



# COMING BACK STRONGER

RESILIENCE AND OPPORTUNITY

2021–2022 KINDERGARTEN READINESS ASSESSMENT REPORT



MARYLAND'S FUTURE WALKS THROUGH THE DOORS OF CHILD CARE PROGRAMS AND SCHOOL BUILDINGS EVERY DAY. WE ARE COMMITTED TO MAKING SURE THAT EACH CHILD HAS AN OPPORTUNITY TO THRIVE.

Maryland's early educators continue to help children and their families find ways to safely learn and grow together. But the last two years have tested so many of us in so many ways. As this year's KRA data show, our youngest learners are in great need of support. More than half of all kindergarteners entered school without having the skills they need for success from the start. And some children, including English learners, children with disabilities, and children from low-income households, are at even greater risk.

That's why we must act boldly to take an equitable approach to support all students. And we will continue to implement the strategies and initiatives from the Blueprint for Maryland's Future to address the opportunity gap early by expanding access and availability to high-quality prekindergarten for every three- and four-year-old child in the state.

**MOHAMMED CHOUDHURY,  
STATE SUPERINTENDENT OF SCHOOLS**

Nationwide, the 2021–2022 school year began amidst complicated challenges. Still reeling from the health, financial, and social impacts of COVID-19, Marylanders are beginning to move forward. By mid-January, the Centers for Disease Control and Prevention reported that nearly 90% of eligible children (5+) and adults in Maryland had received at least one dose of the vaccine.<sup>1</sup> As daily life begins to take new shape for a post-pandemic world, parents, educators, and administrators are looking closely at the impact of a year “lost.”

The majority of students in Maryland spent at least a portion of the last school year learning virtually, from public prekindergarten through college. Throughout the year, jurisdictions made individual decisions to allow for a gradual return to in-person school in a variety of ways. Lessons learned from the earliest stages of the pandemic made it possible for the Maryland State Department of Education (MSDE) and local officials to create plans for starting the 2021–2022 school year in-person. Along with establishing health metrics and guidelines to create and maintain a safer school environment, most local school systems chose to offer a separate virtual learning program so families could choose options based on their own needs. Twenty-two jurisdictions offered some form of virtual learning. As of October 2021, nearly 25,000 students were enrolled in a local virtual program.<sup>2</sup> More than half of the students (60%) participating virtually attended elementary school, while 22% were middle schoolers, and 17% were in high school. With a variety of options for schooling, climbing local vaccination rates, and vaccines newly available for children ages 5–11, counties in Maryland prepared to face the challenges that might arise.

This school year, kindergarten teachers used the Kindergarten Readiness Assessment (KRA) to assess 73% of the 60,608 kindergarteners enrolled in Maryland’s public kindergartens. Although enrollment is still lower than pre-pandemic, a greater percentage of children were assessed on this year’s KRA than in 2019–2020.<sup>3</sup>

The 2021–2022 KRA Data Show<sup>4</sup>:

- 40% of Maryland’s kindergarteners demonstrate readiness and entered classrooms prepared to fully participate in kindergarten. This is a 7-point decrease from the 2019–2020 (47%) school year, the last time the KRA was administered. The majority of kindergarteners (60%) do not demonstrate the knowledge, skills, and behavior to actively engage in the kindergarten curriculum.
- 33% of kindergarteners are approaching readiness, and may require additional instruction based on their individual strengths and needs.
- 27% of kindergarteners are identified as emerging on the KRA, and will require targeted supports or interventions to be successful in kindergarten. This represents a 6-point increase over the prior KRA administration (21%), and accounts for many children who are at great risk of not catching up to their peers.

Of the more than 60,600 children who entered kindergarten in Maryland’s public schools this school year, 27% are direct certified,\* 13% are English learners, and 9% have an identified disability. These risk factors, in addition to the closures and isolation caused by the pandemic, can impact a child’s success in kindergarten. That’s why local school systems and early childhood educators have been working on ambitious strategies to continue to address students’ needs during this ongoing crisis.

<sup>1</sup> Maryland Department of Health. (n.d.). *Coronavirus disease 2019 (COVID-19) outbreak*. <https://coronavirus.maryland.gov/#Vaccine>  
<sup>2</sup> Information provided by the Maryland State Department of Education’s Local Education Agency Virtual Programs Update (December 7, 2021).  
<sup>3</sup> Not all items on the KRA were able to be assessed for all students, including students who may have participated in a virtual program. Incomplete assessments do not generate a valid score but can be used to share specific domain information with families.  
<sup>4</sup> Maryland State Department of Education. KRA data is based on the number of children who were assessed and generated a valid score for reporting (73% of kindergarteners). Totals may not equal 100% due to rounding.  
 \* Direct certification allows school systems to identify children living in low-income households based on the families’ use of certain social services.

## From Achievement Gap to Opportunity

For years, education researchers have focused on achievement gaps between groups of students, including students who come from low-income households, students with disabilities, and students who are English learners. Maryland’s kindergarten readiness data from prior school years demonstrates the same patterns seen nationwide; achievement gaps for several subgroups of students have persisted, and some have even widened. Identifying these gaps has long been considered an important step in narrowing in on students who need extra support to achieve grade-level expectations, even prior to the pandemic. Over the last two years, while nearly every student faced some type of disrupted learning, this disruption did not affect all students equally. One national study has already demonstrated that children of color and children from low-income households experienced more “unfinished learning” in the last two years than their peers.<sup>5</sup>

The pandemic has shown how important it is for students to have access to in-person learning, and it has highlighted long-standing inequities that remain. But the lessons of the pandemic also provide an opportunity for learning and growth, and to ask:

- How can educators use this opportunity to take a deep dive into what is driving achievement gaps?
- How can administrators take this opportunity to support creative and flexible classroom solutions to address needs?
- How can legislators reinforce the importance and widespread value of high-quality early learning programs for all children?
- What opportunities can be offered to families and children to help all of Maryland’s youngest learners thrive?

### MEASURING READINESS

The KRA is a key tool for gathering information about students’ progress. The KRA is one component of Ready for Kindergarten (R4K): Maryland’s Comprehensive Early Childhood Assessment System, a coordinated system for measuring the knowledge, skills, and behaviors of young children. There are two parts to R4K:

- The Early Learning Assessment (ELA) was designed to measure the progress of young children across seven domains. This assessment tool is available at no cost to all licensed providers across the state.
- The KRA is given to incoming kindergarteners in public schools. It uses observations of children’s work and play, selected response items, and performance tasks to measure specific kindergarten readiness skills across four domains of learning: language and literacy, social foundations, mathematics, and physical well-being and motor development.

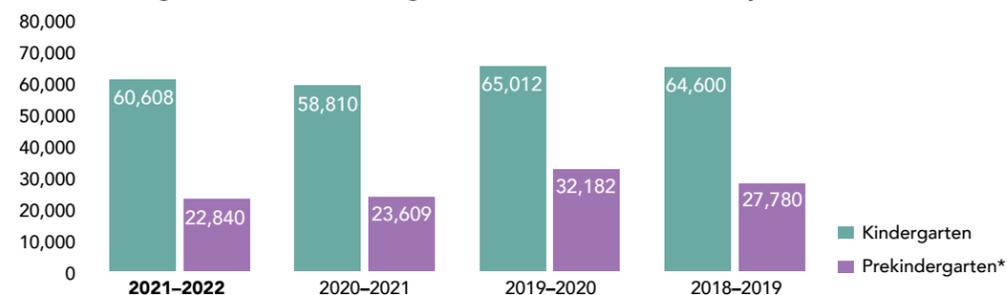
The KRA indicates school readiness at the following levels:

- Demonstrating Readiness:** A child who is demonstrating readiness has most of the foundational skills and behaviors necessary for kindergarten.
- Approaching Readiness:** A child who is approaching readiness shows some of the foundational skills and behaviors necessary for kindergarten.
- Emerging Readiness:** A child who has emerging readiness shows few of the foundational skills and behaviors necessary for kindergarten.

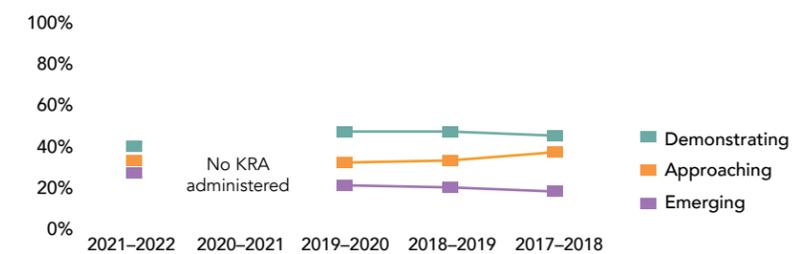
Information gathered from the KRA can serve several purposes. Educators use the data to help identify areas of need, develop instructional groupings, and plan instruction; administrators and school improvement teams use the data

<sup>5</sup> Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2021, November 11). *COVID-19 and education: The lingering effects of unfinished learning*. McKinsey & Company.

Public Prekindergarten and Kindergarten Enrollment in Maryland Over Time



Statewide Readiness Over Time



to look for patterns and progress; and classroom teachers use the data to help parents understand how they can help their own child.

Typically, the KRA is administered within the first two months of school. The KRA was not given in the 2020–2021 school year due to widespread and prolonged school closures from COVID-19. This school year, the results of the KRA administration will be especially valuable as school systems continue to better understand and address the effects of the pandemic.

Local school systems choose to administer the assessment in one of the following ways:

**Census Administration:** The KRA is administered to all kindergarteners upon entering public school. School systems that assess all students are able to use assessment information to make instructional decisions about individual students and classroom instruction.

**Sample Administration:** The KRA is administered to an identified random sample of students in each classroom. Additionally, school systems conducting a sample KRA administration also assess all students in selected schools, Judy Centers and students in Title 1 schools.

**PERFORMANCE BY DOMAIN**

The KRA assesses a child’s skills, knowledge, and abilities in four interrelated domains of learning:

- Social Foundations
- Language & Literacy
- Mathematics
- Physical Well-being and Motor Development

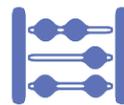
The KRA provides a comprehensive snapshot of the foundational skills that will allow a child to jump right into kindergarten. The KRA reports domain performance using a scale score, which makes it possible to see small changes a child might make over time.

**WHAT DOES DOMAIN PERFORMANCE LOOK LIKE?**



**Language and Literacy**

Talks and listens to adults and other children; speaks clearly; understands and responds to stories; identifies letters and recognizes letter sounds; uses vocabulary learned through conversation.



**Mathematics**

Identifies and counts numbers; compares and sorts shapes and other objects; describes attributes; identifies and describes shapes; sequences and copies patterns; understands the concepts of addition and subtraction.



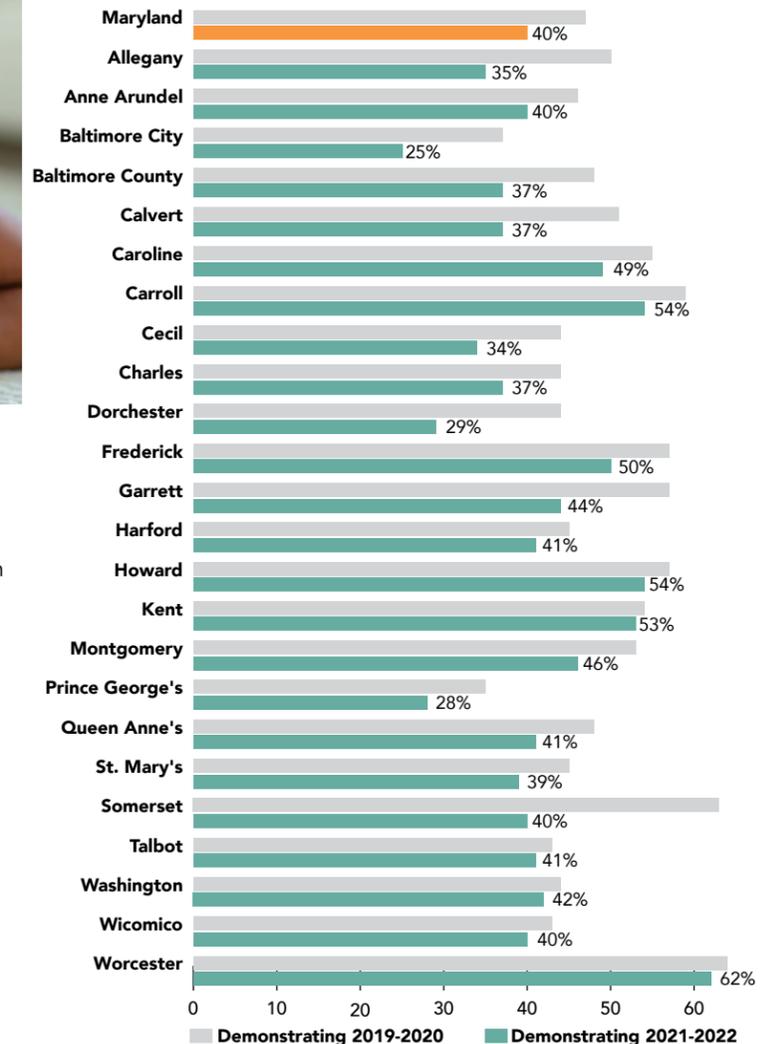
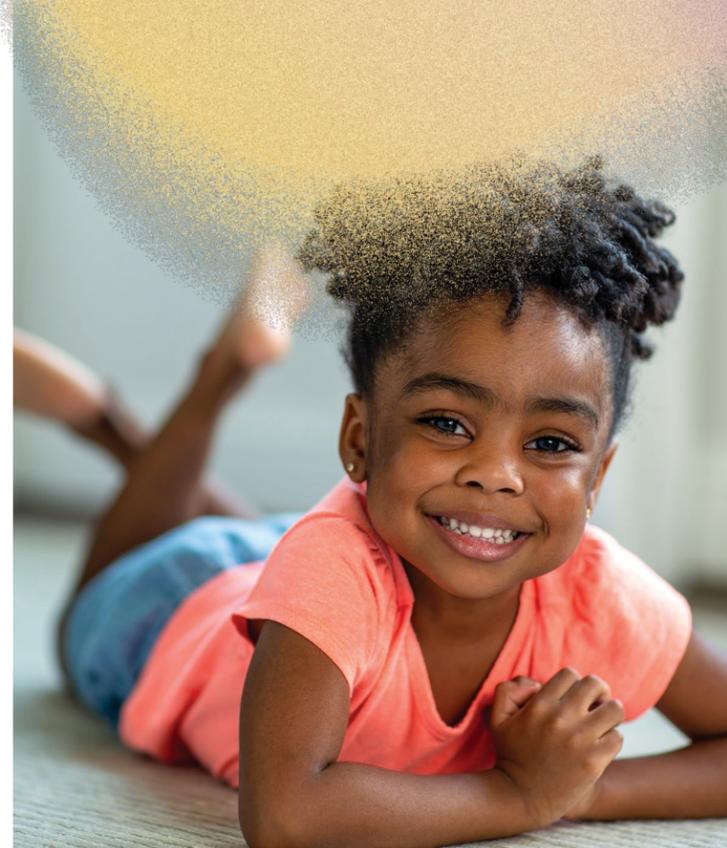
**Social Foundations**

Gets along with others; looks to adults for support and guidance; recognizes and identifies emotions; persists with a task; cooperates with peers; seeks and gathers new information.



**Physical Well-being and Motor Development**

Uses large muscles to perform physical tasks, including running and jumping; performs fine motor skills such as zipping, drawing, and cutting; demonstrates basic health and safety skills.

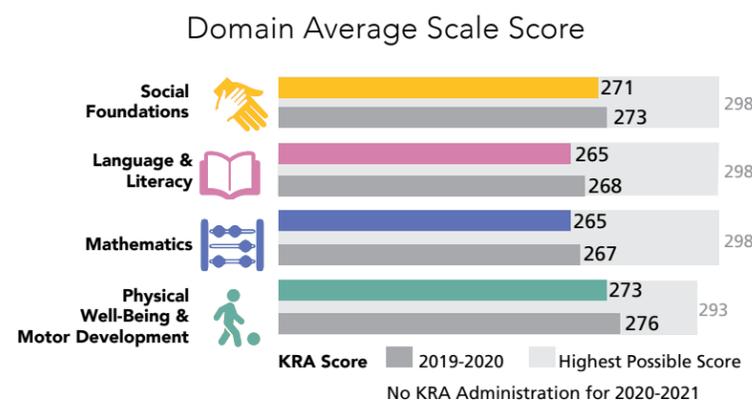


This year, children across the state received the highest average scores in physical well-being and motor development and social foundations. This is consistent with scale scores from the previous KRA administration in 2019–2020.

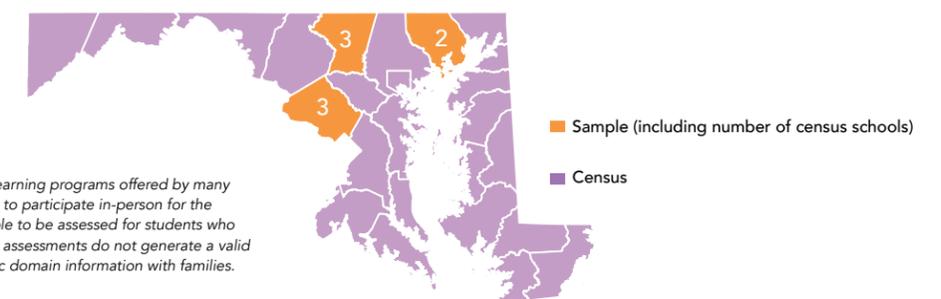
**READINESS BY JURISDICTION**

The 2021–2022 KRA data show:

- All 24 jurisdictions reported lower demonstrating readiness scores than in 2019–2020.
- Nine jurisdictions, representing over 28,000 kindergarteners, scored below the statewide average for demonstrating readiness.
- Howard, Kent, Talbot, Washington, and Worcester Counties demonstrated a decline in overall readiness of 5% or less, the smallest declines statewide.



**KRA Administration Type by Jurisdiction\***



\*Children who were enrolled in virtual learning programs offered by many of the local school systems were asked to participate in-person for the KRA. Not all items on the KRA were able to be assessed for students who attended virtual programs. Incomplete assessments do not generate a valid score, but can be used to share specific domain information with families.

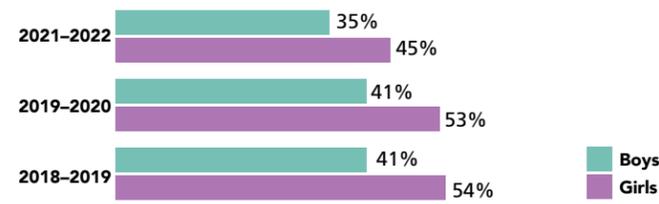
**EXPLORING STATEWIDE READINESS**

Data from the KRA provides valuable information about all students. Consistent with research and previous KRA administrations, the 2021–2022 data show that girls continue to outperform boys; 45% of female students demonstrated readiness, compared to 35% of male students.

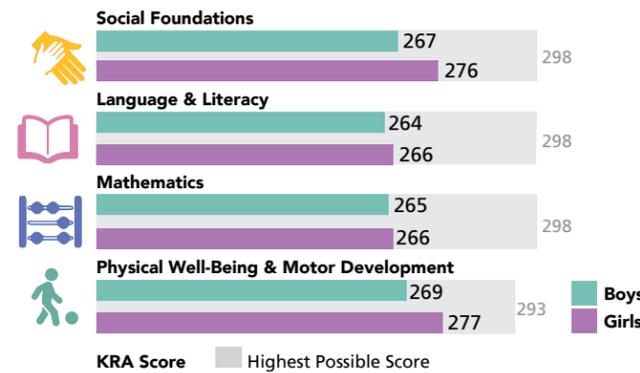
This year, the performance gaps between boys and girls remain consistent, even as the overall readiness scores for all students declined.

The 2021–2022 KRA data show that girls scored higher in each domain, with the largest difference in social foundations. This domain includes executive functioning skills, such as persistence at a task or applying information; and skills related to social interactions, like recognizing emotions and cooperating—all skills critical to kindergarten participation.

**Demonstrating Readiness by Gender**



**Average Domain Scale Score by Gender**



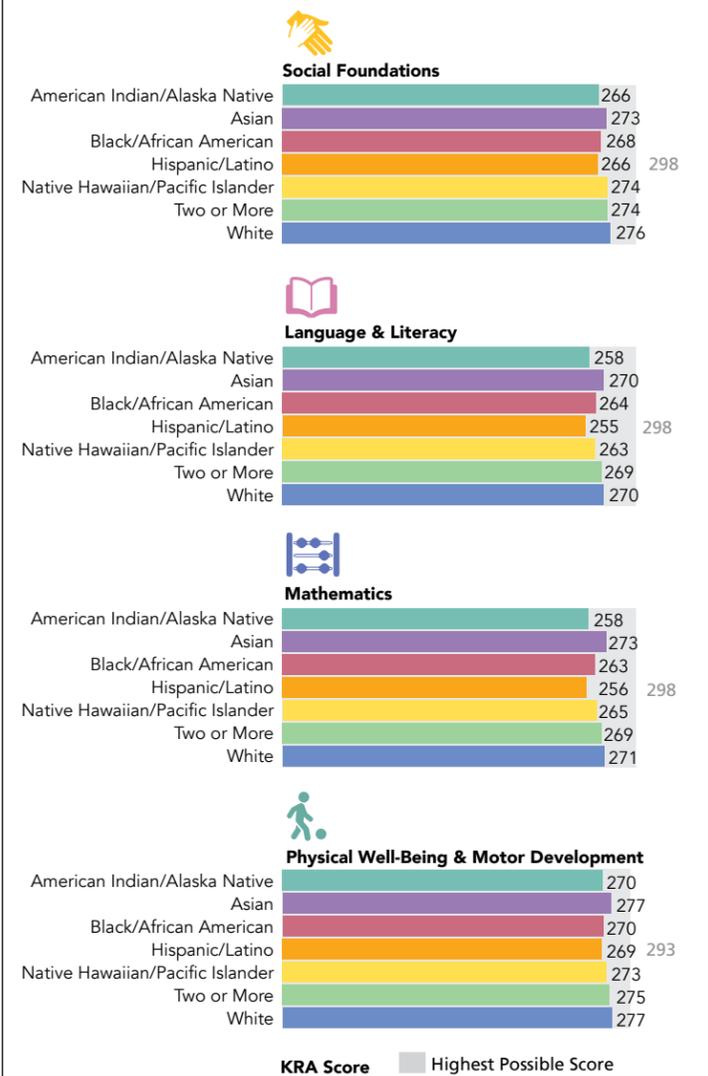
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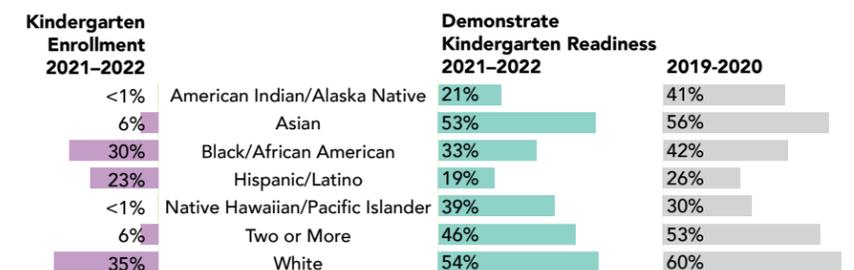
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**Average Domain Scale Score by Race/Ethnicity**



Each year, approximately the same number of girls and boys enter kindergarten.

**Readiness by Race/Ethnicity**



**READINESS FOR CHILDREN WITH DISABILITIES**

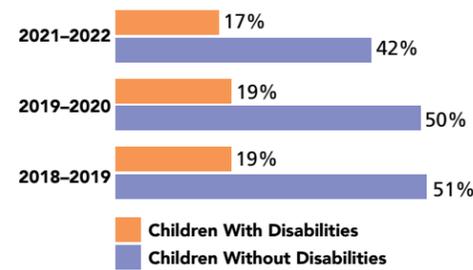
This school year, 9% of children entering kindergarten have an identified disability and receive services through an Individualized Education Program (IEP). This is the same percentage as in 2019–2020, indicating that children continued to be identified for special education services even during the pandemic. Maryland’s coordinated system of early intervention services helps support children and their families, as well as child care providers, as they collaborate to provide developmentally appropriate care and learning experiences for children with disabilities. These services, like others, dealt with direct effects of the pandemic.

Federal and state laws ensure that children with disabilities receive services and assistance in a natural environment, a setting that would be typical for a same-age child without a disability. These inclusive learning opportunities can occur in all types of early learning settings, and when well-implemented, provide meaningful access to the kindergarten curriculum for all students. Children both with and without disabilities benefit from participating in programs that are inclusive of all children.<sup>6</sup>

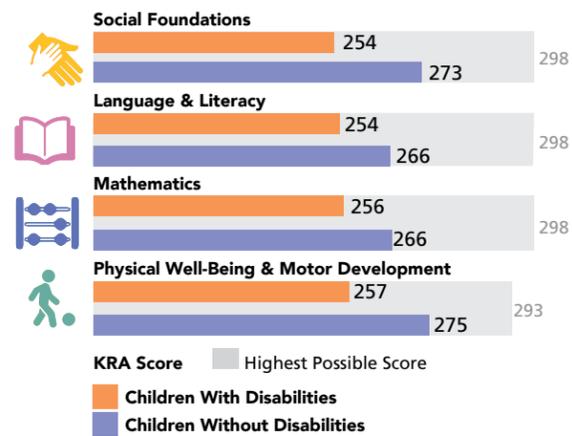
In 2021–2022, children with disabilities continue to lag behind their non-disabled peers in all domains of learning. The KRA results indicate a continued need to focus efforts on expanding access to inclusive, high-quality early learning experiences that can meet the specific needs of children with disabilities.

<sup>6</sup> Gupta, S. S., Henninger, W. R., IV, & Vinh, M. E. (2014). *First steps to preschool inclusion*. Brookes.

Demonstrating by Disability Status



Domain Average Scale Score for Children With Disabilities



**READINESS BY LANGUAGE STATUS**

According to the United States Census Bureau, nearly 20% of Marylanders live in households where a language other than English is spoken, which means many young children who are English learners will make their way through the public school system.<sup>7</sup> Children who are English learners are more likely to live in a low-income household than children who learned English as their first language, putting them at risk of starting kindergarten already behind their peers.<sup>8</sup>

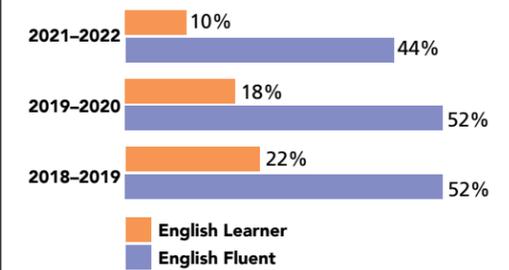
This year, school systems reported nearly 8,000 English learners (13%) entered kindergarten, a decline from 2020–2021 (17%). However, there is still an overall national trend that shows the number of multilingual families continues to grow.

The 2021–2022 KRA data show that fewer English learners (10%) demonstrate readiness as compared to their English fluent (44%) peers. This represents a 34-percentage point gap, consistent with the prior KRA administration. While the gap remained the same, there were fewer English learners demonstrating readiness than in previous years.

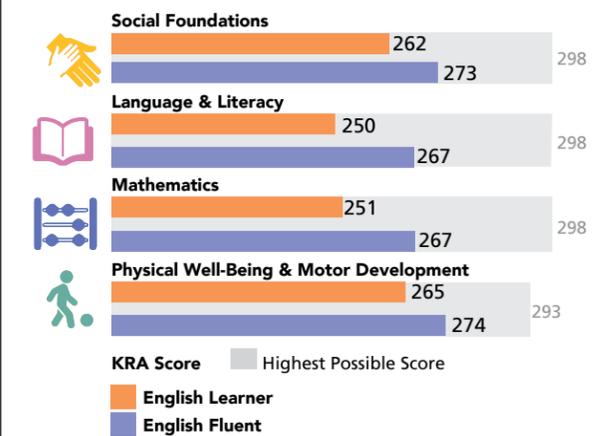
On average, English learners lag significantly behind their English fluent peers in every domain, with the largest differences in language & literacy (250, 267) and mathematics (251, 267).

To continue improving services provided to this unique population, Maryland is a member of the WIDA Consortium, which shares tools, resources, and professional development opportunities for educators working with English learners. In collaboration with WIDA, the MSDE Division of Early Childhood has made additional multilingual resources available to both families and school systems.

Demonstrating by Language Status



Domain Average Scale Score for English Learners



<sup>7</sup> United States Census Bureau. (n.d.). *Quick facts: United States*. <https://www.census.gov/quickfacts/fact/table/US/PST120221#PST120221>  
<sup>8</sup> Child Trends. (n.d.). *Dual language learners*. <https://www.childtrends.org>



### READINESS BY HOUSEHOLD INCOME

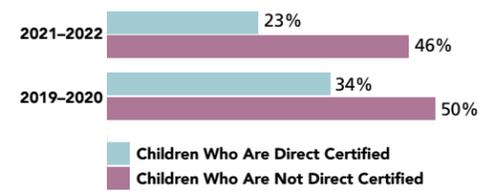
Children from low-income households are less likely to demonstrate readiness to engage in the kindergarten curriculum than children who do not.<sup>9</sup> Starting school with fewer of the skills, knowledge, and abilities necessary for success in kindergarten puts these children behind academically from the start, and these effects on achievement can be seen in subsequent years.<sup>10</sup> During the pandemic, many households experienced changes to household finances, including job loss, lack of child care, and illness. Now, nearly two years later, data on the numbers of children and families living in poverty can shed some light on how children and families are faring.

A child in local school systems is identified as coming from a low-income household through a process called direct certification. Using direct certification, jurisdictions can identify children who are living in poverty based on a household’s use of other services, including Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or if a child is experiencing homelessness, is in foster care, or is a migrant or runaway. Direct certification status does not represent all children who are living in poverty because not all eligible families access these services. Families may have been unaware of or unable to access services during the pandemic, or have been discouraged from seeking assistance based on immigration status or other concerns.

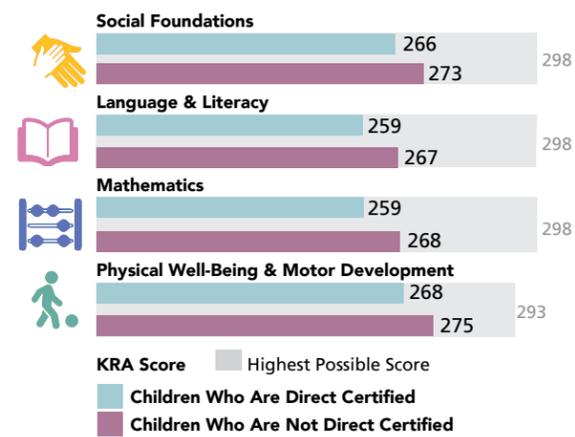
Children who are not direct certified demonstrate higher levels of readiness than children who are direct certified. The readiness gap between these two groups has increased to 23-percentage points, from 16-percentage points in 2019–2020.

<sup>9</sup> Child Trends. (2015). *Early school readiness: Indicators on children and youth well-being*. Child Trends Databank. <https://www.childtrends.org>  
<sup>10</sup> Garcia, E., & Weiss, E. (n.d.). *Reducing and averting achievement gaps*. Economic Policy Institute. <https://files.epi.org/pdf/130888.pdf>

Demonstrating by Direct Certification Status



Average Domain Scale Score by Direct Certification Status



### THE IMPACT OF HOUSEHOLD INCOME

Looking more closely at the KRA data can provide additional insight into children who are direct certified and the crosscutting influence of income on kindergarten readiness, especially for children with disabilities and English learners.

#### English Learners

The 2021–2022 local public school enrollment data show that 22% of English learners are direct certified, as are 28% of their English Fluent peers.

- 10% of English learners who are direct certified demonstrate readiness, the same as English learners who are not direct certified. This could be an indication that English learners are under-identified at the start of kindergarten because they may not yet have had their language status assessed, particularly for those children for whom kindergarten is their first formal early learning experience.
- 24% of students who are English fluent and direct certified demonstrate readiness.

#### Children With Disabilities

The 2021–2022 local public school enrollment data show that 30% of children with disabilities are direct certified, as are 27% of their peers without disabilities.

- Only 8% of children with disabilities who are direct certified demonstrate readiness, compared to 20% of children with disabilities who are not direct certified.

Parents and guardians of children with disabilities frequently experience hardships accessing or using child care for many reasons, including lack of available resources, inaccessible classroom environments, or quality of care concerns.<sup>11</sup> The uncertainty of the pandemic most certainly exacerbated some of these issues.

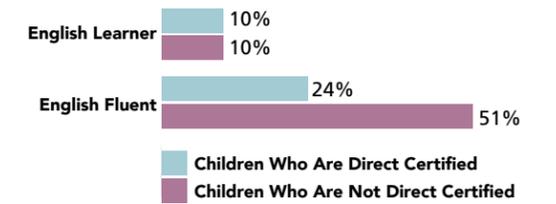
The 2021–2022 KRA data show that a much larger percentage of Black/African American children are direct certified than any other group. A 2017 report from the Economic Policy Institute highlights longstanding research showing that children who come from low-income households have significantly lower scores in math, reading, and social skills than children who do not come from low-income households,<sup>12</sup> and children of color are more likely to live in low-income households than their White peers.<sup>13</sup>

<sup>11</sup> Novoa, C. (2020, January 29). *The child care crisis disproportionately affects children with disabilities*. Center for American Progress. <https://www.americanprogress.org/article/child-care-crisis-disproportionately-affects-children-disabilities/>  
<sup>12</sup> Garcia, E., & Weiss, E. (n.d.). *Reducing and averting achievement gaps*. Economic Policy Institute. <https://files.epi.org/pdf/130888.pdf>  
<sup>13</sup> Thomas, D., & Fry, R. (2020, November 30). *Prior to COVID-19, child poverty rates had reached record lows in U.S.* Pew Research Center. <https://www.pewresearch.org/fact-tank/2020/11/30/prior-to-covid-19-child-poverty-rates-had-reached-record-lows-in-u-s/>

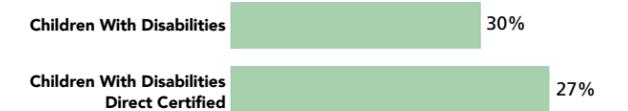
English Learners by Direct Certification Status



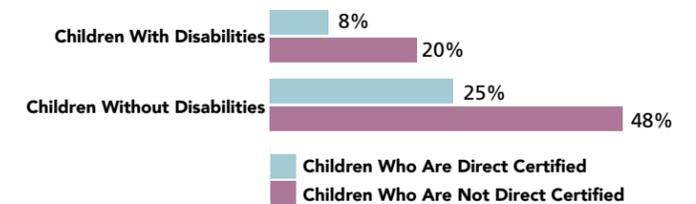
English Learners and English Fluent Students Demonstrating Kindergarten Readiness by Direct Certification Status



Children With Disabilities by Direct Certification Status



Children With and Without Disabilities Demonstrating Kindergarten Readiness by Direct Certification



Percent of Children Who Are Direct Certified by Race/Ethnicity

Race/Ethnicity	DIRECT CERTIFIED
AMERICAN INDIAN/ALASKAN NATIVE	31%
ASIAN	11%
BLACK/AFRICAN AMERICAN	49%
HISPANIC/LATINO	23%
NATIVE HAWAIIAN/PACIFIC ISLANDER	20%
TWO OR MORE	29%
WHITE	13%



The percentage of children demonstrating readiness within each racial/ethnic group differed based on direct certification status. Across all racial/ethnic groups, fewer students who were direct certified demonstrated readiness than those who were not direct certified.

The 2021–2022 KRA data show:

- White kindergarteners who are direct certified demonstrated similar readiness (26%) as the direct certified students from Black/African American (24%) households.
- White children who are not direct certified demonstrated a significant difference in readiness (58%) from Black/African American (42%) children who were not direct certified.

The 2021–2022 KRA data reinforce what research has shown: Family income can have a universal effect on school readiness regardless of race/ethnicity.<sup>14</sup>

<sup>14</sup> Garcia, E., & Weiss, E. (n.d.). *Reducing and averting achievement gaps*. Economic Policy Institute. <https://files.epi.org/pdf/130888.pdf>

<sup>15</sup> Meloy, B., Gardner, M., & Darling-Hammond, L. (2019, January). *Untangling the evidence on preschool effectiveness*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Untangling\\_Evidence\\_Preschool\\_Effectiveness\\_REPORT.pdf?tlclid=](https://learningpolicyinstitute.org/sites/default/files/product-files/Untangling_Evidence_Preschool_Effectiveness_REPORT.pdf?tlclid=)

### PRIOR CARE

Attending an early learning program benefits a child’s language development and literacy skills.<sup>15</sup> That’s why each year, local school systems ask parents or guardians to identify where their children were the year prior to kindergarten. In the school year 2019–2020, parents reported that 72% of children attended some type of half-day or full-day formal early learning experience the year prior to attending kindergarten, including child care centers or family child care, nonpublic nursery school, or public PreK. Informal settings include learning at home with a parent or other adult. This year, parents reported that only 58% of children had participated in formal early learning opportunities, while close to half (42%) of entering kindergarteners had no formal early learning experiences before they entered school.

### DEMONSTRATING BY PRIOR CARE TYPE

Data from the KRA has consistently shown that children who attend a formal early learning program demonstrated increased readiness over those children who were at home or in informal care. While learning outside of formal settings can be very valuable, it may not provide some children with the resources to prepare them to engage successfully in the kindergarten curriculum.

The reality is likely even more complex; many children entered kindergarten having spent time in multiple environments during the last year. Any formal learning experience in the last year was most likely highly impacted by disruptions. It’s important to view prior care enrollment and readiness information in light of the limitations and circumstances of the last year.

### RESULTS FROM 2021–2022 EARLY LEARNING SUPERVISOR SURVEY

In addition to looking at the data, educators are beginning to uncover some of the challenges families faced over the course of the pandemic in order to better prepare students for success. To explore the impacts and better understand how local school systems responded to learners and their families in Maryland, the MSDE Division of Early Childhood and Ready At Five surveyed early learning supervisors from local school systems to get a better understanding of what they were seeing in their own counties.<sup>16</sup>

Every local school system reported using multiple strategies to identify students in need of resources or support. Information and referrals provided through Judith P. Hoyer Center Early Learning Hubs (Judy Centers) proved particularly useful, as did other partnerships and interagency relationships.

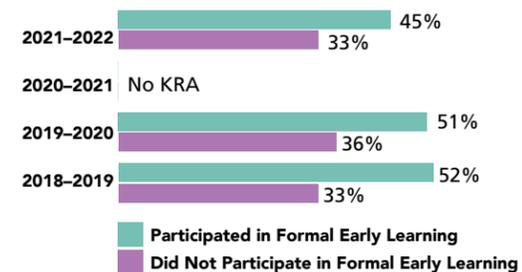
According to a nationwide analysis conducted by McKinsey & Company, K–12 students ended the last school year an average of five months behind in math and four months in reading.<sup>17</sup> This is supported by information from the local school systems, where nearly all systems (96%) identified students needing additional academic support upon entering kindergarten.

Academics were not the only areas of concern noted by school systems; many children or their families required multiple supports and assistance as they began the school year. Every school system (100%) reported that children needed social-emotional support and opportunities to develop and apply these skills, and several administrators identified parental concerns about behavior regulation and stress management techniques. There were practical areas of need as well; nearly half of all school systems reported that families requested financial or nutritional resources.

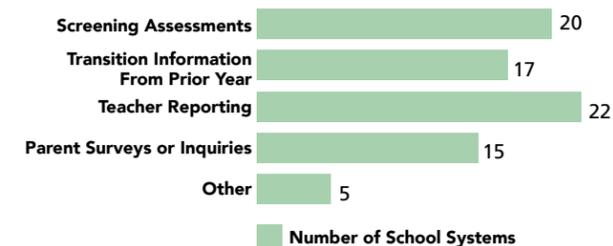
<sup>16</sup> Ready At Five. (2021). *Readiness matters 2021-2022 early learning administrator's survey*. <https://www.surveymonkey.com/r/G999HHL>

<sup>17</sup> Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2021, November 11). *COVID-19 and education: The lingering effects of unfinished learning*. McKinsey & Company.

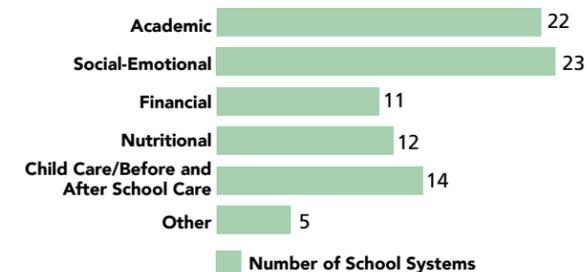
Percent Demonstrating by Participation in an Early Learning Program



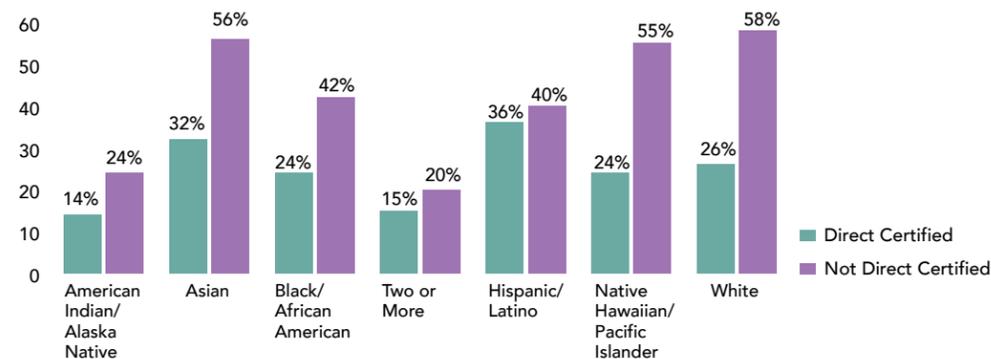
Identifying Needs



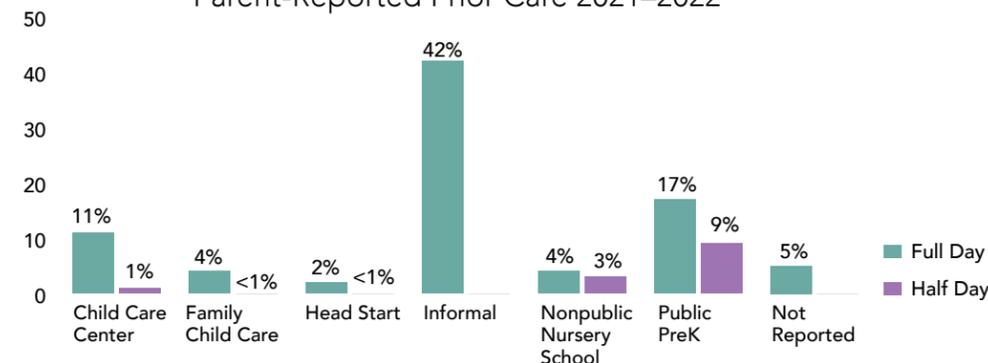
Types of Supports and Assistance



Percent Demonstrating Readiness by Race/Ethnicity and Direct Certification Status



Parent-Reported Prior Care 2021–2022



## Addressing Child Mental Health Needs

During just the first 6 months of the pandemic, the Centers for Disease Control and Prevention (CDC) reported a 24% increase in mental-health-related visits to the emergency room from the year prior.<sup>18</sup> This statistic would be a bellwether of what was to come; the pandemic has led to a second epidemic, mental health concerns for both children and adults. To help young children cope with their anxiety and fears, and to provide support to families and educators, local school systems relied on a network of available services, including partner programs, school social workers, and school support team personnel.

Several school systems implemented specific early childhood social-emotional curricular programming, parent workshops, and as-needed behavioral assessments and consultations.

New and existing partnerships offered school systems outside assistance and resources, including accessing mental health agencies, coordinating with services to provide nutritional meals to families, working with utilities to expand high-speed internet services, or establishing learning hubs for virtual schooling.

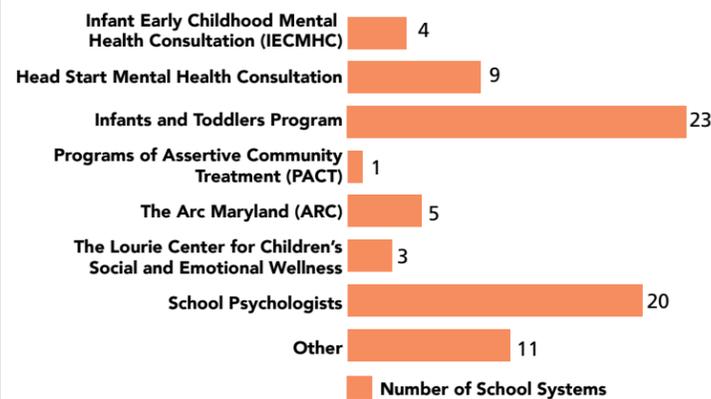
Together with these longstanding partnerships, some school systems developed or expanded their relationships with local libraries, resource centers, faith-based organizations, and local colleges and universities.

### SUPPORTING EDUCATORS

Educators have carried a great deal of the burden of the last two years. Most of the professionals who work with Maryland’s youngest learners are managing families and stressors of their own, while still continuing to provide high-quality learning opportunities for children. Administrators and leaders have tried to find their own ways to recognize teachers’ efforts, including adding partial days into the calendar for planning or rest, and creating clearer expectations for virtual teaching.

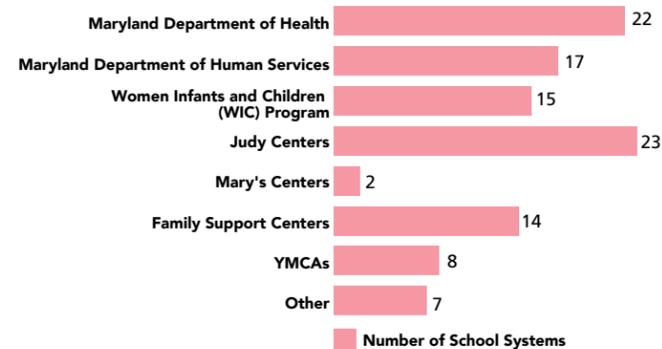
Last school year, school systems quickly added professional development to underpin virtual learning; this year, school systems provided training to build capacity around a return to in-person instruction.

#### Mental Health Partners\*

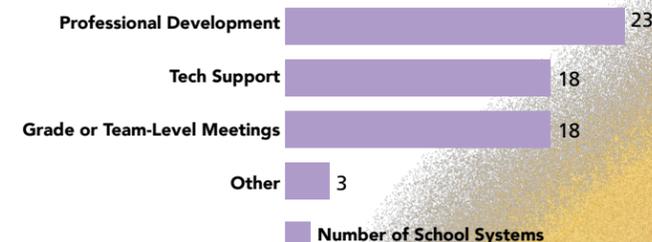


\*Not all services are available in every jurisdiction.

#### Connected Partner Programs



#### Educator Supports



online learning management system to better coordinate learning experiences for children who may suddenly have to participate virtually due to quarantine. Other systems identified using this time to plan to address mental health needs.

### FROM CRISIS TO RECOVERY

It’s hard to know yet the true toll of the pandemic on children and their academic success and social-emotional well-being. For almost two years, families and child care providers have been dealing with closures and shortages in child care programs, virtual schooling and multiple quarantines, lack of personal protective equipment (PPE),

rapidly changing guidelines, and an overwhelming desire to protect children who are currently too young to be vaccinated against the coronavirus. What began back in March 2020 as a sprint has become an endurance race, as schools and early childhood programs, families, and children struggle to keep up.

But in the midst of the challenges of the past year, there have also been successes. After initial closures, 97% of child care programs have reopened, ready to build back Maryland’s child care infrastructure in a transformed environment. Early childhood educators have adapted quickly and continued to support the learning of their students through intentional play and individualized instruction. School systems rallied to keep families and communities connected. Together, educators, families, and children are taking the first critical steps back to normal by putting learning first.

For two years, existing child care providers have had access to funds from the American Rescue Plan (ARP) Act of 2021 for eligible child care programs through the Division of Early Childhood’s Child Care Stabilization Grant Program. This program provides immediate financial assistance to grantees that can be used to cover the additional costs incurred during the pandemic, including personnel costs such as sick time and hazard pay, protective equipment, cleaning supplies, and services, including mental health care for employees. The goal of this funding is to help address some of the financial losses borne by providers.



<sup>18</sup> American Psychological Association. (2022). Children’s mental health is in crisis. *Monitor on Psychology*. <https://www.apa.org/monitor/2022/01/special-childrens-mental-health>

# ALLEGANY

## 35%

DEMONSTRATE READINESS

## 529

KINDERGARTENERS

## 45%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

## 8%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

## 0%

ARE ENGLISH LEARNERS

**How did Allegany County identify students and families who were in need of resources or support?\***

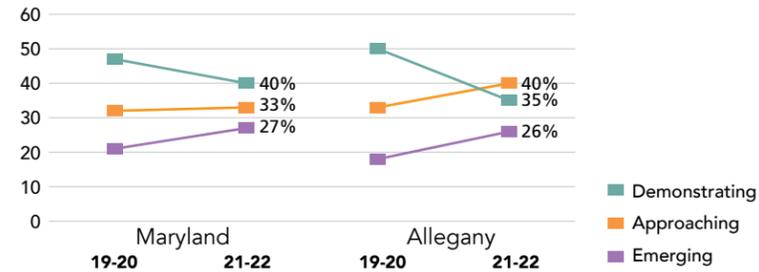
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Allegany County?\***

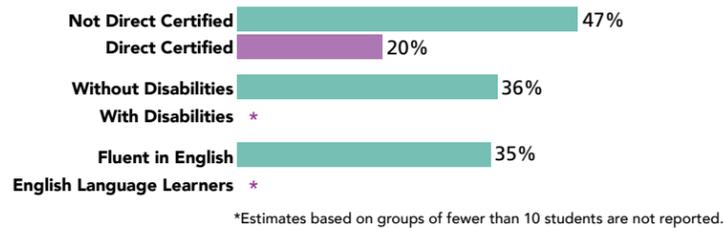
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

### Overall READINESS

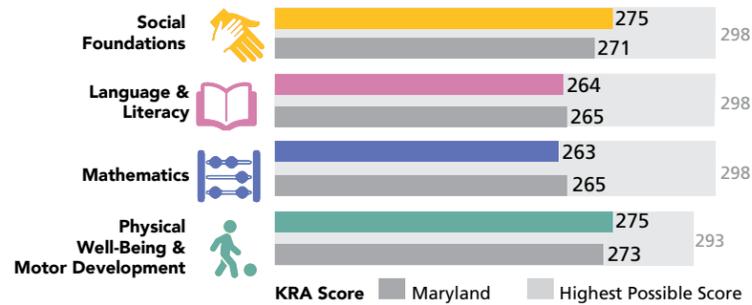


### Subgroup READINESS

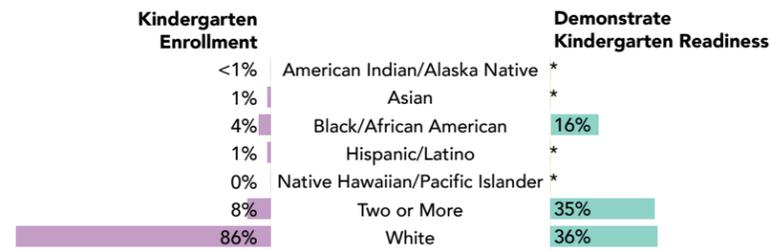


\*Estimates based on groups of fewer than 10 students are not reported.

### Domain AVERAGE SCALE SCORE

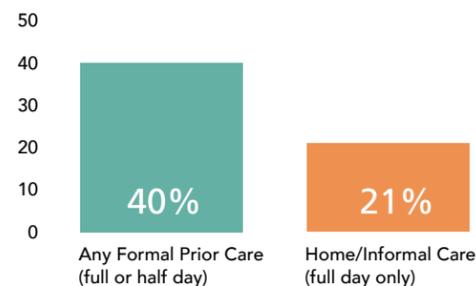


### Race/Ethnicity DEMOGRAPHICS & READINESS

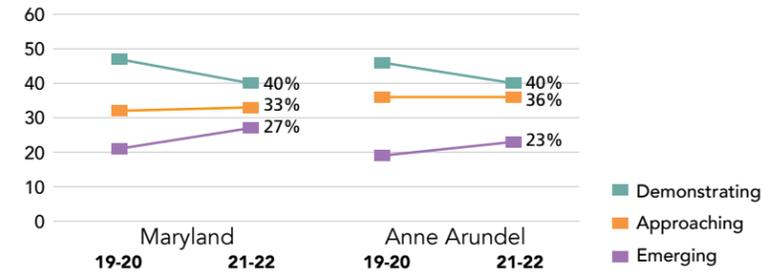


\*Estimates based on groups of fewer than 10 students are not reported.

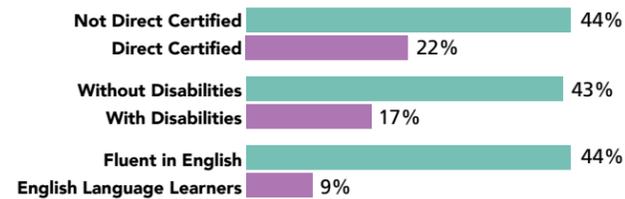
### Parent-Reported Prior Care READINESS



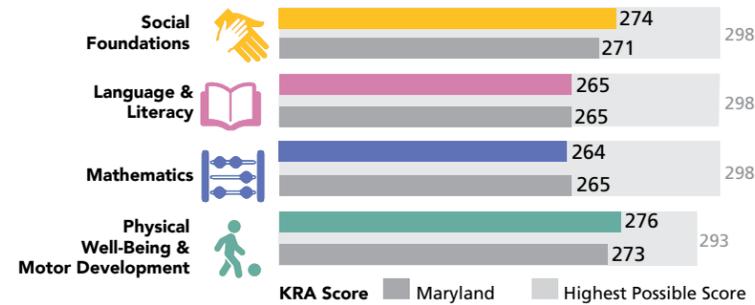
### Overall READINESS



### Subgroup READINESS



### Domain AVERAGE SCALE SCORE

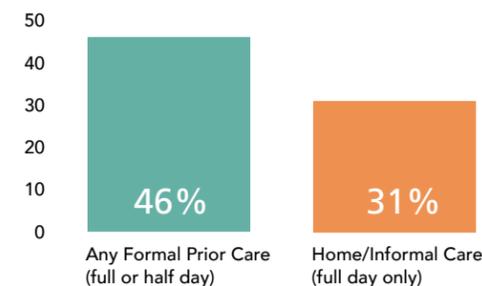


### Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

### Parent-Reported Prior Care READINESS



## 40%

DEMONSTRATE READINESS

## 5,912

KINDERGARTENERS

## 19%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

## 11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

## 11%

ARE ENGLISH LEARNERS

**How did Anne Arundel County identify students and families who were in need of resources or support?\***

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Anne Arundel County?\***

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# ANNE ARUNDEL

# BALTIMORE CITY

25%

DEMONSTRATE READINESS

5,451

KINDERGARTENERS

62%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

7%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

14%

ARE ENGLISH LEARNERS

How did Baltimore City? identify students and families who were in need of resources or support?\*

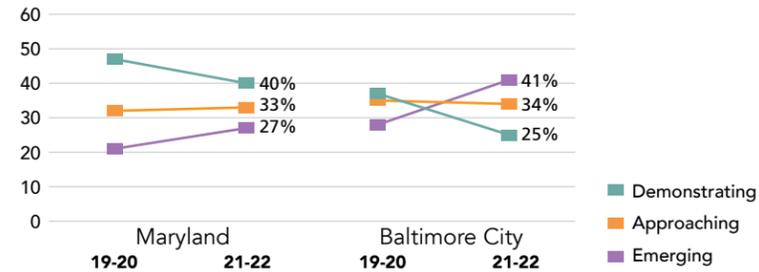
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

Which of the following needs were identified in Baltimore City?\*

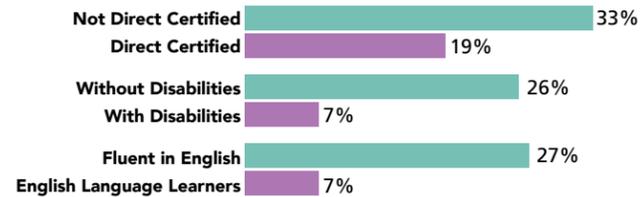
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

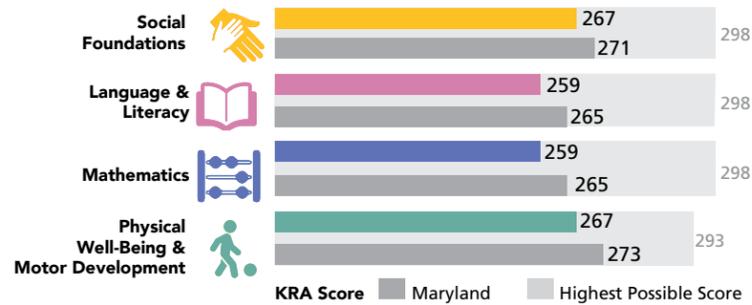
## Overall READINESS



## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

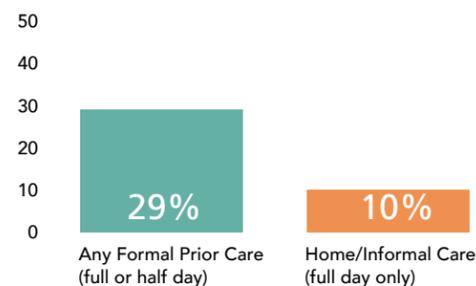


## Race/Ethnicity DEMOGRAPHICS & READINESS

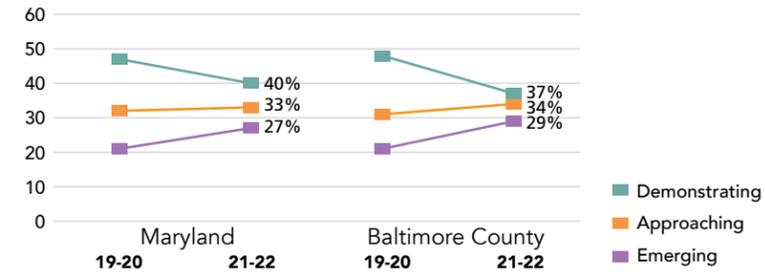


\*Estimates based on groups of fewer than 10 students are not reported.

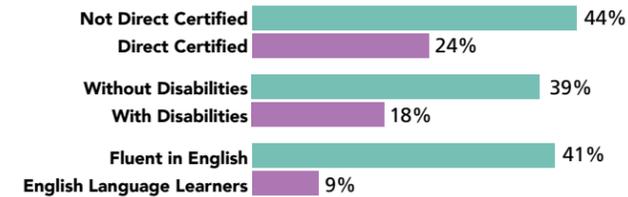
## Parent-Reported Prior Care READINESS



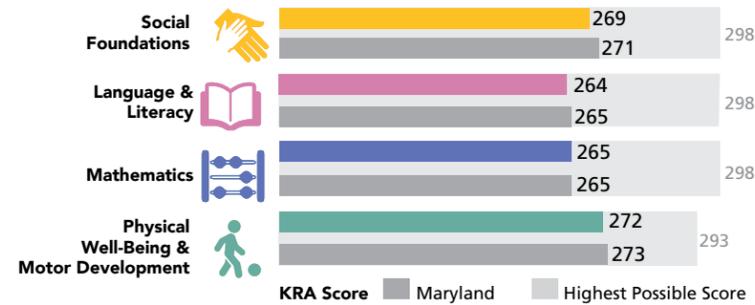
## Overall READINESS



## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

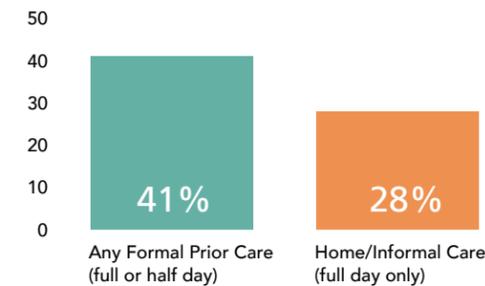


## Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

## Parent-Reported Prior Care READINESS



37%

DEMONSTRATE READINESS

7,828

KINDERGARTENERS

36%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

13%

ARE ENGLISH LEARNERS

How did Baltimore County identify students and families who were in need of resources or support?\*

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

Which of the following needs were identified in Baltimore County?\*

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# BALTIMORE COUNTY

# CALVERT

37%

DEMONSTRATE READINESS

987

KINDERGARTENERS

16%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

2%

ARE ENGLISH LEARNERS

**How did Calvert County identify students and families who were in need of resources or support?\***

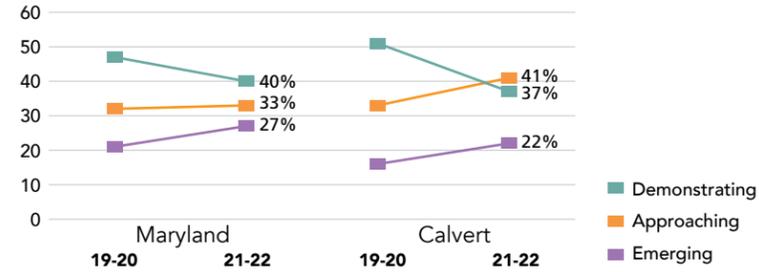
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Calvert County?\***

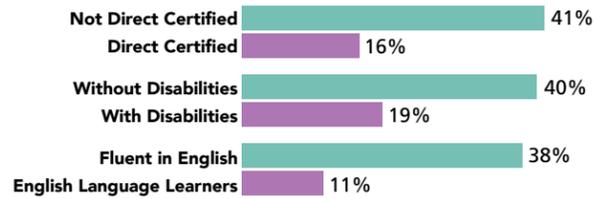
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

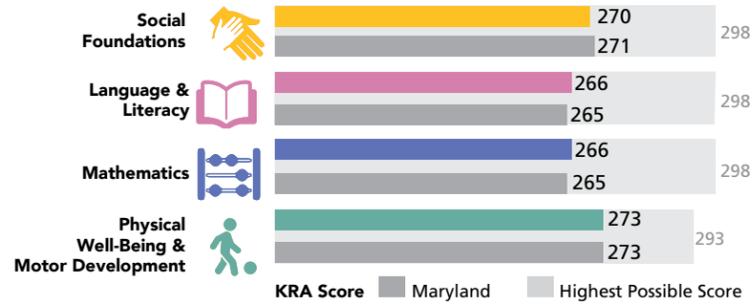
## Overall READINESS



## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

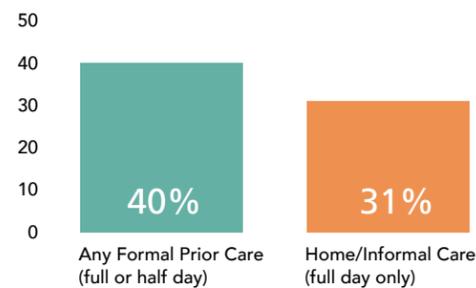


## Race/Ethnicity DEMOGRAPHICS & READINESS

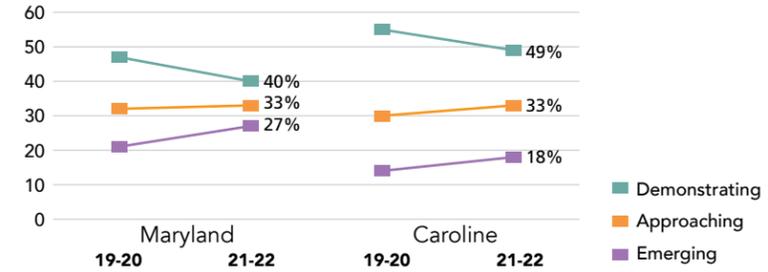


\*Estimates based on groups of fewer than 10 students are not reported.

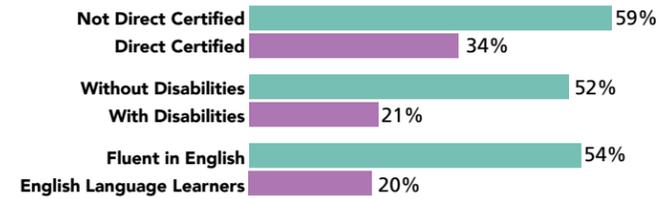
## Parent-Reported Prior Care READINESS



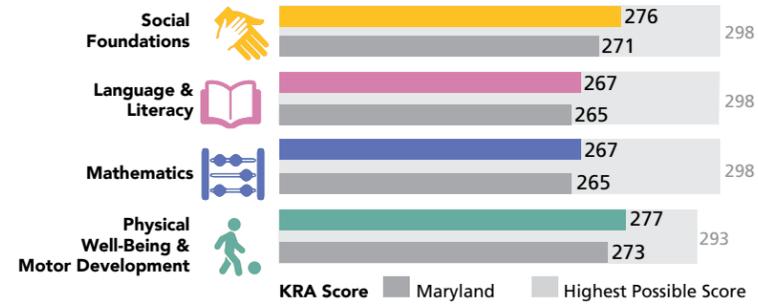
## Overall READINESS



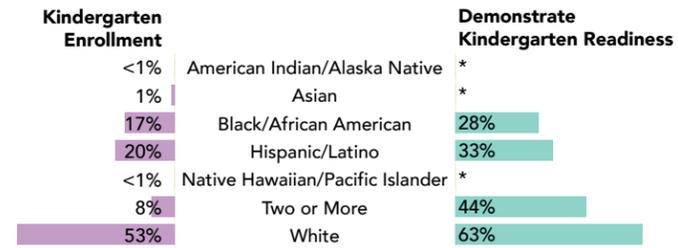
## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

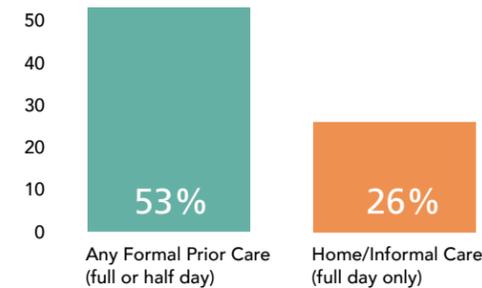


## Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

## Parent-Reported Prior Care READINESS



49%

DEMONSTRATE READINESS

348

KINDERGARTENERS

42%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

14%

ARE ENGLISH LEARNERS

**How did Caroline County identify students and families who were in need of resources or support?\***

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Caroline County?\***

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# CAROLINE

# CARROLL

54%

DEMONSTRATE READINESS

1,923

KINDERGARTENERS

11%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

0%

ARE ENGLISH LEARNERS

**How did Carroll County identify students and families who were in need of resources or support?\***

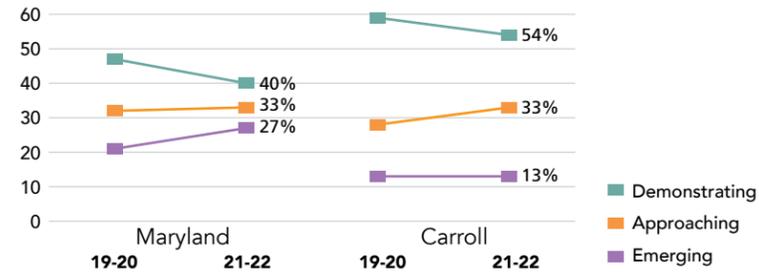
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Carroll County?\***

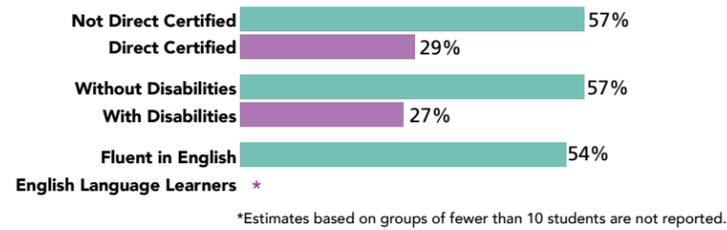
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

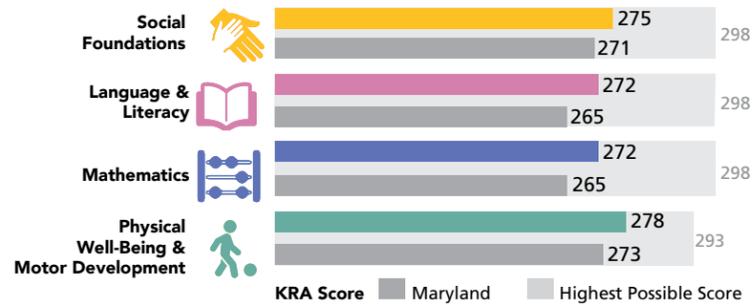
## Overall READINESS



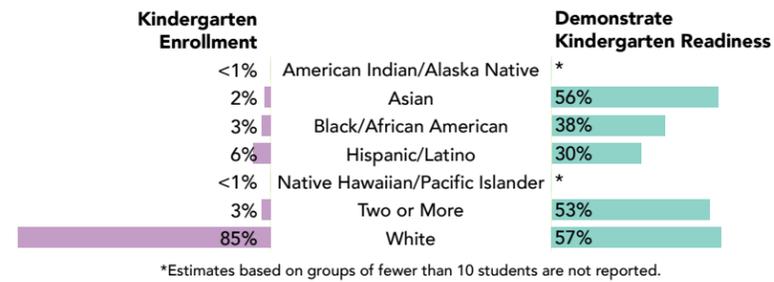
## Subgroup READINESS



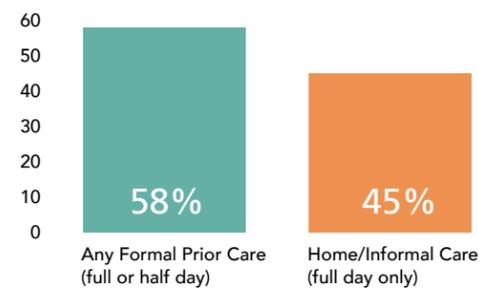
## Domain AVERAGE SCALE SCORE



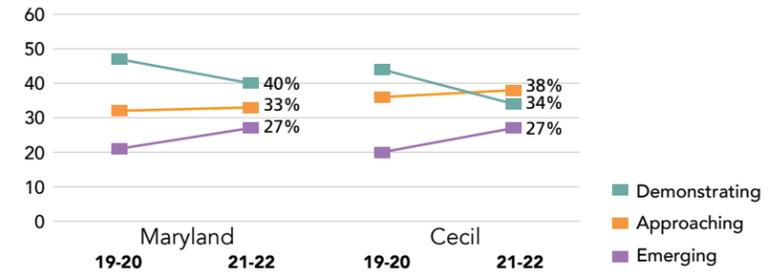
## Race/Ethnicity DEMOGRAPHICS & READINESS



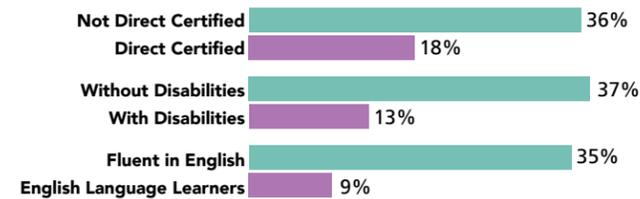
## Parent-Reported Prior Care READINESS



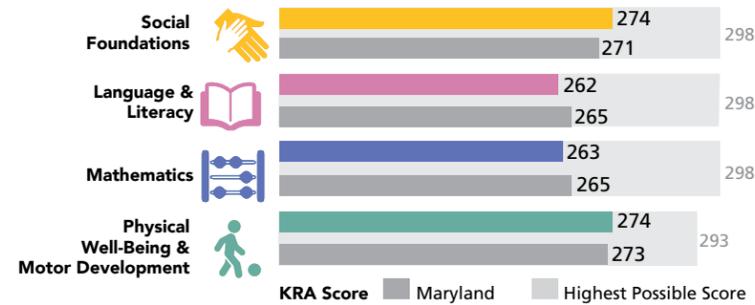
## Overall READINESS



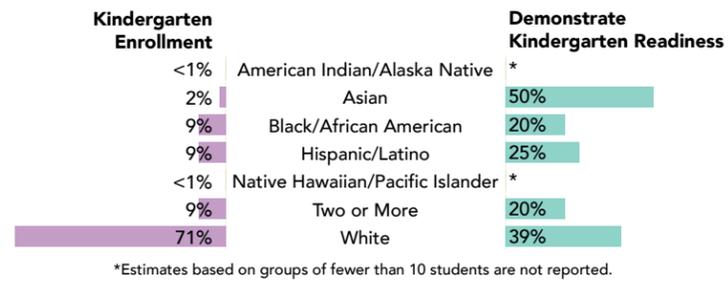
## Subgroup READINESS



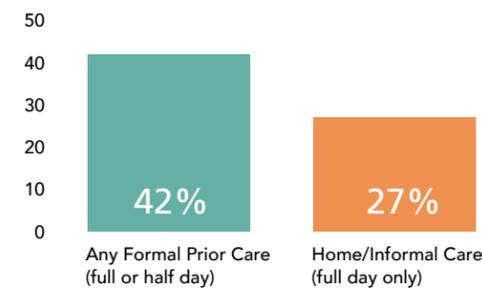
## Domain AVERAGE SCALE SCORE



## Race/Ethnicity DEMOGRAPHICS & READINESS



## Parent-Reported Prior Care READINESS



34%

DEMONSTRATE READINESS

947

KINDERGARTENERS

10%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

11%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

3%

ARE ENGLISH LEARNER

**How did Cecil County identify students and families who were in need of resources or support?\***

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Cecil County?\***

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# CECIL

# CHARLES

**37%**  
DEMONSTRATE  
READINESS

**1,593**  
KINDERGARTENERS

**24%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

**9%**  
OF KINDERGARTENERS  
HAVE IDENTIFIED  
DISABILITIES

**2%**  
ARE ENGLISH LEARNERS

**How did Charles County identify students and families who were in need of resources or support?\***

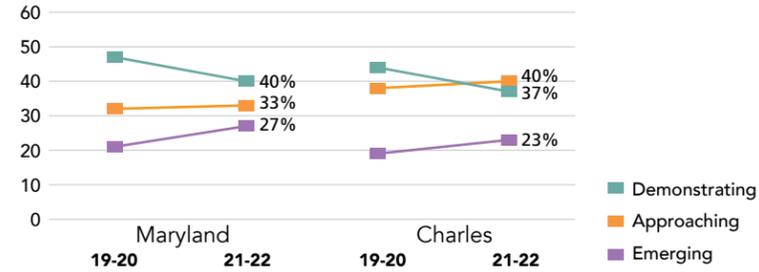
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Charles County?\***

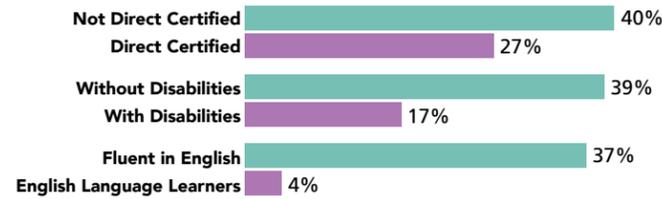
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

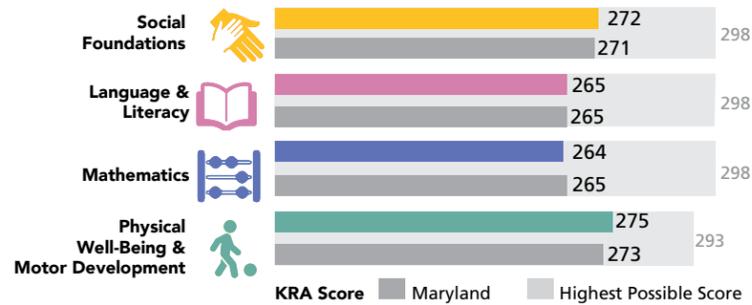
## Overall READINESS



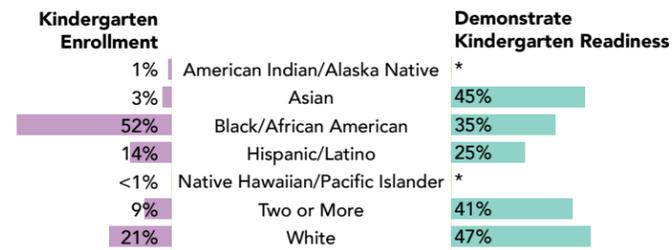
## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

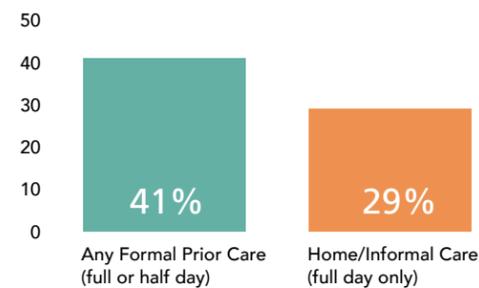


## Race/Ethnicity DEMOGRAPHICS & READINESS

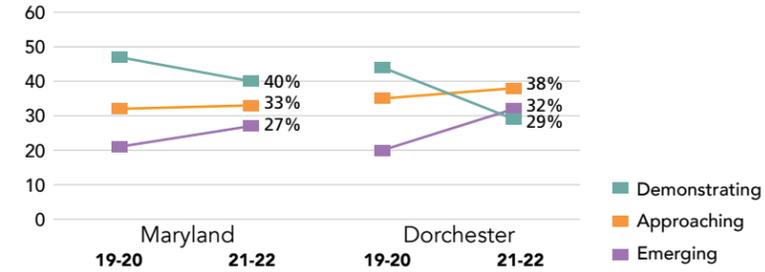


\*Estimates based on groups of fewer than 10 students are not reported.

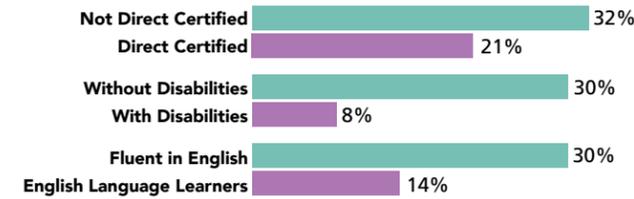
## Parent-Reported Prior Care READINESS



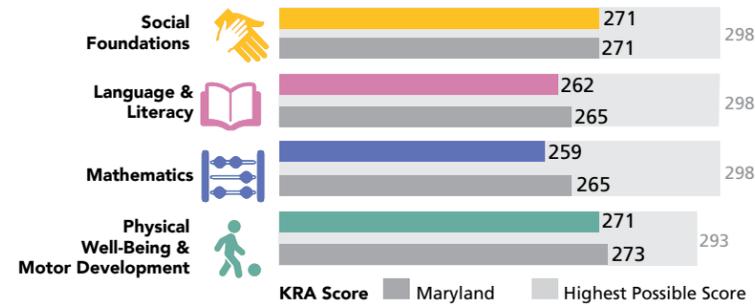
## Overall READINESS



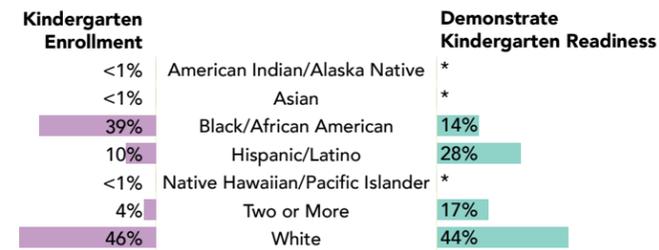
## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

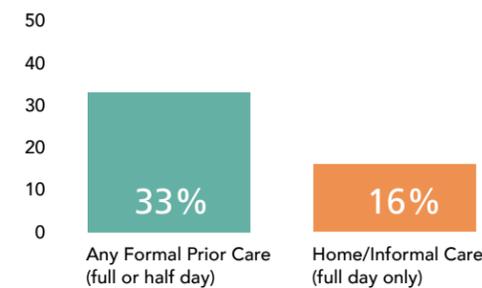


## Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

## Parent-Reported Prior Care READINESS



**29%**  
DEMONSTRATE  
READINESS

**304**  
KINDERGARTENERS

**27%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

**4%**  
OF KINDERGARTENERS  
HAVE IDENTIFIED  
DISABILITIES

**5%**  
ARE ENGLISH LEARNERS

**How did Dorchester County identify students and families who were in need of resources or support?\***

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Dorchester County?\***

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# DORCHESTER

# FREDEERICK

50%

DEMONSTRATE READINESS

3,235

KINDERGARTENERS

16%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

9%

ARE ENGLISH LEARNERS

**How did Frederick County identify students and families who were in need of resources or support?\***

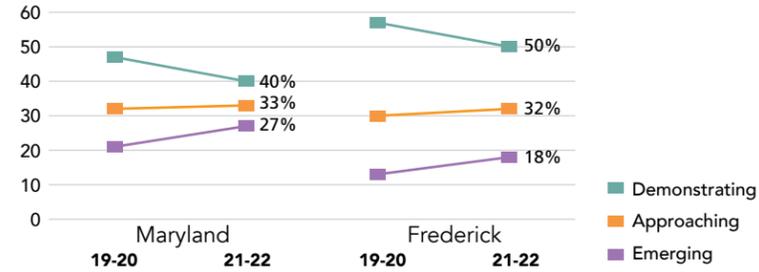
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Frederick County?\***

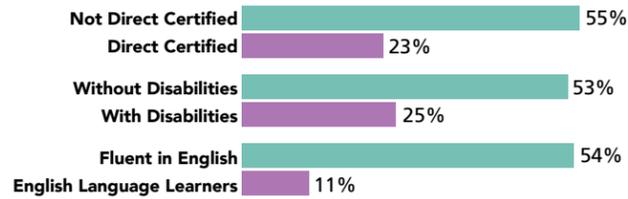
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

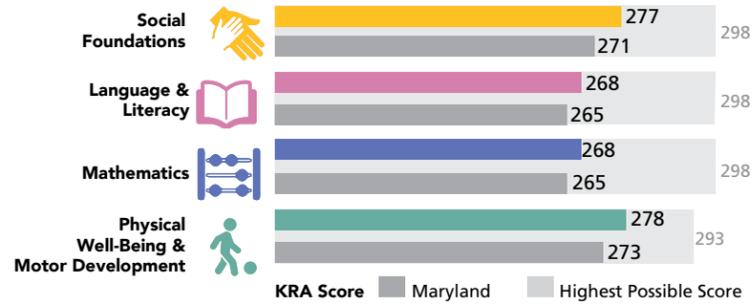
## Overall READINESS



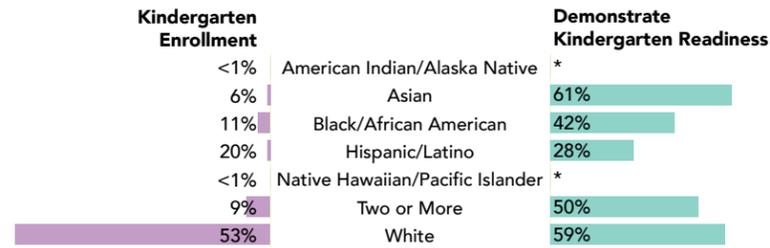
## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

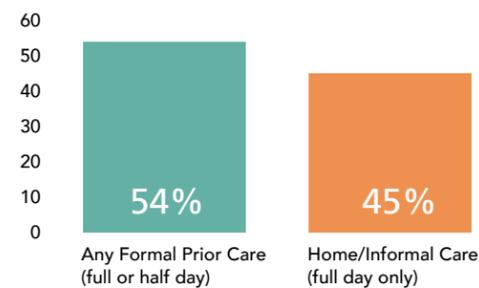


## Race/Ethnicity DEMOGRAPHICS & READINESS

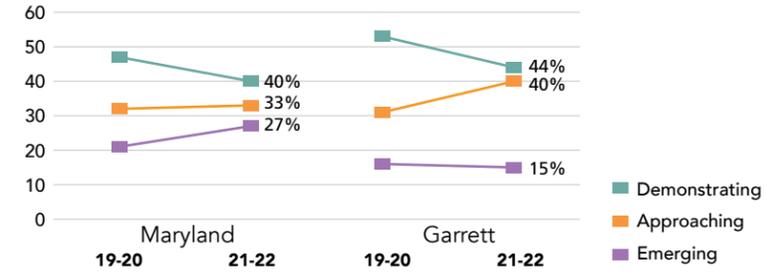


\*Estimates based on groups of fewer than 10 students are not reported.

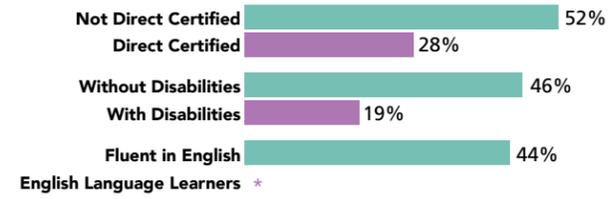
## Parent-Reported Prior Care READINESS



## Overall READINESS

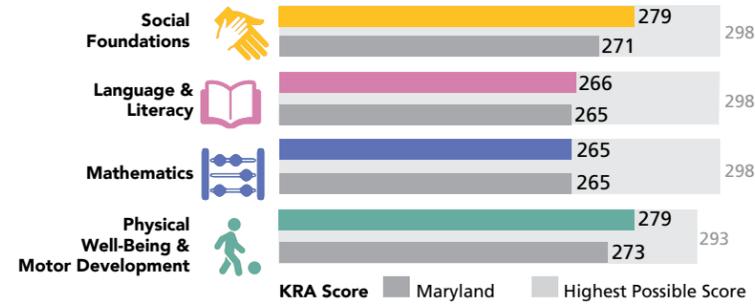


## Subgroup READINESS

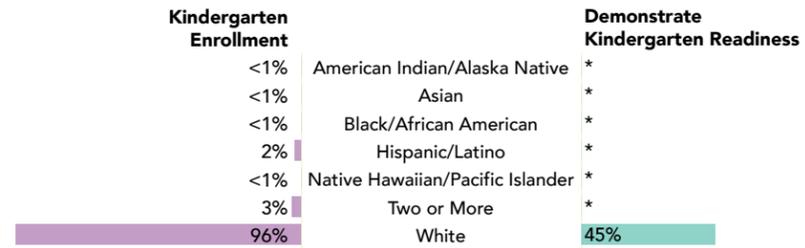


\*Estimates based on groups of fewer than 10 students are not reported.

## Domain AVERAGE SCALE SCORE

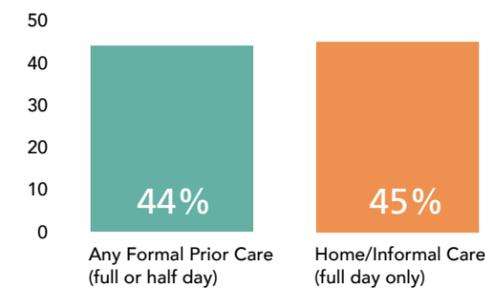


## Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

## Parent-Reported Prior Care READINESS



44%

DEMONSTRATE READINESS

251

KINDERGARTENERS

33%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

7%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

0%

ARE ENGLISH LEARNERS

**How did Garrett County identify students and families who were in need of resources or support?\***

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Garrett County?\***

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# GARRETT

# HARFORD

41%

DEMONSTRATE READINESS

2,781

KINDERGARTENERS

10%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

3%

ARE ENGLISH LEARNERS

**How did Harford County identify students and families who were in need of resources or support?\***

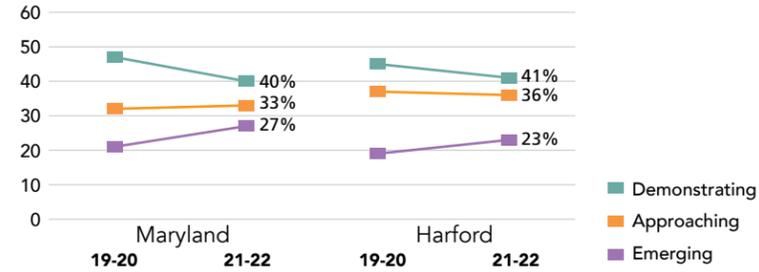
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Harford County?\***

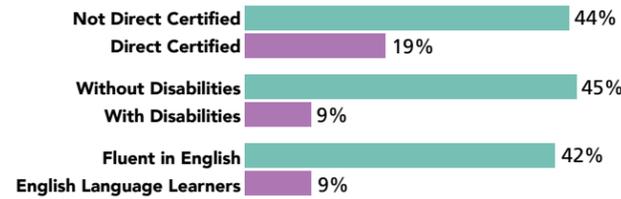
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

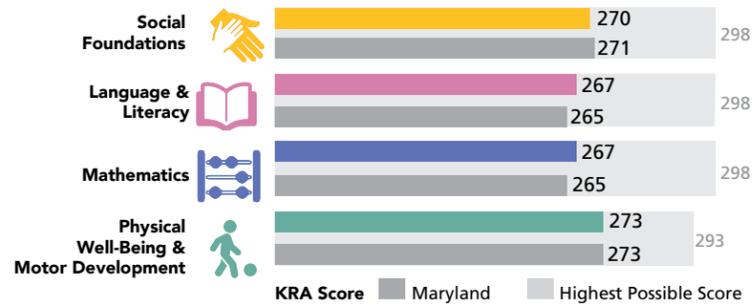
## Overall READINESS



## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

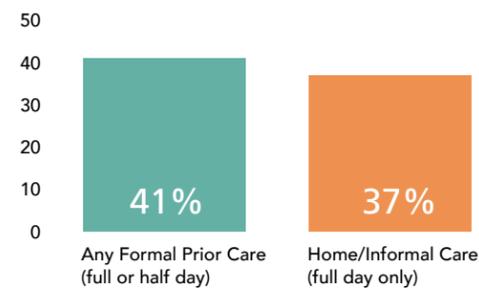


## Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

## Parent-Reported Prior Care READINESS



# HOWARD

54%

DEMONSTRATE READINESS

3,843

KINDERGARTENERS

14%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

9%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

11%

ARE ENGLISH LEARNERS

**How did Howard County identify students and families who were in need of resources or support?\***

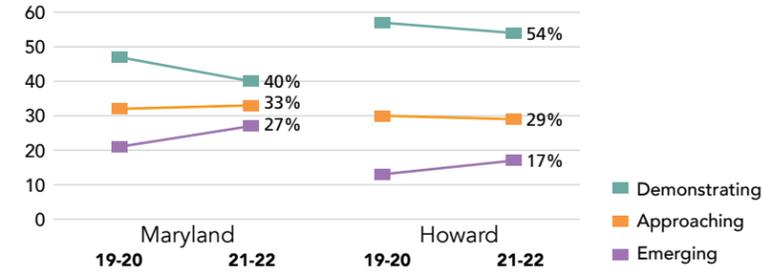
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Howard County?\***

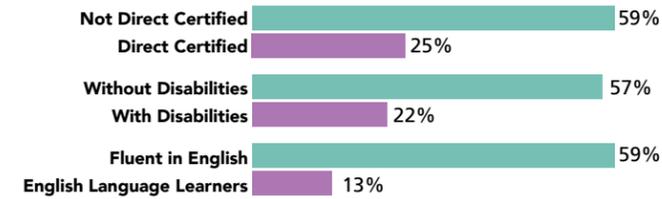
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

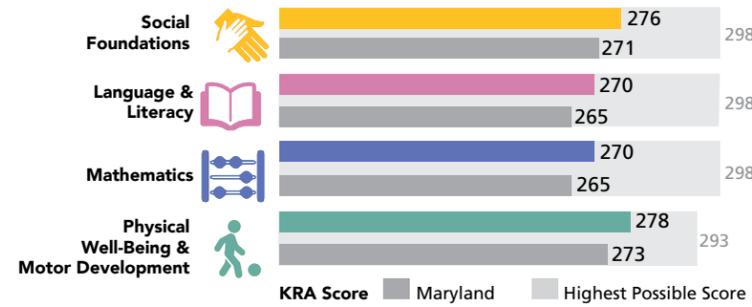
## Overall READINESS



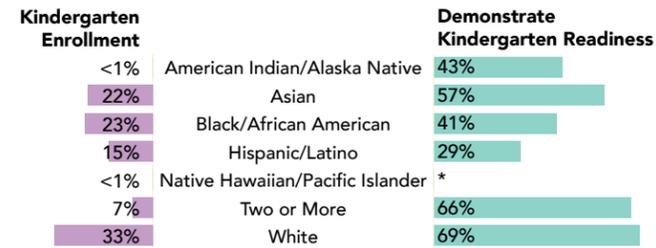
## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

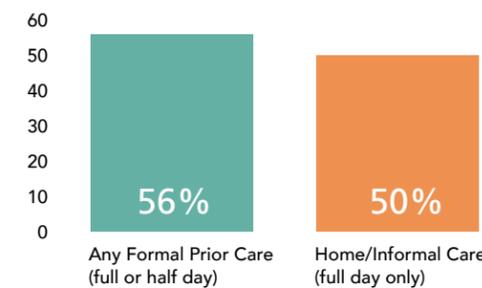


## Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

## Parent-Reported Prior Care READINESS



# KENT

53%

DEMONSTRATE READINESS

124

KINDERGARTENERS

52%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

8%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

8%

ARE ENGLISH LEARNERS

How did Kent County identify students and families who were in need of resources or support?\*

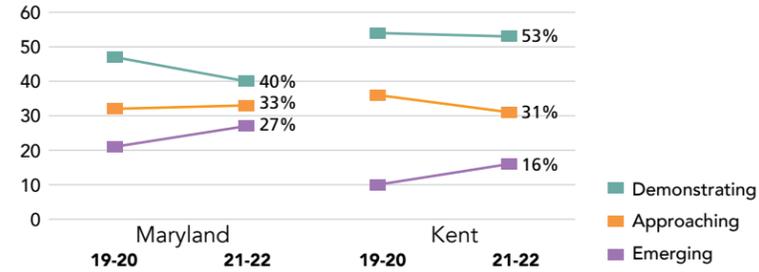
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

Which of the following needs were identified in Kent County?\*

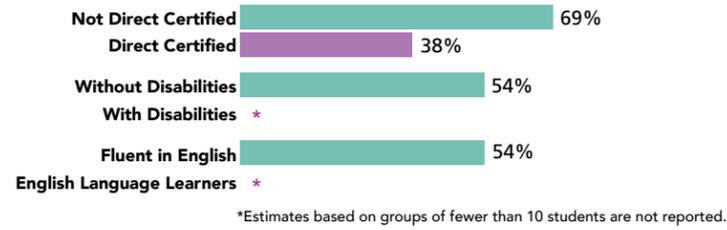
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

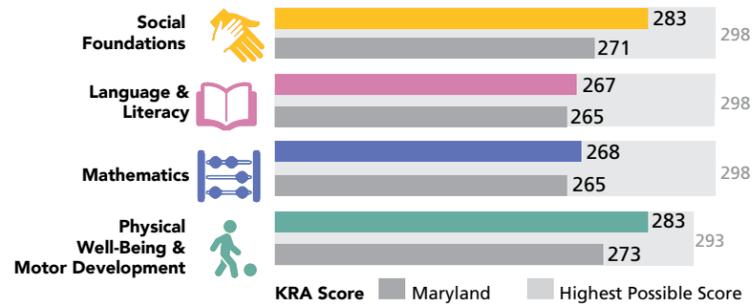
## Overall READINESS



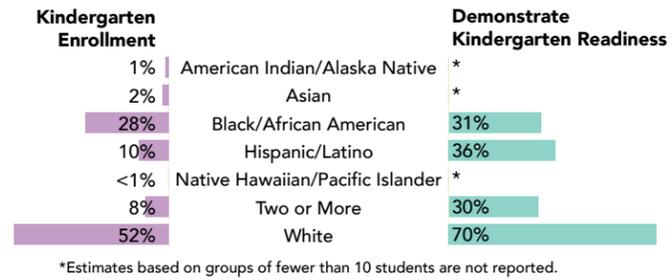
## Subgroup READINESS



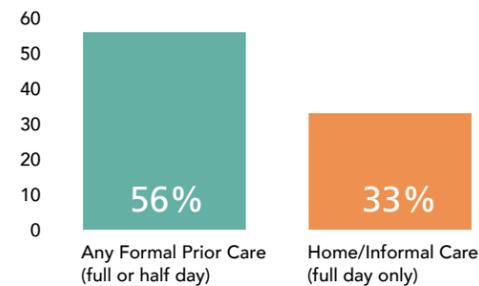
## Domain AVERAGE SCALE SCORE



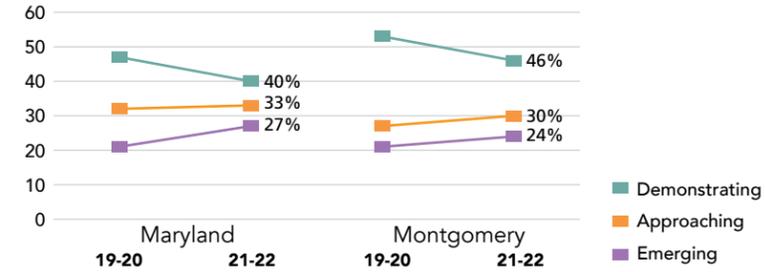
## Race/Ethnicity DEMOGRAPHICS & READINESS



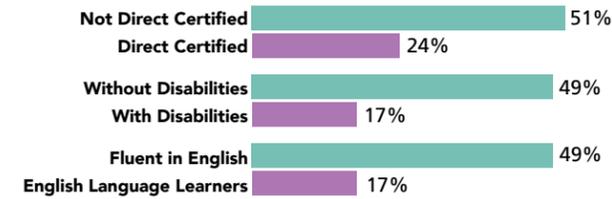
## Parent-Reported Prior Care READINESS



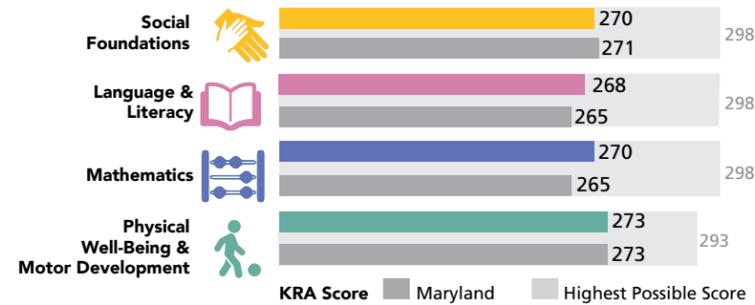
## Overall READINESS



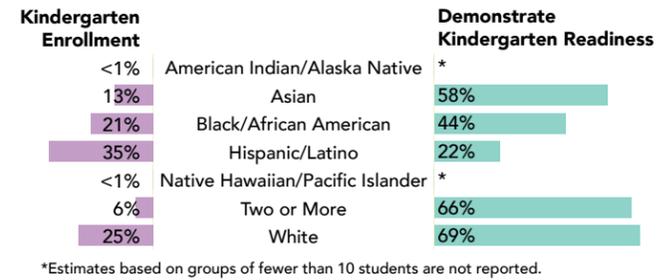
## Subgroup READINESS



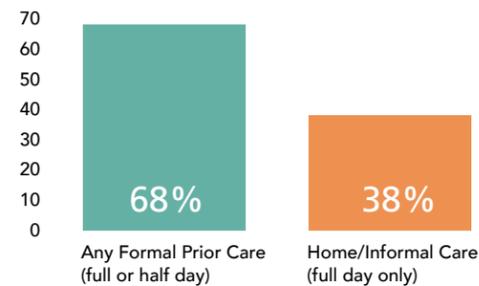
## Domain AVERAGE SCALE SCORE



## Race/Ethnicity DEMOGRAPHICS & READINESS



## Parent-Reported Prior Care READINESS



46%

DEMONSTRATE READINESS

10,577

KINDERGARTENERS

18%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

8%

ARE ENGLISH LEARNERS

How did Montgomery County identify students and families who were in need of resources or support?\*

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

Which of the following needs were identified in Montgomery County?\*

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# MONTGOMERY

# PRINCE GEORGE'S

28%

DEMONSTRATE READINESS

9,676

KINDERGARTENERS

31%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

8%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

36%

ARE ENGLISH LEARNERS

How did Prince George's County identify students and families who were in need of resources or support?\*

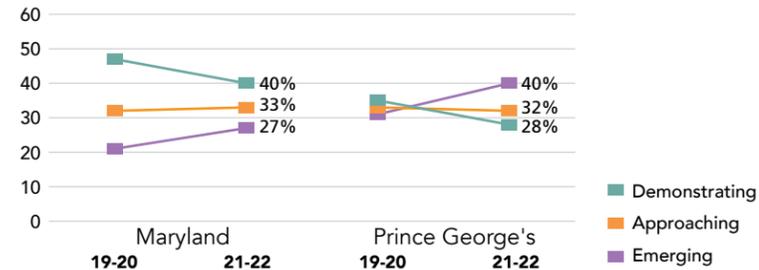
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

Which of the following needs were identified in Prince George's County?\*

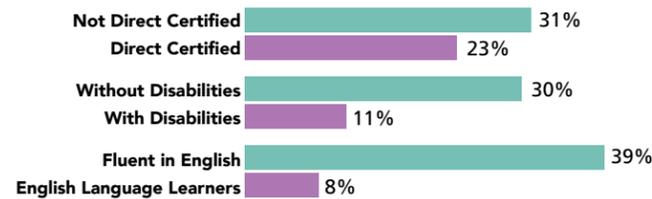
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

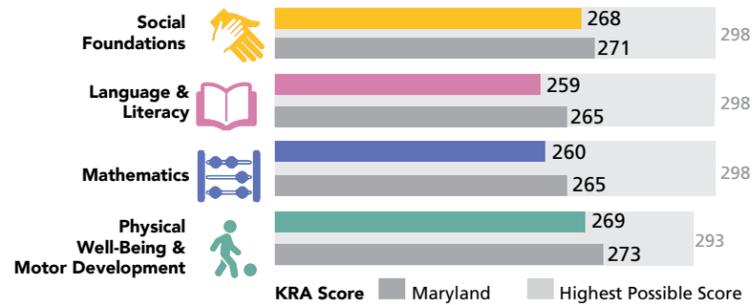
## Overall READINESS



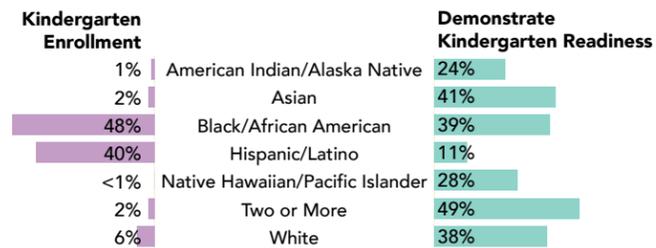
## Subgroup READINESS



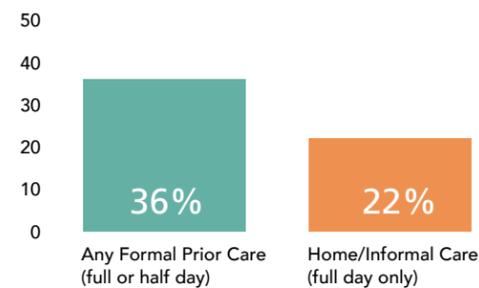
## Domain AVERAGE SCALE SCORE



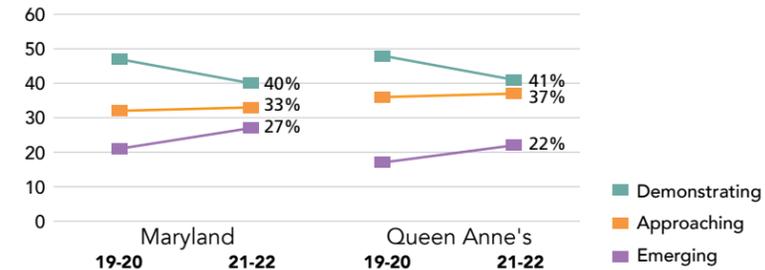
## Race/Ethnicity DEMOGRAPHICS & READINESS



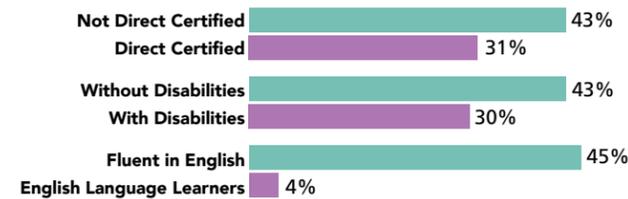
## Parent-Reported Prior Care READINESS



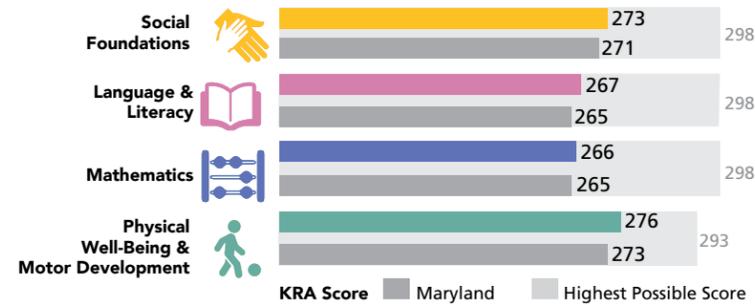
## Overall READINESS



## Subgroup READINESS



## Domain AVERAGE SCALE SCORE

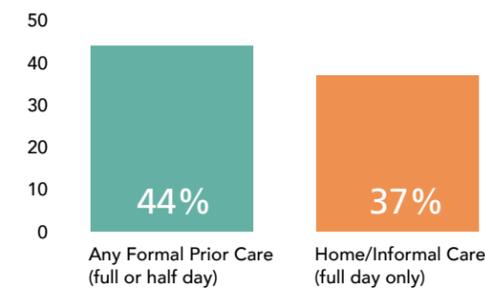


## Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

## Parent-Reported Prior Care READINESS



41%

DEMONSTRATE READINESS

524

KINDERGARTENERS

16%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

9%

ARE ENGLISH LEARNERS

How did Queen Anne's County identify students and families who were in need of resources or support?\*

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

Which of the following needs were identified in Queen Anne's County?\*

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# QUEEN ANNE'S

# ST. MARY'S

## 39%

DEMONSTRATE READINESS

## 1,133

KINDERGARTENERS

## 24%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

## 7%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

## 2%

ARE ENGLISH LEARNERS

**How did St. Mary's County identify students and families who were in need of resources or support?\***

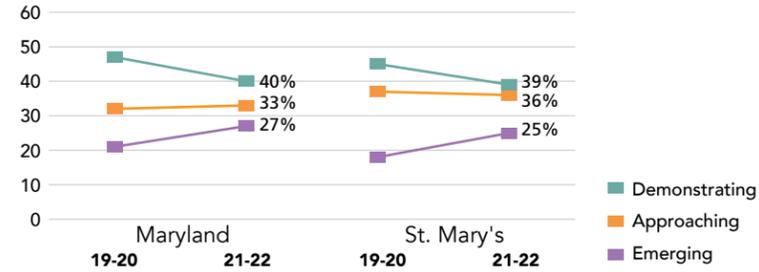
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in St. Mary's County?\***

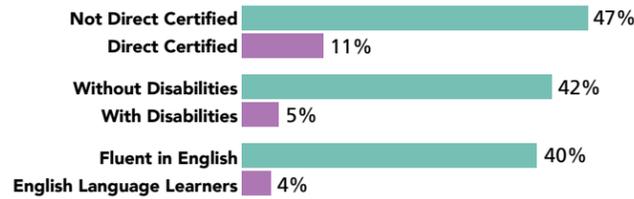
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

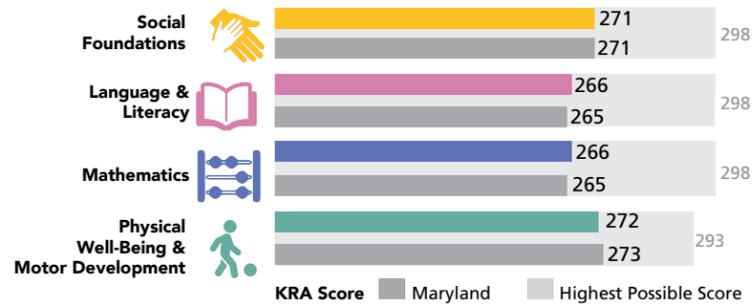
### Overall READINESS



### Subgroup READINESS



### Domain AVERAGE SCALE SCORE

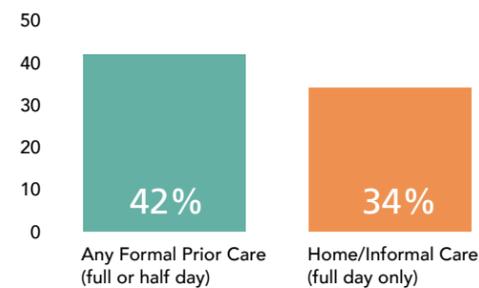


### Race/Ethnicity DEMOGRAPHICS & READINESS

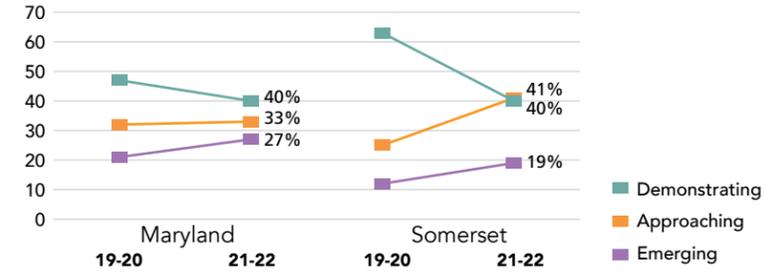


\*Estimates based on groups of fewer than 10 students are not reported.

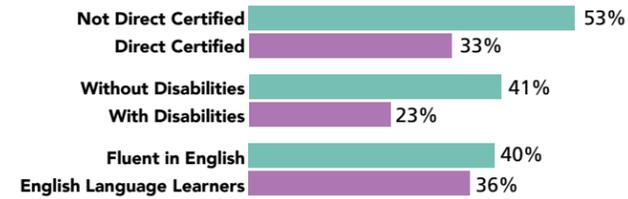
### Parent-Reported Prior Care READINESS



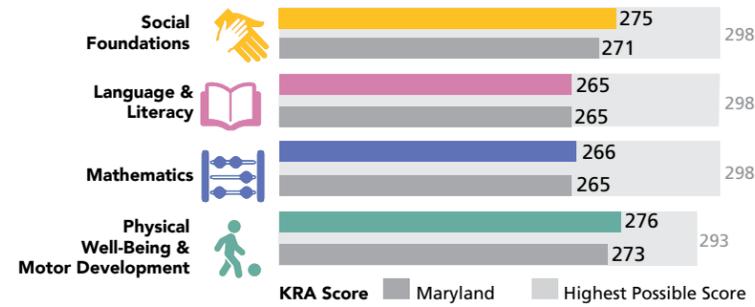
### Overall READINESS



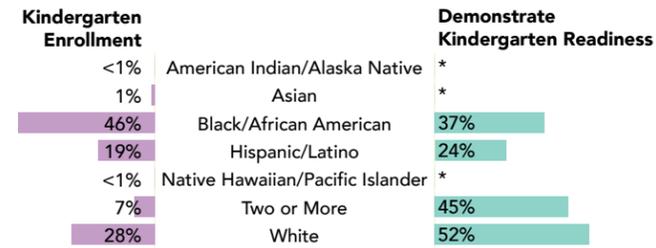
### Subgroup READINESS



### Domain AVERAGE SCALE SCORE

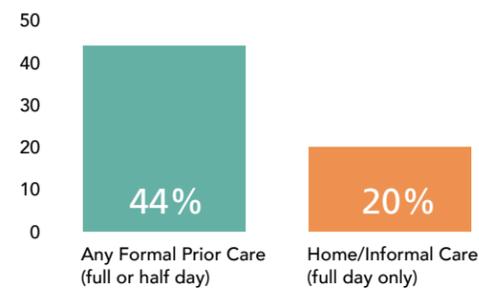


### Race/Ethnicity DEMOGRAPHICS & READINESS



\*Estimates based on groups of fewer than 10 students are not reported.

### Parent-Reported Prior Care READINESS



## 40%

DEMONSTRATE READINESS

## 177

KINDERGARTENERS

## 67%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

## 7%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

## 6%

ARE ENGLISH LEARNERS

**How did Somerset County identify students and families who were in need of resources or support?\***

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Somerset County?\***

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

# SOMMERSSET

# TALBOT

41%

DEMONSTRATE READINESS

305

KINDERGARTENERS

32%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

7%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

22%

ARE ENGLISH LEARNERS

How did Talbot County identify students and families who were in need of resources or support?\*

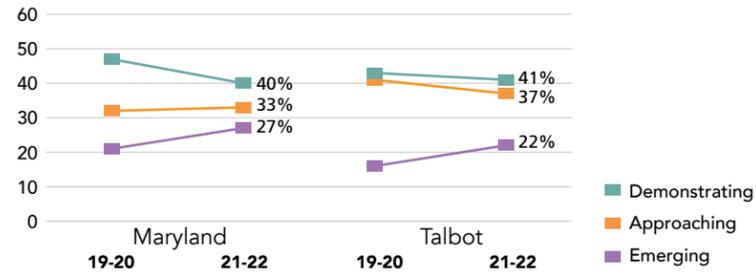
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

Which of the following needs were identified in Talbot County?\*

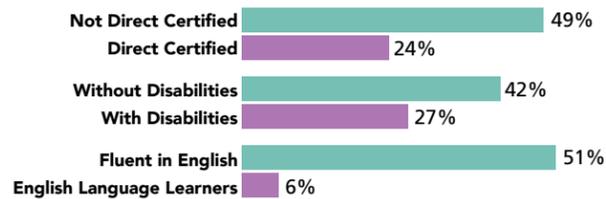
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

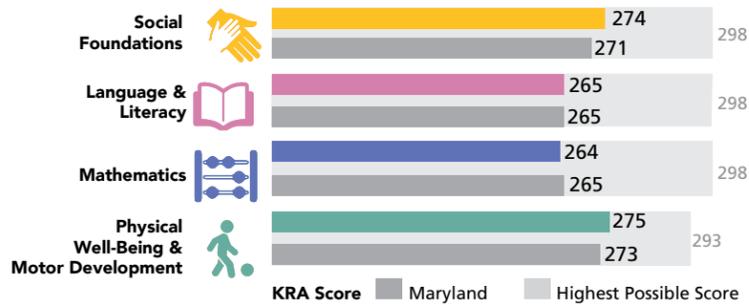
## Overall READINESS



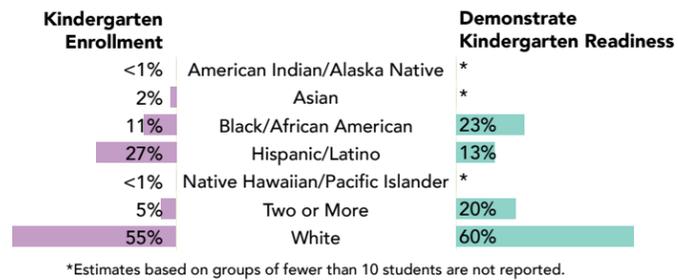
## Subgroup READINESS



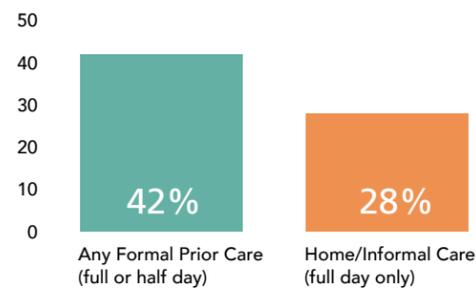
## Domain AVERAGE SCALE SCORE



## Race/Ethnicity DEMOGRAPHICS & READINESS



## Parent-Reported Prior Care READINESS



# WASHINGTON

42%

DEMONSTRATE READINESS

1,523

KINDERGARTENERS

37%

OF KINDERGARTENERS ARE DIRECT CERTIFIED

10%

OF KINDERGARTENERS HAVE IDENTIFIED DISABILITIES

4%

ARE ENGLISH LEARNERS

How did Washington County identify students and families who were in need of resources or support?\*

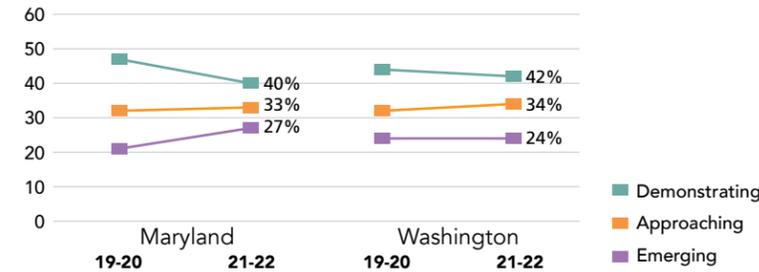
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

Which of the following needs were identified in Washington County?\*

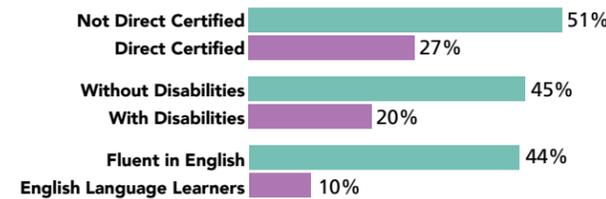
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or before/after school care
- Other needs

\*Based on survey results

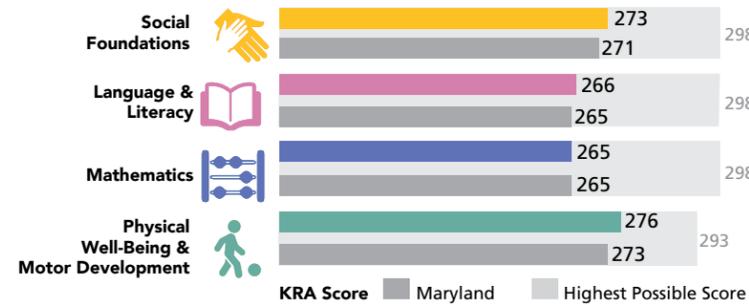
## Overall READINESS



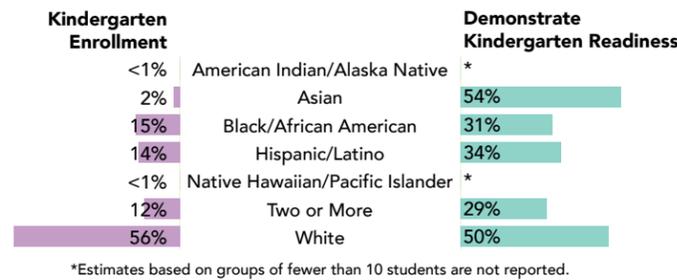
## Subgroup READINESS



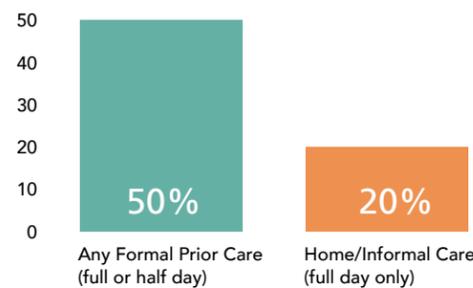
## Domain AVERAGE SCALE SCORE



## Race/Ethnicity DEMOGRAPHICS & READINESS



## Parent-Reported Prior Care READINESS



# WICOMICO

**40%**  
DEMONSTRATE  
READINESS

**149**  
KINDERGARTENERS

**36%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

**3%**  
OF KINDERGARTENERS  
HAVE IDENTIFIED  
DISABILITIES

**12%**  
ARE ENGLISH LEARNERS

**How did Wicomico County identify students and families who were in need of resources or support?\***

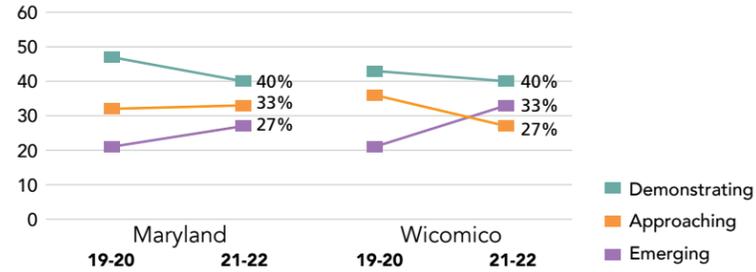
- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Wicomico County?\***

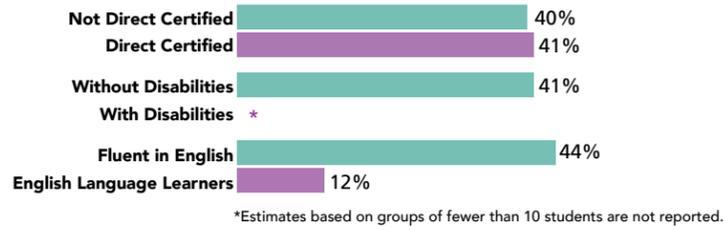
- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or Before/after school care
- Other needs

\*Based on survey results

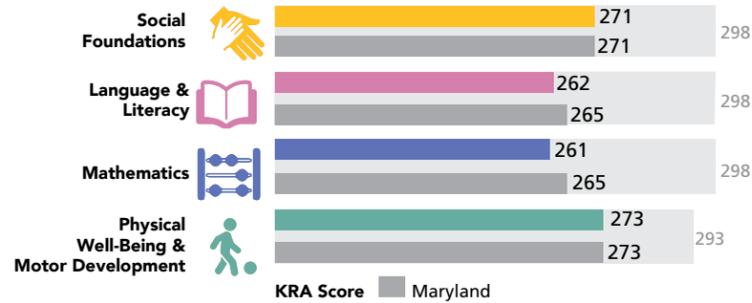
## Overall READINESS



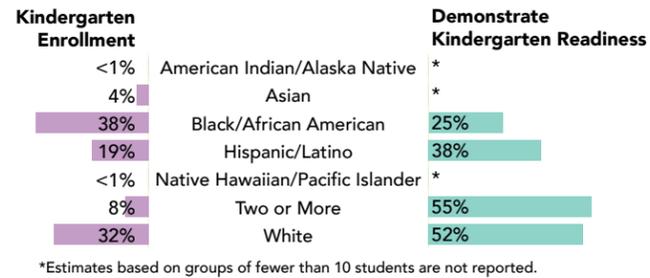
## Subgroup READINESS



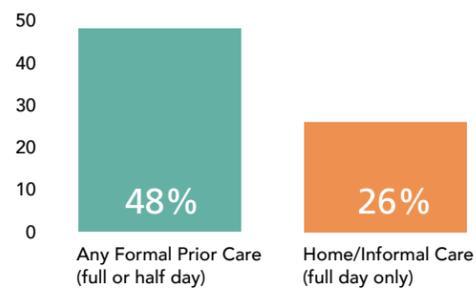
## Domain AVERAGE SCALE SCORE



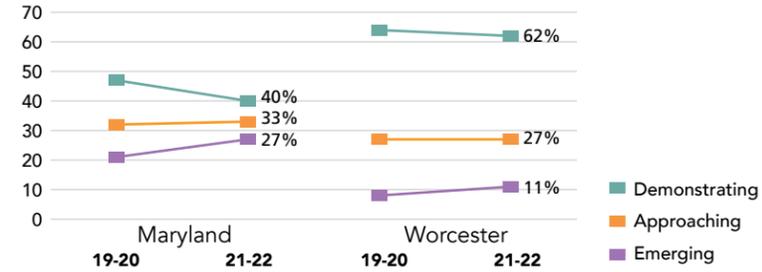
## Race/Ethnicity DEMOGRAPHICS & READINESS



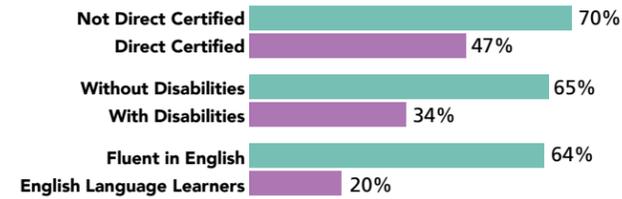
## Parent-Reported Prior Care READINESS



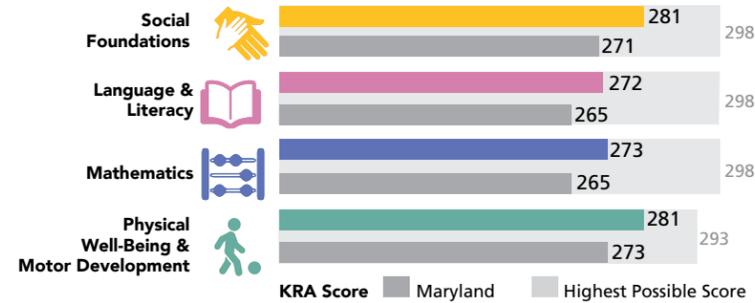
## Overall READINESS



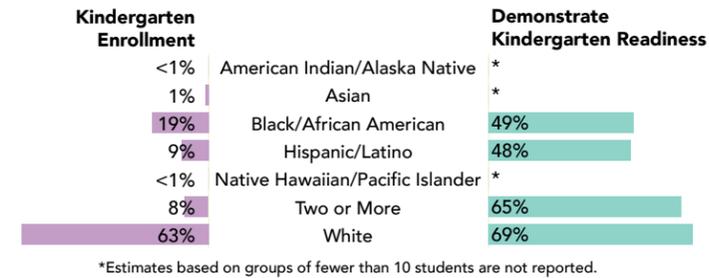
## Subgroup READINESS



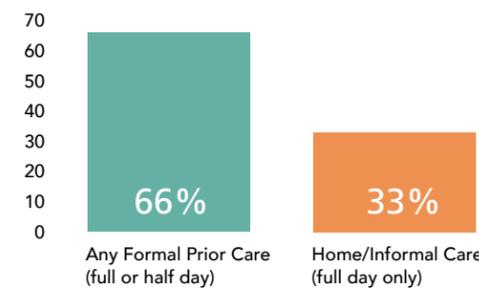
## Domain AVERAGE SCALE SCORE



## Race/Ethnicity DEMOGRAPHICS & READINESS



## Parent-Reported Prior Care READINESS



**62%**  
DEMONSTRATE  
READINESS

**449**  
KINDERGARTENERS

**34%**  
OF KINDERGARTENERS  
ARE DIRECT CERTIFIED

**9%**  
OF KINDERGARTENERS  
HAVE IDENTIFIED  
DISABILITIES

**4%**  
ARE ENGLISH LEARNERS

**How did Worcester County identify students and families who were in need of resources or support?\***

- Screening assessments
- Transition information from the prior year
- Teacher reporting
- Parent surveys or inquiries
- Other

**Which of the following needs were identified in Worcester County?\***

- Academic
- Social/Emotional
- Financial
- Nutritional
- Child care or Before/after school care
- Other needs

\*Based on survey results

# WORCESTER

# COMING BACK STRONGER

RESILIENCE AND OPPORTUNITY

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