their instructional program, as well as to determine the strengths and needs of all kindergarten students, and to provide appropriate interventions and resources to close any achievement gap that exists.

PRINCIPLE NUMBER THREE: PROGRAM ACCREDITATION, PRESCHOOL FOR ALL AND PREKINDERGARTEN EXPANSION

Voluntary accreditation 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 what is best for their child. Voluntary accreditation 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 non-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 were 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 6,300 registered family child care providers.

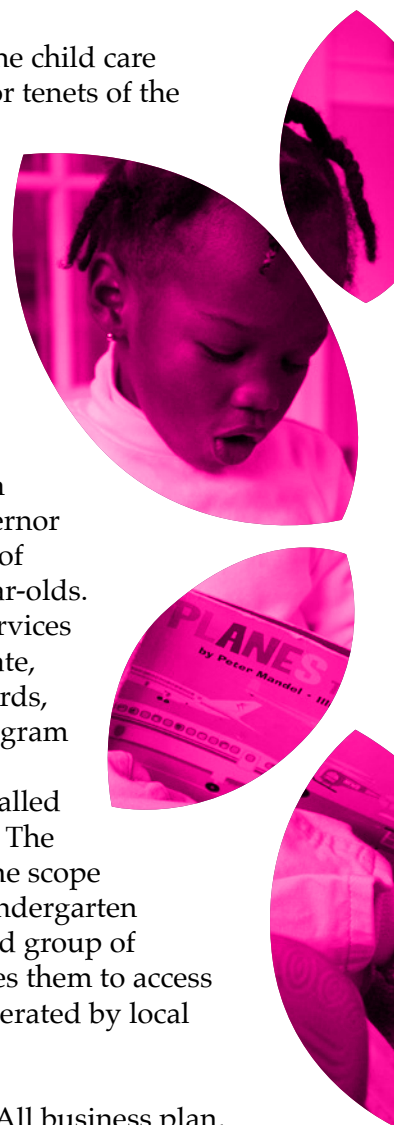
By pursuing and successfully completing these programs, early learning programs in public schools and non-public schools will receive program accreditation. Any program that uses the revised standards and participates in the accreditation process has made a commitment to improve the performance of its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

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, funds were realigned to create eleven Preschool for All pilot sites across the state. The RTT-ELC 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 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. 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”, in which 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;
- 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;
- A 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” in which 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

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) 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.



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 RTT-ELC grant to expand the length of the day or serve more children. The MSDE, Division of Early Childhood, 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. FY2018 was the completion of year 3 of the Preschool Development Grant. Funding has been appropriated by Congress to support year 4 of the grant, the last year of Federal funding. The grant provided funding for 3,000 additional 4-year-olds that were enrolled in Pre-K programs beginning in the 2015-2016 school year.

The MSDE 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 serving specialty populations. The PDG provides the foundation for a collaborative approach across a mixed delivery system to serve 4-year-olds throughout the State. This grant has been awarded to public schools, Head Start, high quality child care, Montessori programs, and public charter schools.

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 free and reduced meals (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 Preschool Development Grant also supports an expansion of the Judy Center comprehensive services model in Baltimore City and other counties around the State.

In FY18, the Baltimore Community Foundation provided a charitable match to the Preschool Development Grant in the amount of \$825,000 to help fund Judy Centers in Baltimore City. The Baltimore Community Foundation charitable contribution, the Preschool Development Grant, plus state funding enabled Maryland to double the number of Judy Centers in the State since FY11 (see Appendix A for the list of grant awards).

APPENDIX A: FY2018 PROGRAM BUDGET

The following tables show expenditures in Fiscal Year 2018 Judy Center Funding

VENDOR NAME	SCHOOL	BALTIMORE COMMUNITY FOUNDATION	FEDERAL PRE-K FUNDS	STATE FUNDS	STATE PRE-K FUNDS	GRANT TOTALS	
ALLEGANY CO PUBLIC SCHOOLS	Beall ES			\$ 323,333		\$ 323,333	
	South Penn Elem		\$ 165,000			165,000	
ANNE ARUNDEL CO PUBLIC SCHOOLS	Belle Grove ES		165,000			165,000	
	Hilltop			322,000		322,000	
BALTIMORE CITY PUBLIC SCHOOLS	Arlington ES	\$ 165,000	165,000			330,000	
	Arundel ES/MS		165,000			165,000	
	Comm. John Rodgers		165,000			165,000	
	Curtis Bay ES	165,000	165,000			330,000	
	Eutaw Marshburn ES	165,000	165,000			330,000	
	Harford Heights ES	165,000	165,000			330,000	
	John Eager Howard ES			322,000		322,000	
	John Ruhrah MS	165,000				165,000	
	Lakeland ES		165,000			165,000	
	Liberty ES		165,000			165,000	
	Moravia Park ES				323,333		323,333
	Ruhrah ES/MS			165,000			165,000
BALTIMORE CO PUBLIC SCHOOLS	Campfield ELC			322,000		322,000	
	Hawthorne ES		330,000			330,000	
CALVERT CO PUBLIC SCHOOLS	Patuxent-Appeal Campus			323,333		323,333	
CAROLINE CO PUBLIC SCHOOLS	Federalsburg			323,333		323,333	
	Greensboro ES				330,000	330,000	
CARROLL CO PUBLIC SCHOOLS	Cranberry Station		165,000			165,000	
	Elmer Wolfe		165,000			165,000	
	Robert Moton			322,000		322,000	
CECIL CO PUBLIC SCHOOLS	Thomson Estates ES			322,000		322,000	

VENDOR NAME	SCHOOL	BALTIMORE COMMUNITY FOUNDATION	FEDERAL PRE-K FUNDS	STATE FUNDS	STATE PRE-K FUNDS	GRANT TOTALS
CHARLES CO PUBLIC SCHOOLS	JP Ryon		165,000			165,000
	Mudd & Turner-2 Grants			645,333		645,333
DORCHESTER CO PUBLIC SCHOOLS	Sandy Hill			322,000		322,000
FREDERICK CO PUBLIC SCHOOLS	Waverley			330,968		330,968
GARRETT CO BOARD OF EDUCATION	Crellin/Y-G/Broadford				330,000	330,000
	Grantsville/Friendsville			322,000		322,000
HARFORD CO PUBLIC SCHOOL	Magnolia			322,000		322,000
HOWARD CO PUBLIC SCHOOL	Cradlerock ES			322,000		322,000
KENT CO PUBLIC SCHOOLS	H.H. Garnett ES			323,333		323,333
MONTGOMERY CO PUBLIC SCHOOLS	Gaithersburg			322,000		322,000
	Rolling Terrace ES-Silver Spring			322,000		322,000
PRINCE GEORGE'S CO PUBLIC SCHOOLS	Adelphi			323,333		323,333
QUEEN ANNE'S CO PUBLIC SCHOOL	Sudlersville			323,333		323,333
ST MARY'S CO PUBLIC SCHOOLS	Green Holly		323,333			323,333
	Geo Wash Carver ES			165,000		165,000
SOMERSET CO PUBLIC SCHOOLS	Princess Anne/Greenwd				330,000	330,000
	Woodson		165,000			165,000
TALBOT COUNTY PUBLIC SCHOOLS	Easton ES			322,000		322,000
WASHINGTON CO PUBLIC SCHOOLS	Ruth Anne Monroe ES			323,333		323,333
WICOMICO CO PUBLIC SCHOOLS	Wicomico ELC			487,000		487,000
	Chipman ES		165,000			165,000
WORCESTER CO PUBLIC SCHOOLS	Snow Hill ES			322,000		322,000
Grand Total		\$825,000	\$3,135,000	\$8,559,298	\$990,000	\$13,509,298

APPENDIX B: ACRONYM GLOSSARY

The following acronyms appear throughout this report.

CACFP	Child and Adult Care Food Program
COMAR	Code of Maryland Regulations
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

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Fiscal Year Annual Report December 2018

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