



Judith. P Hoyer Early Care Annual Report

Division of Early Childhood

November 2022



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Introduction

As the early education coordinator for Prince George's County Public Schools, Judith P. Hoyer recognized the gaps in available services for low-income families. In the 1990s, she created a central location in Adelphi, Maryland, for early childhood services, thus fostering cooperation of governmental and private agencies around the needs of local families with young children. After an untimely death in 1997, her husband, Congressman Steny Hoyer, in partnership with Governor Parris N. Glendening, led a successful movement to bring her collaboration model to other communities in Maryland. The Maryland State Legislature enacted the Judith P. Hoyer Early Child Care and Education Enhancement Program in May of 2000 to address three essential principles in Maryland's early childhood care and education programs:

THREE ESSENTIAL PRINCIPLES:

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

The preamble of the legislation remains today a concise and relevant statement on the national consensus around early childhood care and education:

- "WHEREAS, recent brain research confirms that the most rapid brain growth occurs in the first three years of life; and
- WHEREAS, a stimulating environment is essential to brain development and has a major impact on a child's language and cognitive and emotional development; and
- WHEREAS, the overwhelming evidence suggests that it is best to capitalize on the brain's elasticity before age five, the age at which public education is guaranteed; and
- WHEREAS, high-quality early care and education programs make a significant contribution to the development of skills required by young children to succeed in school; and
- WHEREAS, not all Maryland children have access to quality early care and education programs..."

Two decades after that landmark legislation was passed, these three principles remain all-important in Maryland's early childhood education system.

In 2011, the grant funding awarded to the state under the Race to the Top-Early Learning Challenge (RTT-ELC) supported the expansion of Judy Center Early Learning Hubs and a new system for assessing school readiness. Maryland developed and implemented Ready for Kindergarten (R4K) – Maryland's Early Childhood Comprehensive Assessment System. R4K aligns with the Maryland College and Career Readiness standards for 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.

Judy Centers continue to grow as part of The Blueprint for Maryland's Future. The Blueprint is a landmark piece of legislation passed in 2021, including comprehensive changes to Maryland's early childhood system. As part of the funding, Judy Centers will grow by 9 per year from now until 2025. The expansion will continue to 18 sites per year from 2026-2030.

This report provides a current review of accomplishments and challenges during State Fiscal Year 2022.

Principal One: Judy Center Early Learning Hubs

HISTORY

The first Judith P. Hoyer Family Learning Center, which began operations in Prince George's County, served as the model for the rest of the state. Dedicated to the needs of low-income families in the local elementary school catchment area, this first Judy Center (although not named as such until after Ms. Hoyer's death) demonstrated the value of such coordination.

Maryland's legislation took Judy Hoyer's model and financed an expansion across the state, offering comprehensive, integrated, full-day, and full-year early care and education services. In 2001, 13 Judy Centers were established across Maryland; Allegany, Calvert, Caroline, Charles, Dorchester, Frederick, Kent, Montgomery, Prince George's, Queen Anne's, St. Mary's, and Washington counties, and Baltimore City. Eleven more Judy Centers opened the following year in Baltimore, Carroll, Cecil, Charles, Garrett, Howard, Montgomery, Talbot, Wicomico, Worcester counties, and Baltimore City. The number of locations remained unchanged until 2011, when the Judy Center in Anne Arundel County and a third in Baltimore City opened.

In FY13, the Race to the Top Early Learning Challenge Grant (RTT-ELC) also provided funding for a second Judy Center in Prince George's County and a fourth site in Baltimore City. FY14 resulted in the growth of more Judy Centers through diverse funding streams. First, a Judy Center in Harford County opened with state funding. Secondly, through a collaboration of the Baltimore Community Foundation, Baltimore City Public Schools, and the MSDE, the first Judy Center funded by a public-private partnership in Baltimore City was established.

In FY14, the passage of the Maryland Prekindergarten Expansion Act of 2014 (Senate Bill 332) ensured the addition of three more Judy Centers in FY15 – an additional one in both Garrett and Caroline counties and a first-time Judy Center in Somerset County. This expansion completed the state's mission to have at least one Judy Center in all twenty-four jurisdictions. In FY 15, the public-private partnership with the Baltimore Community Foundation resulted in two more Judy Centers in Baltimore City.

The Blueprint for Maryland's Future is a landmark piece of legislation passed in 2021, which includes comprehensive changes to Maryland's early childhood and public schools. It will increase education funding by \$3.8 billion yearly over the next ten years. The Blueprint emphasizes equitable early education opportunities that prepare all children for school and overall success. Investment in high-quality early childhood education and learning experiences will mean more equitable opportunities for children across the state to succeed as they begin their school careers. As part of the Blueprint, starting in 2022, Judy Centers will grow by 9 per year for the next five years and 18 per year for the subsequent five years. Chart 1 below shows the growth of Judy Centers from 2001- 2022 and chart 2 shows the number of Judy Centers by local education agency for fiscal year FY22.

Chart 1: Establishment of Judy Centers from 2001-2022

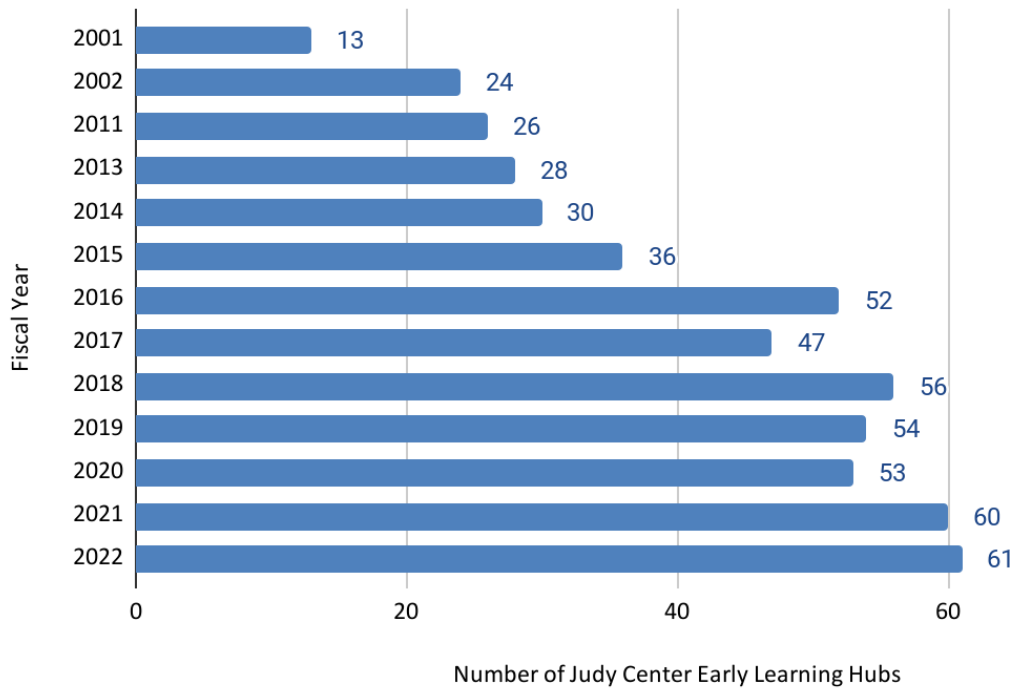
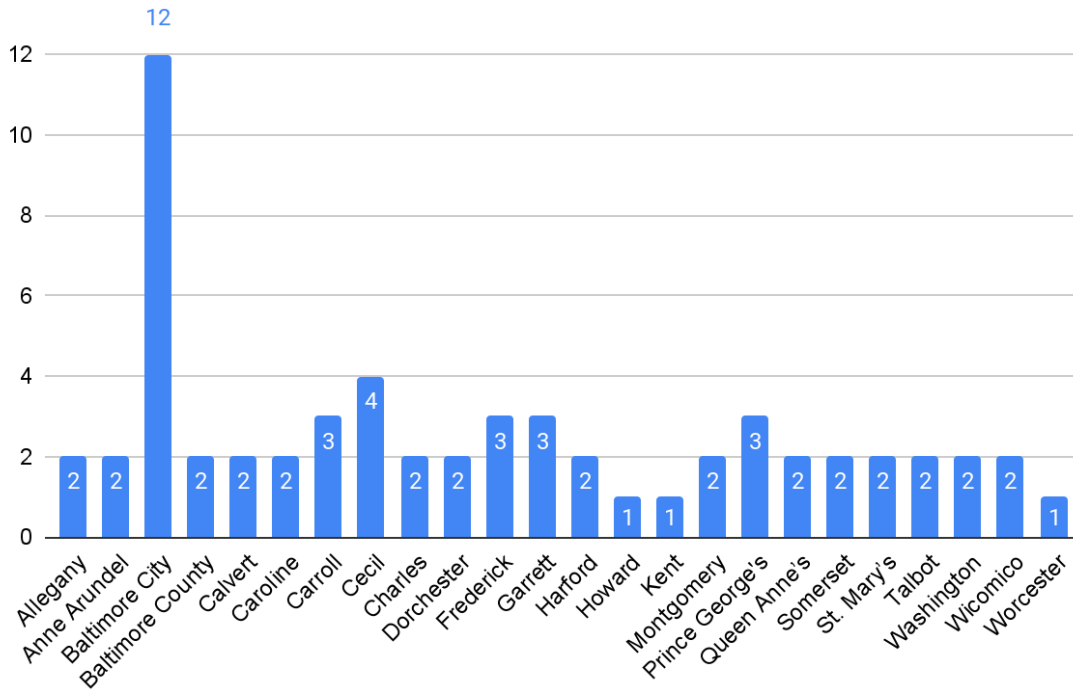


Chart 2: Number of Judy Centers by Local Education Agency FY22



JUDY CENTER COMPONENT STANDARDS

Judy Centers are designed to provide key aspects of development and learning that are the foundation for a child's school readiness and life-long success. The 12 Component Standards represent the expectations of high-quality Judy Center programming. All Judy Center Early Learning Hubs must meet the following twelve (12) Component Standards deemed essential to positively impact a child's school readiness.

1. Full Day/Full Year Services and Programming: Judy Centers collaborate with high-quality early education agencies to ensure families receive care and services year-round. Full-day services are defined as not less than 7 hours or more than 12 hours per day.

2. Meals: Children and families are provided meals not only during the school day but during school breaks, weekends, and after school hours.

3. Case Management: Case management is a confidential process at the Judy Center. Case management is a comprehensive ongoing process that includes community partners and outside agencies. The Judy Center staff assists and links families in connecting to services and resources to ensure the family is supported in meeting their specific needs.

4. Integration of Early Education Services: There are curriculum enhancement activities, including transition strategies and activities for children and families across all programs, including prekindergarten, kindergarten, Head Start, and childcare, as well as children entering formal programs for the first time.

5. Family Engagement: The Judy Center models a multigenerational approach to family engagement centering on the family's ability to participate in and support their child's learning. This approach follows Maryland's Early Childhood Family Engagement Framework.

6. Early Identification and Intervention: All children ages birth through five years, regardless of abilities, have access to all programs and services in least restrictive environments. An outreach plan is in place to identify all children prenatal through five years of age who live in the designated Judy Center school zones. Once identified, the Judy Center implements many levels of engagement to work with the family to meet their needs and ensure the child enters school ready to learn.

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

8. Health-Related Services: Judy Centers ensure that children are referred for dental, vision, and hearing screenings when appropriate; mental health assessments and referrals when appropriate; and physical growth and nutritional assessments, including referrals to the Women, Infants, and Children (WIC) and local health departments if warranted. Additionally, Judy Centers work to ensure that all families have access to health care insurance.

9. Professional Development: Professional development is offered to address needs and trends in the community with a current focus on early literacy and early math. It is offered to all early care providers.

10. Adult Education and Career Services: Adult family members are encouraged to pursue their education. Judy Centers collaborate with local colleges and universities for a continuum of higher education opportunities, including career planning, coursework, enrollment in trade programs, or transition plans for those entering or returning to college.

11. Accreditation: All early care and education programs that are in partnership with the Judy Center must be accredited or pursuing accreditation. The Judy Center supports family providers, childcare centers, and Head Starts to obtain/maintain accreditation and offer high-quality care and education programs.

12. Partnerships: The Judy Center partners are actively engaged and are frequently involved in the school readiness mission of the Judy Center. As a recognizable member of the communities, they serve and as a leader in early childhood development, Judy Centers are represented on the State and Local Early Childhood Advisory Councils and support the missions of its partners by participating in their work in the community.

COMMUNITY PARTNERSHIPS

In Title I schools, Judy Center Early Learning Hubs support children from birth through kindergarten and their families in their school catchment area. Children with disabilities and their families are fully included in all services as part of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP). Much of the Judy Centers' work is accomplished through its participating partnerships. The partnerships reflect Judy Hoyer's vision of professional collaboration and coordination, delivering a broad spectrum of early childhood education programs and family support services for children and families.

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

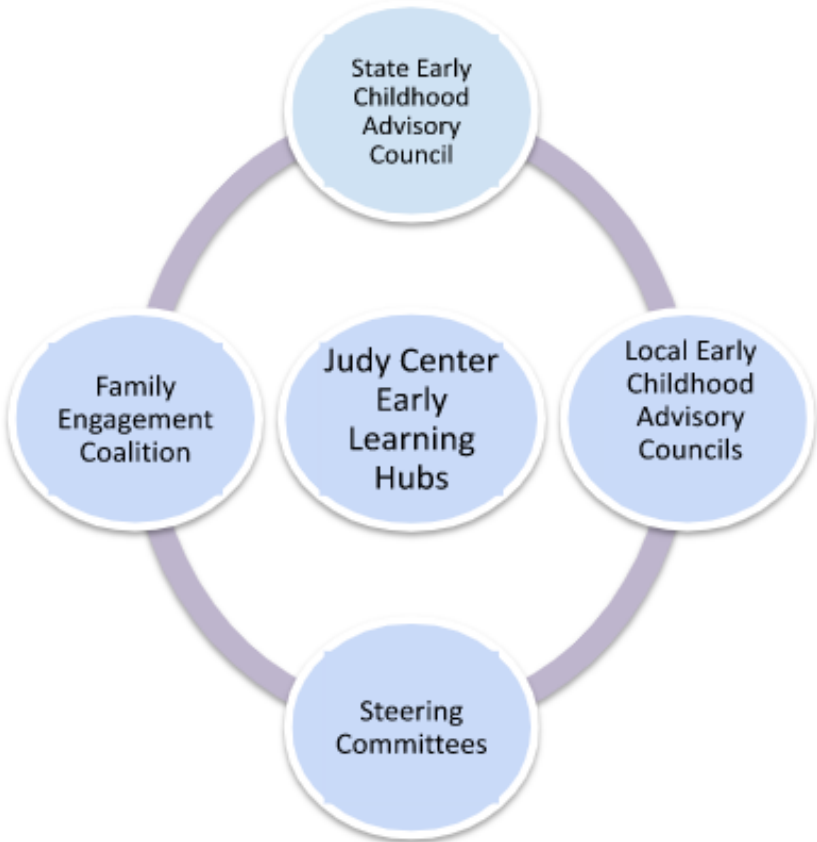
- All public prekindergarten programs in the school catchment area
- All kindergarten programs at the school
- Early Intervention and preschool special education programs in the school catchment area
- All Head Start/Early Head Start programs in the school catchment area
- A minimum of three accredited, licensed/registered childcare providers, including faith-based child care, family child care, and center-based child care programs - if there are at least three providers in the school catchment area or providers that serve catchment area children.
- A Family Support Center (FSC) - if there is an FSC in the school catchment area.

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

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

The number of participating partners varies across Judy Centers depending on population density and the number of agencies, organizations, and businesses available in the area. Partnerships may include thirty or more agencies and organizations. With no set limit for participation per organization, it is not unusual to see large numbers of participants representing different departments within an organization involved with Judy Centers. Partnership meetings, also known as Steering Committee Meetings, occur at least six times yearly to accomplish the work as quickly and effectively as possible. In some jurisdictions, Judy Centers work together to create joint partnerships. Each partner plays a crucial role in decision-making and goal-setting. Figure 1 below illustrates how the Judy Centers are an integral piece of Maryland's early childhood system and help to connect all significant early childhood stakeholders at the state and local levels.

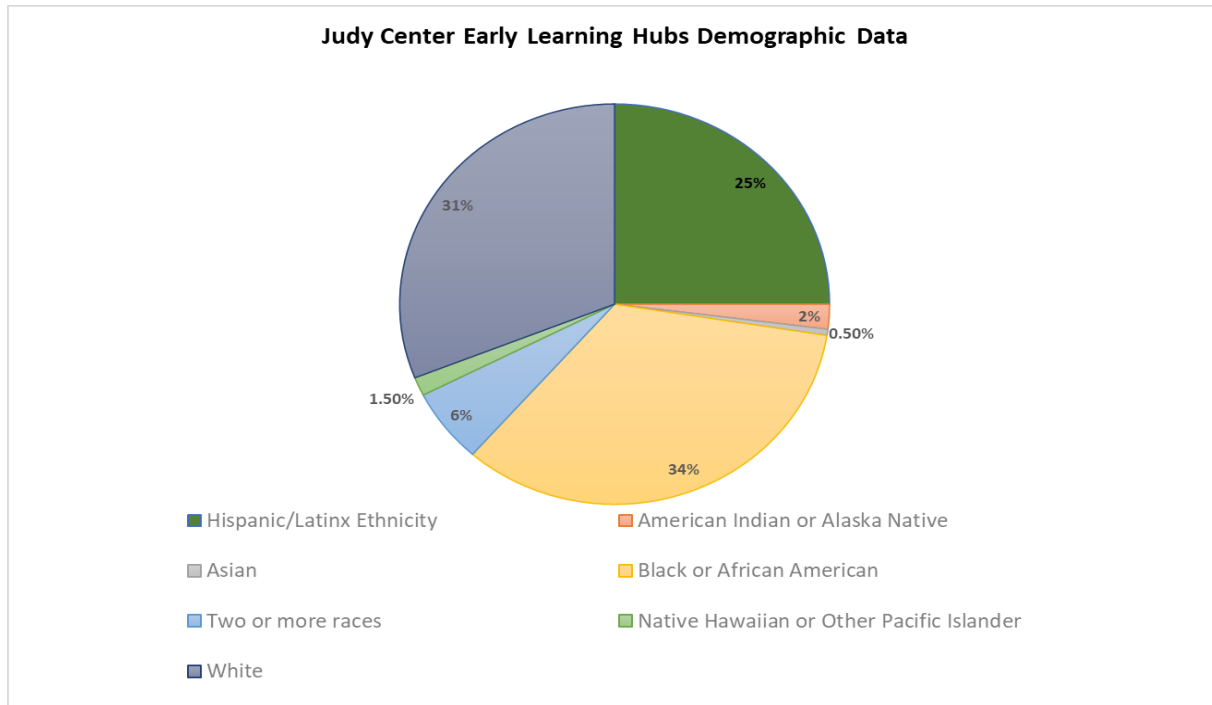
Figure 1: Judy Center Early Learning Hubs collaborate at all levels of community and government



POPULATION SERVED

In every jurisdiction across the state of Maryland, Judy Center Early Learning Hubs served 17,579 children from birth to age 5 (kindergarten) at 61 sites in 2021-2022. The chart below describes the demographic data of the families served by the Judy Center Early Learning Hubs.

Chart 3: Demographic data of the families and children served by Judy Center Early Learning Hubs



MEASURING SUCCESS

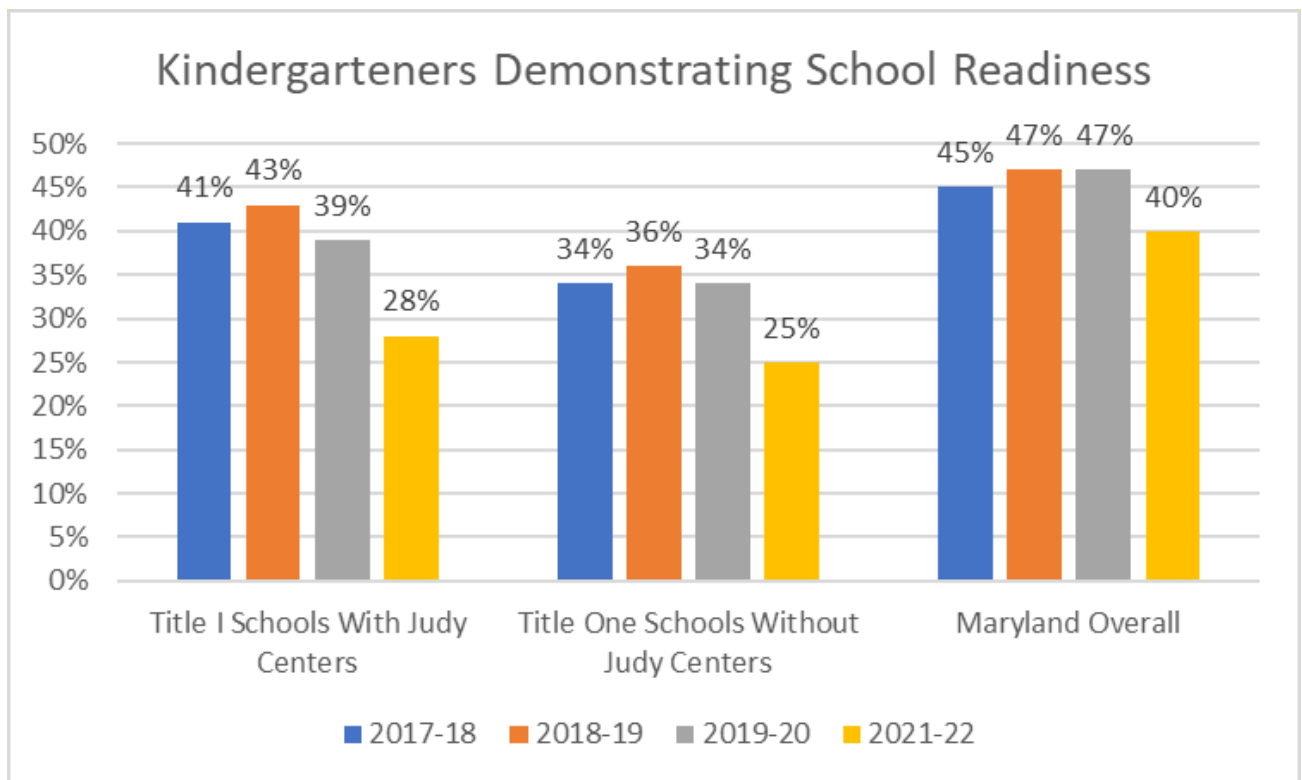
In Fall of 2014, Maryland introduced R4K, Maryland's Early Childhood Comprehensive Assessment System, to align with the state's more rigorous Maryland College and Career-Ready Standards (MCCRS). R4K is a developmentally appropriate assessment system for young children that builds upon the success of the Maryland Model for School Readiness (MMSR) which was the state-wide assessment tool in use from 2001 to 2013. Fall 2021 was the seventh year the readiness assessment component, referred to as the KRA, was administered. The KRA assesses readiness in Language and Literacy, Mathematics, Social foundations, and Physical Well-Being. Student's overall scores fall into the following categories: Demonstrating Readiness, Approaching Readiness, and Emerging Readiness. Due to the COVID pandemic in 2020, no jurisdiction administered the KRA. An overview of all Judy Centers' data is compiled yearly.

Fall 2014 KRA data demonstrated impressive results when comparing the school readiness results of entering kindergartners who had at least one year of Judy Center experience with their kindergarten peers who did not have Judy Center experience. Fall 2014 data showed that 41% of children with Judy Center experience prior to kindergarten demonstrated readiness on the KRA compared to 36% of the children who entered kindergarten at Judy Center schools without prior experience. Overall, in 2014, 47% of the state's kindergartners were demonstrating readiness as measured by the KRA. In Fall 2015, the percentage of children demonstrating readiness for kindergarten who had prior Judy Center experience slightly decreased, as did the percentage of Maryland's kindergartners at large, while the percentage of children demonstrating readiness who did not have Judy Center experience increased. Forty percent of both Judy Center groups were demonstrating readiness,

while 45% of the state's kindergartners were demonstrating readiness. The data illustrates that in the fall of 2016 and 2017, children with Judy Center experienced gains in demonstrating school readiness scores, increasing from 42% to 45%. Maryland kindergartners improved from 41% in 2016 to 45% in 2017. Children without Judy Center experience scored 33% in 2016 and 34% in 2017. Gains were shown again in the fall of 2018 when 49% of children with Judy Center experience were ready for kindergarten compared to only 34% of children without Judy Center experience. State-wide, 47% of children were ready for kindergarten in the fall of 2019. In the school year 2020-21, there is no KRA data due to the COVID pandemic.

All Maryland Public Schools were again required to administer the Kindergarten Readiness Assessment (KRA) at the start of the kindergarten school year in 2021. The assessment was administered by teachers in the classroom and consisted of observed and directly assessed items. In most jurisdictions, 100% of children were assessed. However, three counties in Maryland collected KRA data from a random sample of students. State-wide, 40% of children were ready for kindergarten in 2021. In Judy Center schools, children demonstrating decreased by 11 percentage points to (28%) from 2019 scores. Those children demonstrating kindergarten readiness in Title I schools without a Judy Center scored 3 percentage points lower than those with a Judy Center Early Learning Hub. The drop in scores is most likely attributed to the pandemic. Chart 4 shows kindergartners who demonstrated readiness in school years 2017-22, comparing kindergartners in Title I schools with a Judy Center, kindergartners in Title 1 schools without a Judy Center, and Maryland State kindergartners overall. Data is weighted due to administering KRA as sampling in some schools.

Chart 4: Kindergarten students demonstrating readiness in Title I schools with and without a Judy Center



JUDY CENTER IMPACT

Statistics are not the only way to measure outcomes. Family engagement, support, and relationships are at the heart of the Judy Center's mission. When programs and families work in partnership, the impact of the Judy Centers is immeasurable. Below are a few examples from select Judy Centers.

CARROLL COUNTY

In the fall of 2021, Carroll County Judy Center Early Learning Hubs began the school year by offering in-person programming throughout the three Judy Center sites. Staff worked effortlessly to rebuild the in-person programming after months of virtual offerings due to the pandemic. Families were welcomed into the school building for "Come Learn with Me" learning groups as part of Judy Center Early Learning Hub programming. Considerations were made, such as utilizing outdoor environments whenever possible and limiting group sizes when events were indoors.

The Judy Center Early Learning Hub also offered the Parents As Teachers (PAT) home visiting program. Carroll County's Judy Center Early Learning Hub PAT Educators began scheduling visits in families' homes regularly to provide services. Considerations were made based on families' requests, such as conducting visits outdoors or virtually during COVID-19 surges throughout the year. The PAT home visiting programming was critical to offer families connections and support to navigate challenging times.

Overall, families were eager to attend in-person events and socialize with other families. However, a result of the pandemic, families reported that they felt there was a lack of socialization and opportunities to focus on their child's development and school readiness. Some families were still reluctant to attend in person engagement/ events due to their personal feelings regarding health/ safety. Therefore, families were asked to follow the Carroll County COVID screening protocol for all programming. The implementation of this protocol led to successful programming and allowed the Judy Center Early Learning Hub to continue to operate in person.

CALVERT COUNTY

Increasing services and growing partnerships, the 2021-22 school year was a time of change and growth for the Calvert County Judy Center Early Learning Hubs. During FY22, they experienced a massive shift, with 75% of the staff as new hires. With new staff came fresh new ideas and increased support to families. Still dealing with the effects of the pandemic, the Calvert County Judy Centers continued to face school closures and a change in the service delivery model. The previous year, many families became accustomed to services like the delivery of learning activity packs to their doors. While many parents expressed a desire for in-person services, some were not comfortable meeting in person. Therefore, the Judy Center staff delivered services using in-person and no-contact methods.

Established partnerships changed, and new community partnerships formed. The Health Department Behavior Specialist developed the "Mindful Moms" group, seeing the need for emotional support for some of the parents. After the second 6-week session of the "Mindful Moms" group, there was an influx of parents signing up for playgroups; consequently, the third session of playgroups was added. The Judy Center also contracted weekly with a social worker to provide additional support to parents. Calvert County Family Network and the Local Management Board selected the Judy Center to receive training in Triple P Parenting- Positive Parenting Program increasing the capacity of the Calvert Judy Center to provide individualized parent training. In FY22, Calvert County Parks and Recreation collaborated with the Judy Center to begin a swimming program, TR Tot Swim. This initial collaboration has grown into more opportunities, such as the Little Scientist Club and Little Artist Club. Additionally, this partnership has created a children's reading area at the Southern Community Center. FY22 also provided opportunities for the Judy Centers to partner with local businesses like Garrett Music

Academy and Imaginarium, bringing in songs and music and for children to play musical instruments and learn all about rhythm.

Calvert County delivered 340 Activity Kits to their birth through kindergarten families. Learning Activity Kits were distributed monthly and contained two books, crafts, food items, and developmentally appropriate learning activities related to the books. The Judy Center families were excited to get their "blue bags" each month! An average of 118 children a month received an Activity Kit.

In July 2021, the Calvert County Judy Centers began supporting licensed in-home daycare providers by going into their space to provide playgroup support and learning activities. The developmentally appropriate learning activities correlated with the book shared with the children.

Continuing to grow since its inception in November 2020, the Calvert Elementary Maryland Diaper Bank served 92 families in FY22. With the assistance of Health Department referrals, the Judy Center staff doubled the number of children supported by the Calvert Diaper Bank.

ALLEGANY COUNTY

In June of 2022, the Allegany County Judy Centers successfully facilitated their First Annual Early Childhood Festival. The primary objectives included:

- Connecting families to community resources.
- Conducting early childhood-focused outreach.
- Providing hands-on activities to reinforce early learning and development.
- Promoting the presence of the early childhood community.

In collaboration with 38 professionals from 27 partnering organizations, the outdoor event hosted 598 children and families! The Lion's club provided 68 vision screenings, and Allegany County Public Schools Speech Pathologists screened 20 children.

Festival participants enjoyed activities such as a farmer's market, cooking demonstrations, field games, a puppet show, food vendors, science center demonstrations, face painting, bounce houses, early childhood music and entertainment performances, family photo booths, instrument making, and fire truck rides! Coordinated bus transportation resources were available for several isolated regions within the Judy Center's catchment areas, thus reducing barriers for families without transportation. The event resulted in overwhelmingly positive feedback from participants and partners. The quotes below are two of many highly encouraging remarks from the event surveys.

"It was an awesome event and wonderful partnerships and turnout:;) KUDOS to all who worked on the planning and implementation...the BUS IDEA made it a success getting families there!! Best Allegany County Community Event I have attended in the 10 years I have been a part of attending this type of community outreach event!! Can't say enough!"

-Judy Center Partner Survey

"My family is so grateful for the Judy Center and all that you do. The festival was so much fun for me and my kids and honestly made me feel proud to be from this area. Thank you so much for providing transportation and making everything completely free!!!! Please host the event again next year!!!!"

-Judy Center Participant Survey

CHALLENGES

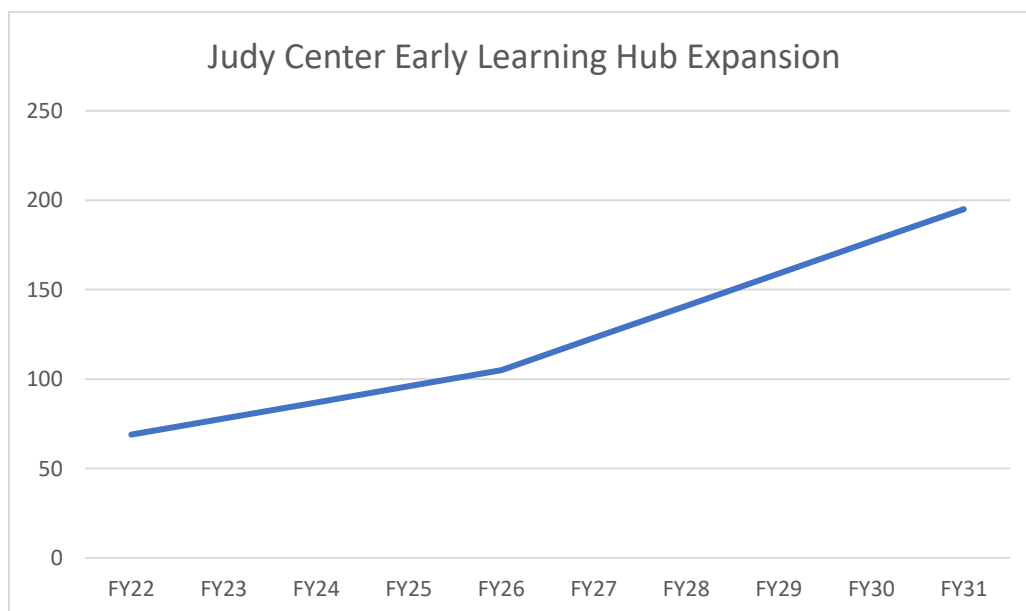
Due to the continued COVID-19 pandemic, FY22 was a challenging year for Judy Center Early Learning Hubs across Maryland. Some jurisdictions allowed Judy Centers to open their doors to our youngest children and their families, while some only opened to school-age children and staff. No matter what the instance, the work of the Judy Centers carried on. Judy Centers provided in-person programming such as playgroups, family learning activities, parenting classes, family support, and much more when permitted. Those sites that could not have families join them in the school continued to find ways to serve their families through virtual playgroups, learning activities and connecting with families online and over the phone.

Additionally, the second year of the pandemic exacerbated the challenges that Judy Centers were already facing. These challenges included early childhood mental health concerns, suspension and expulsion rates for young children, delays in social-emotional development, and early identification of children with special needs. In FY22, outreach efforts were more critical than ever in the early identification of vulnerable children and their families. By identifying these populations early, they can receive an intense level of support and services over a more extended period, thus, impacting both the child's development and overall readiness to enter school.

NEXT STEPS

In 2021 a landmark piece of legislation known as The Blueprint for Maryland's Future was passed and included comprehensive changes to Maryland's early childhood system and public schools. The Blueprint emphasizes equitable early education opportunities that prepare all children for school and overall success. Investment in high-quality early childhood education and learning experiences will mean more equitable opportunities for children across the state to succeed as they begin their school careers. A high level of training and technical assistance provided by MSDE is required to ensure that all sites operate with fidelity to the model and continue to deliver high-quality programming. As part of the Blueprint, starting in 2022, Judy Centers will grow by 9 per year for the next five years and 18 per year for the subsequent five years. In addition, starting in 2022, Judy Centers will be located in Title I and high-needs schools that score 0.6 or above, according to the Center for Disease Control's Social Vulnerability Index. The expansion of the Judy Centers and its services ensures that all children enter school ready to succeed. Chart 5 below shows the projected expansion for Judy Center Early Learning Hubs from FY 22 to FY31.

Chart 5: Growth of Judy Center Early Learning Hubs from fiscal year 2022-2031



Principle Two: Ready for Kindergarten System (R4K)

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

KINDERGARTEN READINESS ASSESSMENT (KRA)

All public-school kindergarten teachers administer the KRA at the start of the school year. KRA reports student information across four domains: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development. The KRA incorporates a combination of selected response items, performance-based items, and observational items. The KRA includes child-friendly technologies, such as a touch screen technology app, to make a sub-set of activities appealing to young children. Since 2014, state-approved trainers have provided yearly KRA professional development to all kindergarten teachers, school administrators, and data managers.

The KRA assessment information reporting format includes individual student reports for parents of assessed students in multiple languages. Interactive data reports and displays are available at the classroom, school, school system, and state levels. Kindergarten teachers can use the student-level KRA data to help plan instruction and address the needs of individual students. Programs, public schools, Judy Centers, school systems, and local Early Childhood Advisory Councils can also use the disaggregated data to plan programmatic or policy changes to address the data and promote positive outcomes for Maryland children.

Each year, annual reports summarizing the statewide results of the KRA are released. The KRA was not administered in 2021 since most students were in virtual learning situations, so there is no data for that school year. The annual results provide data on the level of readiness of incoming kindergartners to engage in the kindergarten curriculum. Since the assessment measures the essential skills, knowledge, and behaviors against the Maryland College and Career-Ready Standards for end-of-year prekindergarten 4-year-old students, the data provides a baseline in terms of outcomes for all kindergarten students and subgroups of kindergartners. The outcomes are reported as a composite and by the four domains. The composite score data is reported by performance levels: demonstrating readiness, approaching readiness, and emerging readiness. The domain score data is reported as scale scores. This assessment information should assist kindergarten teachers with their instructional program, determine the strengths and needs of all kindergarten students, and provide appropriate interventions and resources to close identified achievement gaps. The Blueprint for Maryland's Future requires that beginning in the fall of 2022, all kindergartners in public schools will be assessed with the KRA.

EARLY LEARNING ASSESSMENT (ELA)

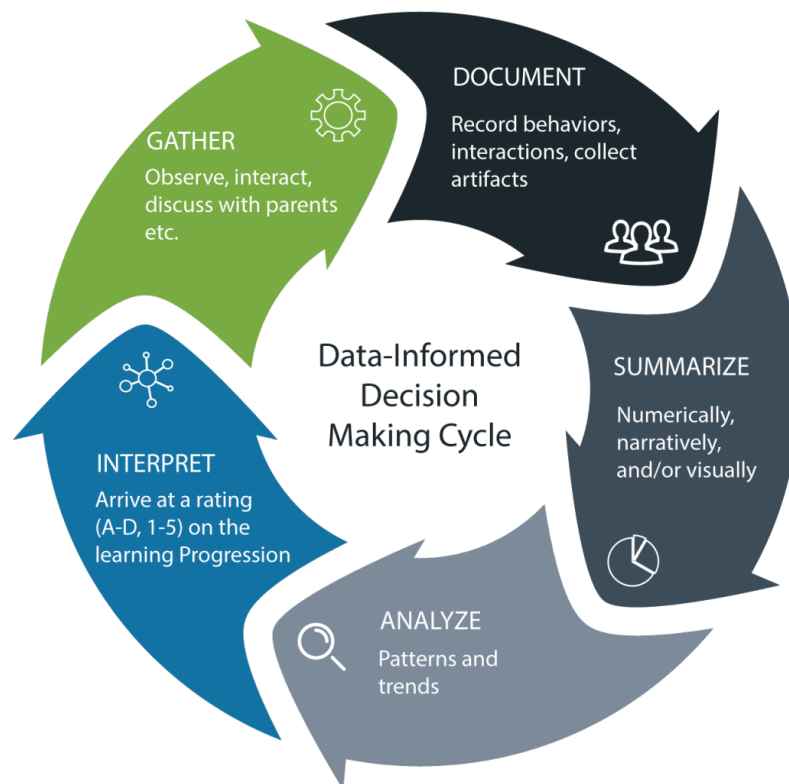
The ELA was developed for children aged thirty-six to seventy-two months (three to six years of age). It is available at no cost for early educators who work in all community-based settings and public-school prekindergarten and kindergarten classrooms. In contrast to the KRA, using the ELA is optional for schools and early childhood programs. MSDE engaged local 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 to administer the KRA items with fidelity and to use the data effectively. ELA training and professional development are required for all ELA users to help ensure that the assessment is used with fidelity.

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

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

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

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



Appendix A- FY2022 Judy Center Early Learning Hubs Budget

The following tables show expenditures in Fiscal Year 2022 to support the Judy Center Early Learning Hubs using funding from Judith P. Hoyer general funds and Blueprint for Maryland's Future Fund Early Childhood Expansion Program.

Vendor Name	School	Blueprint for Maryland's Future Fund	Judith P Hoyer General Funds	Total
Allegany	Beall/George's Creek	115,000.00	215,000.00	330,000.00
	South Penn	346,209.00	215,000.00	561,209.00
Anne Arundel	Georgetown East	115,000.00	215,000.00	330,000.00
	Belle Grove	115,000.00	215,000.00	330,000.00
Baltimore City	Arlington	330,000.00		330,000.00
	Arundel	330,000.00		330,000.00
	Commodore John Rodgers	330,000.00		330,000.00
	Curtis Bay	380,000.00		380,000.00
	Dorothy I. Height	330,000.00		330,000.00
	Eutaw-Marshburn	300,000.00		300,000.00
	Harford Heights	330,000.00		330,000.00
	Billie Holiday/James Mosher	330,000.00		330,000.00
	John Ruhrah	330,000.00		330,000.00
	Lakeland	330,000.00		330,000.00
	Liberty	330,000.00		330,000.00
	Moravia Park	355,000.00		355,000.00
Baltimore County	Campfield	115,000.00	215,000.00	330,000.00
	Hawthorne	149,000.00	215,000.00	364,000.00
Calvert	Patuxent Appeal Campus	115,000.00	215,000.00	330,000.00
	Calvert	330,000.00		330,000.00
Caroline	Greensboro	165,000.00	215,000.00	380,000.00
	Federalsburg	165,000.00	215,000.00	380,000.00
Carroll	Elmer Wolfe	115,000.00	215,000.00	330,000.00
	Moton	115,000.00	215,000.00	330,000.00
	Taneytown	115,000.00	215,000.00	330,000.00

Vendor Name	School	Blueprint for Maryland's Future Fund	Judith P Hoyer General Funds	Total
Cecil	Thomson Estates/Cecil Manor	115,000.00	215,000.00	330,000.00
	Perryville/Bainbridge	330,000.00		330,000.00
	North East/Bay View	330,000.00		330,000.00
Charles	Dr. Samuel A. Mudd	115,000.00	215,000.00	330,000.00
	Eva Turner	115,000.00	215,000.00	330,000.00
Dorchester	Sandy Hill	115,000.00	135,000.00	250,000.00
	Maple	121,149.00		121,149.00
Frederick	Butterfly Ridge	301,473.00		301,473.00
	Hillcrest	279,665.00		279,665.00
	Lincoln	328,537.00		328,537.00
	Waverley	69,626.00	256,949.00	326,575.00
Garrett	Friendsville Grantsville	180,000.00	215,000.00	395,000.00
	Crellin Yough Glades	180,000.00	215,000.00	395,000.00
	Broadford	330,000.00		330,000.00
Harford	Hall's Cross Roads	330,000.00		330,000.00
	Magnolia	115,000.00	141,000.00	256,000.00
Howard	Cradlerock	144,137.00	215,000.00	359,137.00
Kent	H.H. Garnet	115,000.00	215,000.00	330,000.00
Montgomery	Rolling Terrace	115,000.00	215,000.00	330,000.00
	Summit Hall Washington Grove	115,000.00	215,000.00	330,000.00
Prince George's	Cool Spring	165,000.00	215,000.00	380,000.00
	Hillcrest	380,000.00		380,000.00
	Carmondy Hills	380,000.00		380,000.00
Queen Anne's	Sudlersville	165,000.00	215,000.00	380,000.00
	Church Hill	330,000.00		330,000.00
Somerset	Princess Anne	139,851.00	215,000.00	354,851.00
	Woodson	115,000.00	215,000.00	330,000.00

Vendor Name	School	Blueprint for Maryland's Future Fund	Judith P Hoyer General Funds	Total
St. Mary's	George Washington Carver	115,000.00	215,000.00	330,000.00
	Green Holly	115,000.00	215,000.00	330,000.00
Talbot	Easton	115,000.00	215,000.00	330,000.00
	St. Michael's	330,000.00		330,000.00
Washington	Ruth Anne Monroe	115,000.00	215,000.00	330,000.00
	Bester	330,000.00		330,000.00
Wicomico	Beaver Run	115,000.00	215,000.00	330,000.00
	Pemberton	115,000.00	215,000.00	330,000.00
Worcester	Pocomoke Snow Hill	165,000.00	215,000.00	380,000.00
Grand Total		13,114,647.00	7,412,949.00	20,527,596.00

**Note: \$1,650,000 FY2021 Blueprint Funds were used to fund FY 2022 Judy Center grants.*

Appendix B- Acronym Key

The following acronyms appear throughout this report.

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- ECAC-** Early Childhood Advisory Council
 - ELA -** Early Learning Assessment
 - IEP -** Individualized Education Program
 - IFSP -** Individualized Family Service Plan
 - KRA -** Kindergarten Readiness Assessment
 - LEA -** Local Education Agency
 - MCCRS -** Maryland College and Career Ready Standards
 - MSDE -** Maryland State Department of Education
 - MOU -** Memoranda of Understanding
 - NECPA -** National Early Childhood Program Accreditation
 - PDG -** Preschool Development Grant