



**Maryland**  
**STATE DEPARTMENT OF EDUCATION**

**FY 26**

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

To successfully meet the goals of the Judy Center grant, the following requirements must be met for each component: Each site must maintain accurate data, agree to enter data into the MSDE Judy Center database and provide data and documentation to the MSDE evaluator when requested.

**1. Full Day/ Full Year**

- 1.1- Full Day/ Full Year
- 1.2- Staffing
- 1.3- Space
- 1.4- Families and Children Served
- 1.5- School Community

**2. Family Support**

- 2.1- Meals
- 2.2- Case Management
- 2.3- Goal Setting
- 2.4- Evidence-Based Home Visiting
- 2.5- Integration of Early Education Services
- 2.6- Child Care/ Early Head Start/ Head Start/ Patty Center Referrals
- 2.7- Health Related Services
- 2.8- Adult Education and Career Services
- 2.9- Strengthening Families
- 2.10- Parent Education
- 2.11- Parent/ Family Advisory
- 2.12- Transitions

**3. Family Engagement**

- 3.1- Family Engagement
- 3.2- Family/ Child Playgroups
- 3.3- Communication

**4. Early Identification and Outreach**

- 4.1- Outreach
- 4.2- Children with Disabilities and Early Intervention

**5. Partnerships**

- 5.1- Partnerships
- 5.2- Memorandum of Understanding (MOU)
- 5.3- Steering Committee
- 5.4- Surveys
- 5.5- Professional Learning

<b>Component 1</b> <b>Full Day/Full Year Services and Programming</b>	
1.1	<ul style="list-style-type: none"> <li>• The Judy Center offers programming and services throughout the entire year. A full year is defined as 12 months of consistent programming, including support provided during the summer.</li> <li>• At least one staff member from the Judy Center must be present on-site during the summer to assist families. Family support such as case management, service coordination and referrals must be provided year- round. Additionally, family and child playgroups must be available year-round.</li> <li>• Per the legislation, a full day is defined as no less than 7 hours a day and no more than 12.</li> <li>• All programs and services are fully inclusive for children ages birth through five in the catchment area, regardless of abilities.</li> </ul>

<b>Staffing</b> <b>Component 1.2</b>	
1.2	<ul style="list-style-type: none"> <li>• Each Judy Center Early Learning Hub site requires a 12-month dedicated site-based coordinator and a dedicated family service coordinator. <ul style="list-style-type: none"> <li>◦ MSDE does not mandate that Judy Center staff must be 12-month contracted employees. If the LEA has a plan in place for additional duty days beyond staff contracts, that meets the staffing requirement.</li> </ul> </li> <li>• Full-time must reflect the community's needs, which may include programming in the evenings or on weekends.</li> <li>• Staff should have the flexibility to provide programming that meets the community's needs by flexing their hours or are paid hourly compensation for non-typical school hours.</li> <li>• Additional staffing is up to the Local Education Agencies' (LEA) discretion and must be approved by MSDE; however, <b>additional staffing is not required</b>. <ul style="list-style-type: none"> <li>◦ Additional staffing positions may include a multi-site coordinator, playgroup facilitator, home visitor, outreach coordinator, etc.</li> <li>◦ If the LEA appoints a multi-site coordinator for the jurisdiction, they should oversee at least <b>three</b> Judy Center sites.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ The multi-site coordinator cannot also serve as the coordinator for a site.</li> <li>▪ Each site is required to have a dedicated coordinator whose job duties are 100% dedicated to that site.</li> <li>○ Judy Center funding may not be used to support LEA classroom teachers' and assistant teachers' salaries (except for summer programming) and benefits or Pre-K and Kindergarten support staff. <ul style="list-style-type: none"> <li>▪ This includes classroom aides, assistants, tutors, student support, classroom interventionists, etc.</li> </ul> </li> <li>• If additional staff are hired, the percentage of their time serving families and children at the site must meet the allocated funding for their salaries. No Judy Center funding may be used to fund positions not supporting the intended population and the Judy Center grant.</li> <li>• Judy Center staff must carry out the comprehensive requirements of the Judy Center grant and should not be assigned duties not associated with the grant. Judy Center staff should not: <ul style="list-style-type: none"> <li>○ cover or substitute in classrooms.</li> <li>○ cover lunch duty or bus duty.</li> <li>○ provide behavior support for school-age children.</li> <li>○ be used for translation/ interpretation for families not enrolled in the Judy Center.</li> <li>○ cover classrooms for a teacher giving assessments.</li> <li>○ lead Pre-Kindergarten Accreditation.</li> <li>○ administer assessments for Pre-K or Kindergarten such as The Kindergarten Readiness Assessment (KRA).</li> <li>○ be responsible for Pre-K and K enrollment (<i>Judy Center staff can help identify and recruit for Pre-K and K</i>).</li> </ul> </li> </ul>
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<b>Space</b> <b>Component 1.3</b>	
1.3	<ul style="list-style-type: none"> <li>The school must have dedicated space to house a Judy Center Coordinator and Family Service Coordinator. This space may be within the classroom/meeting space.</li> <li>The school must have a dedicated classroom/meeting space for the Judy Center with usable open floor space comfortable for crawling infants through active preschoolers and the adults that attend with them.</li> <li>The classroom/ meeting space must have room for learning centers that align with learning domains. It should not be a communal space within the building.</li> <li>Larger communal spaces (gym, cafeteria, media center) should be provided for family engagement activities within the building.</li> <li>There should be storage space for the Judy Center program materials and supplies onsite. This space can be inside the building, or a storage shed may be purchased if the cost is reasonable. Offsite storage facilities are not allowable.</li> </ul>

<b>Families and Children Served</b> <b>Component 1.4</b>	
1.4	<ul style="list-style-type: none"> <li>Grant funds must be used to serve children ages birth through five years of age and their families within a catchment area. <ul style="list-style-type: none"> <li>Catchment refers to the boundaries of the school where the Judy Center is located or the school enrollment zone. The children that live within these boundaries will attend Pre-K and/ or Kindergarten where the Judy Center is located.</li> </ul> </li> <li>Judy Center Early Learning Hub staff can offer supplementary support for pre-k and kindergarten; however, most of the effort should be focused on identifying and engaging children and families in the catchment who are <b>not involved in formal programming</b>.</li> <li>The Judy Center Early Learning Hub can offer Pre-K and Kindergarten supplementary support in the following ways: <ul style="list-style-type: none"> <li>Backpacks and needed school supplies for individual children.</li> <li>Family Learning Kits with evidence-based learning materials focused on:</li> </ul> </li> </ul>

- Literacy
- Math
- Science
- Social-Emotional

*\*There should be a follow-up survey to determine how families use the learning kits.*

- Family literacy programs such as Raising a Reader, Read and Rise or Even Start Family Literacy Program.
- A monthly book for students.
- Monthly classroom stipend for the classroom teachers, such as \$25 per class, to purchase from Scholastic.
- Invite Pre-K and K parents and children to family engagement and parent training.
- Scholastic News subscription for the classroom.
- Facilitate partnership activities with partner community agencies such as the University of Maryland Extension Office.
- Sleep Time Routine Kits
- Dental Routine Kits
- Pre-K and Kindergarten on-site and off-site field trips.

*\*There should be a follow-up survey to determine how families use the kits.*

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*This includes admission fees, bus contracts, and contracts for vendors coming to the school. Note: No more than \$2,000 per grant year should be allotted for on-site and off-site field trips and the associated costs.*

**\*MSDE must approve additional support.**

- Children with Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) are supported and participate in activities with their typically developing peers. Each Judy Center site may serve children with an IEP or IFSP outside of its catchment area, depending on its site capacity and on a first-come, first-served basis.
  - The Judy Center cannot supplant existing services provided by Infants and Toddlers programs.
- The Judy Center should have a plan for all children on a waiting list or process for when they reach capacity.
- Judy Centers may serve housing-insecure families not currently residing within the school's catchment area. The McKinney-Vento Homeless Assistance Act defines homeless/ housing insecure families.
 

<https://nche.ed.gov/mckinney-vento-definition/>

  - The Office of Head Start Early Learning and Knowledge Center offers **Caring Conversations about McKinney Vento eligibility.**

<b>School Community</b> <b>Component 1.5</b>	
1.5	<ul style="list-style-type: none"> <li>• Administrators and Judy Center staff meet at least once a month to develop a shared understanding of the center's support and services, its role in the school community, and upcoming programming.</li> <li>• Judy Center staff shares plans for Judy Center activities and events in advance with the administration and obtains proper approval.</li> <li>• School administrators participate in Judy Center programming, learning opportunities, and family engagement.</li> <li>• Administrators ensure that Judy Center staff collaborates with Title I and Community School Staff. <ul style="list-style-type: none"> <li>◦ There is a coordination plan in place for Title I, Community Schools, and the Judy Center.</li> </ul> </li> <li>• Judy Center staff should be included in Early Childhood Professional learning provided by the Local Education Agency.</li> <li>• Judy Center staff share information, communicate, and collaborate with school staff throughout the year.</li> </ul>

<b>Component 2</b> <b>Family Support</b>	
<b>Meals</b> <b>Component 2.1</b>	
2.1	<ul style="list-style-type: none"> <li>• Healthy meals or snacks are provided during summer programming sponsored by the Judy Center.</li> <li>• Meals are provided to children and families on weekends as needed (weekend backpack programs, hot meal services, food pantries).</li> <li>• The Judy Center staff has access to a food pantry and/or has an on-site food pantry and/or food bank distribution to meet the needs of families.</li> <li>• Healthy meals or snacks are provided during family programming and engagement opportunities that the Judy Center sponsors.</li> <li>• Healthy snacks may be provided during family/child playgroup or to go if the staff feels it is warranted.</li> </ul>

## Case Management

### Component 2.2

2.2

- Case management is a family-centered process that occurs **internally** at the Judy Center.
  - Case Management must take a strengths-based, family-driven approach, focusing on families and children's strengths, needs, goals, and progress.
- Judy Center staff takes part in the case management process.
- The case management team comprises the coordinator, family service coordinator, and any additional Judy Center staff.
- Case management is a confidential process that includes receiving referrals from and providing referrals to community agencies and partners, intakes with families, family surveys, developmental screenings, follow-up, and active case review.
  - Partners are not included in the case management meeting. Judy Center staff service coordinate with partners and shares feedback at case management meetings.
- Formal Judy Center **Case Management** meetings must occur **internally with Judy Center Staff** at least once a month.
- During the case management meeting, the Judy Center team will collaborate to:
  - Review current families receiving case management
  - Address Strengths
  - Identify barriers the family might be facing
  - Benchmark current goals
  - Share information from service coordination with cooperating agencies
  - Work collaboratively to identify resources and problem-solve to support the family
- Families involved in case management must be moderate to high intensity, according to the Judy Center **Continuum of Family Support**, and must have family-driven goals in place.
- All case management documents should be kept confidential, and parental consent must be given to share information with partners or other agencies.



	<ul style="list-style-type: none"> <li>• The Judy Center staff utilizes case notes and tracks services.</li> <li>• Case management may include digital or hard-copy files.</li> <li>• There is a process for closing cases and ending services.</li> <li>• Intake and consent forms, information release forms, and referral forms are utilized.</li> <li>• Information about children is shared between partners and Judy Centers with parent consent at case management meetings and during ongoing service coordination.</li> <li>• Electronic referrals are acceptable in place of paper forms.</li> <li>• There are MOUs between agencies providing services and case management.</li> <li>• Partners work together to avoid duplication of services.</li> <li>• <b>Service coordination</b> is an integral part of the case management process and is an <b>external process</b> with partners. <ul style="list-style-type: none"> <li>○ Service coordination must be collaborative and ongoing <b>with partners</b>.</li> <li>○ These meetings may be in person, online, via email, or by phone. These discussions should take a strengths-based approach focusing on the needs, goals, and progress of families and children.</li> <li>○ Service coordination must be documented as part of the case management process.</li> </ul> </li> <li>• Agreements/ waivers must be shared between the Judy Center and coordinating agencies to discuss families.</li> <li>• Families sign waivers to share pertinent information regarding case management with partners who are working with them.</li> <li>• Judy Center staff should not discuss families with partners who do not work directly with the family.</li> </ul>
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## Goal Setting

### Component 2.3

2.3	<ul style="list-style-type: none"> <li>• Judy Center staff must take a strength-based, family-driven approach when setting goals with families.</li> <li>• Judy Center staff assists families in choosing a strength-based, family-driven focus area to help them identify an achievable goal. <ul style="list-style-type: none"> <li>○ Support the family in addressing the following questions: <ul style="list-style-type: none"> <li>▪ <i>Who, what, where, when, or why are you setting this goal?</i></li> <li>▪ <i>How will you measure success? For example, how often do you want to do a certain task to consider your goal complete?</i></li> <li>▪ <i>Is your goal achievable? Is the goal something you can see yourselves reaching?</i></li> <li>▪ <i>Does your goal match your family's needs and values? Is it something you'll benefit from?</i></li> <li>▪ <i>How long will it take you to achieve your goal?</i></li> </ul> </li> </ul> </li> <li>• The Head Start Early Childhood Learning &amp; Knowledge Center recommends the following related to Strength-Based Attitudes for Building Positive, Goal-Oriented Relationships: <ul style="list-style-type: none"> <li>○ Families are the first and most important teachers of their children.</li> <li>○ Families are our partners with a critical role in their family's development.</li> <li>○ Families have expertise about their child and their family.</li> <li>○ Families' contributions are important and valuable.</li> </ul> </li> <li>• For more information on building effective partnerships with families and sample interactions, visit the Head Start/ ECLKC website here:  <a href="https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/strength-based-attitudes">https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/strength-based-attitudes</a> </li> <li>• The Aspen Institute and First 10 offer resources and information related to the two-generation approach of working with families.  <a href="https://ascend.aspeninstitute.org/2gen-approach/">https://ascend.aspeninstitute.org/2gen-approach/</a>  <a href="https://first10.org/resources/">https://first10.org/resources/</a> </li> </ul>
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## Evidence-Based Home Visiting

### Component 2.4

2.4

- Evidence-based home visiting **may be** incorporated into Judy Center programming and the case management process, as defined by the family's goals and the staff's capacity to conduct home visits.
- An evidence-based home visiting curriculum must be used, and staff must be trained in the curriculum. Visits to the home that do not use the curriculum are considered outreach.
- If the Judy Center staff conducts home visits, they should obtain approval for an evidence-based home visiting curriculum from their LEA and/or supervisor.
- Multiple home visits should occur with a family. The home visitor should visit families at least once a month, depending on the needs of the family and their goals.
- Evidence-based home visiting promotes positive parent-child interaction, healthy childhood growth and development, and enhances family functioning.
- Evidence-based home visiting is a face-to-face interaction between the family and the Judy Center staff at the family's preferred meeting place.
- The location of evidence-based home visits should be based on the family's comfort level and circumstances. These locations may include parks, recreation centers, libraries, and other community centers.
- Evidence-based home visiting must be included in the Judy Center database and case management files.
- A list of some examples of evidence/research-based home visiting programs can be found at: <https://homvee.acf.hhs.gov/HRSA-Models-Eligible-MIECHV-Grantees>
- Judy Center staff must screen home visiting children (with the family's support) using the Ages & Stages Questionnaires®, Third Edition (ASQ®-3).
  - The Ages & Stages Questionnaire®, Third Edition (ASQ®-3) is a developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years.
  - Judy Centers must use grant funding to ensure that staff are trained in administering the ASQ®-3 and have the proper materials.
  - Children should be rescreened according to the ASQ-3 guidelines.
- If the Judy Center does not provide home visiting services, appropriate referrals are made to community agencies that offer evidence-based home visiting.

## Integration of Early Education Services

### Component 2.5

2.5

- Supplementary off-site activities are provided at the discretion of Local Education Agency to enhance the curriculum for children ages birth through five and their families (such as field trips to local theaters, fire departments, farm visits, libraries, etc.). This includes admission fees, bus contracts, and contracts for vendors . *Note: No more than \$2,000 per grant year should be allotted for on-site and off-site field trips and the associated costs for Pre-K/Kindergarten.*
- Supplementary onsite activities are provided at the discretion of Local Education Agency to enhance the curriculum for children ages birth through five and their families (such as in-school field trips/assemblies, cooking classes, music classes, gross motor activities, MD Extension programs, etc.) This includes admission fees, bus contracts, and contracts for vendors coming to the school. *Note: No more than \$2,000 per grant year should be allotted for on-site and off-site field trips and the associated costs for Pre-K/Kindergarten.*
- Off-site and onsite activities must be intentionally planned using research/evidence-based practices aligned with the Maryland Early Learning Standards or the College and Career Readiness Standards.  
*\*Educational/ developmental standards are the learning goals for what children should know and be able to do at each level. Education/developmental standards are not a curriculum.*
- Resources are offered to licensed early care and education providers, community partners, community service providers, and families to address the domains and what/why/how children need to be ready for school and child development.
- Judy Center staff collaborate regularly with other Judy Center sites in their jurisdiction for programming and planning purposes.
- Regularly scheduled individual or joint meetings are held with teachers and program staff across all programs, including Early Head Start/ Head Start, child care centers and family care providers, and prekindergarten throughout the year.
- Judy Center staff collaborates with Title 1 staff and community school coordinators. A coordination plan is in place.
- Judy Center staff meet with Kindergarten and Pre-kindergarten staff throughout the year to communicate and collaborate on children's ongoing transition and support. Topics of discussion can include, but are not limited to, KRA scores, social-emotional skills, and backward mapping to address prerequisite kindergarten skills for children birth to 4 that the Judy Center can support for families and children not yet enrolled in formal programming.
- The Judy Center assists school Pre-K and Kindergarten staff with articulation meetings across all programs including partner child care programs, family providers and Early Head Start and Head Start.
  - The school Kindergarten and Pre-K staff should conduct articulation meetings. The Judy Center is not responsible for facilitation of meetings. .

<b>Child Care/ Early Head Start/ Head Start/ Patty Center (Family Support Center)</b> <b>Referrals</b> <b>Component 2.6</b>	
2.6	<ul style="list-style-type: none"> <li>• When a family is identified, they are surveyed about childcare needs. After surveys are collected, follow-up communication is provided to assist with meeting childcare needs.</li> <li>• Families are referred to child care partner programs or referred to LOCATE through Maryland Family Network <a href="https://www.marylandfamilynetwork.org/for-parents/locate-child-care">https://www.marylandfamilynetwork.org/for-parents/locate-child-care</a> when childcare assistance is requested and according to LEA guidelines.</li> <li>• The Judy Center can assist families in completing the Maryland Child Care Scholarship application. Information can be found at <a href="http://money4childcare.com">money4childcare.com</a></li> <li>• The Judy Center assists in connecting families to child care services for children who need before and after school care and during school closings.</li> <li>• The Judy Center staff assists in referring families to the Patty Center (Family Support Center) for educational, family support, and health-related services as needed.</li> <li>• The Judy Center assists in referring families to Early Head Start and Head Start Programs.</li> </ul>

<b>Health-Related Services</b> <b>Component 2.7</b>	
2.7	<ul style="list-style-type: none"> <li>When applicable, Maryland Children's Health Program (MCHP) information is provided to families.</li> <li>Parents are surveyed regarding health needs. The survey could include: <ul style="list-style-type: none"> <li>annual well check-up visits</li> <li>dental check-up visits</li> <li>pregnancy prevention</li> <li>prenatal care</li> <li>postpartum support</li> <li>health insurance</li> </ul> </li> <li>Community providers and the Child Care Resource Center (if applicable) provide mental health and behavior services. The Judy Center can contract mental health services.</li> <li>The Judy Center should facilitate connecting families to existing services in the community.</li> <li>If mental health programs for school-age children are already in place through the Local Education Agency, those should be utilized first. Not utilizing the services already in place is supplanting.</li> <li>Community health agencies and organizations participate on the steering committee and contribute to delivering health services to Judy Center children and families.</li> </ul>

<b>Adult Education and Career Services</b> <b>Component 2.8</b>	
2.8	<ul style="list-style-type: none"> <li>There are MOUs and partnerships with adult education agencies, including but not limited to local colleges and universities for a continuum of higher education opportunities for parents, language courses, transition programs for those entering college after a long absence from schooling, career planning, workforce development, coursework, and enrollment in trade programs that lead to certification, job placement, or a degree.</li> <li>Parents have been surveyed about educational needs. For those who responded with an identified need and requested assistance, a follow-up is conducted with the family.</li> <li>The Judy Center markets Adult Education programs in the community.</li> <li>Adult Education programs and the Judy Center share information regarding parents enrolled in adult education when appropriate. Agreements/ waivers must be shared between the Judy Center and coordinating agencies to discuss families.</li> <li>Career planning, job opportunities, and/or job training are provided through the partnership. Partnerships for career planning may include, but are not limited to, Career Centers, One-Stop Shops, Workforce Development, colleges, and universities.</li> </ul>

<b>Strengthening Families</b> <b>Component 2.9</b>	
2.9	<ul style="list-style-type: none"> <li>• Judy Centers focus on a child's first and most important teacher- their families.</li> <li>• Resources are sent home to help parents understand their role as their child's first teacher.</li> <li>• Judy Centers use a strengths-based, multi-generational approach centered on children and their families.</li> <li>• Families attend all Judy Center programming with their children, and parent education is embedded.</li> </ul>

<b>Parent Education</b> <b>Component 2.10</b>	
2.10	<ul style="list-style-type: none"> <li>• Parent education must be embedded in all Judy Center programming to address the domains and what/why/how children need to be ready for school and child development.</li> <li>• Judy Center staff or community partners offer parent education training/workshops based on evidence-based best practices. <ul style="list-style-type: none"> <li>○ A planning tool must be used to plan parent training and workshops.</li> <li>○ Parent education/ training may address: <ul style="list-style-type: none"> <li>• behavior and/or other health topics</li> <li>• social-emotional development</li> <li>• parenting</li> <li>• child development</li> <li>• school readiness</li> <li>• career/education connections</li> </ul> </li> </ul> </li> </ul>

<b>Parent/ Family Advisory Committee</b> <b>Component 2.11</b>	
2.11	<ul style="list-style-type: none"> <li>• A Parent/ Family Advisory Committee (FAC) comprises volunteer parents who represent the interests of the community (catchment area), the Judy Center Early Learning Hub, and the school at large. They provide a valuable bridge between the Judy Center, the school, and the families it serves. An active FAC can be a highly effective method of supporting meaningful parent engagement, developing parent leadership skills, and supporting the program's success.</li> <li>• Responsibilities of the Parent/ Family Advisory Committee: <ul style="list-style-type: none"> <li>○ Provide input and feedback on Judy Center programming.</li> <li>○ Provide input and feedback related to Judy Center Grant performance measures.</li> <li>○ Provide input and feedback related to Judy Center Outreach.</li> <li>○ Advocate for the families who are a part of the Judy Center.</li> <li>○ Promote a positive culture at the Judy Center, the school, and the community that fosters support, learning, and respect.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• The (FAC) may be in conjunction with Title I or Community Schools but must address the Judy Center and its programming at each site.</li> <li>• The FAC is site-specific. FAC meetings may not be held jurisdictionally.</li> <li>• Meetings may be in person, virtually, or hybrid. The format should be determined by surveying participants.</li> <li>• The feedback from the Parent/ Family Advisory groups should be shared at Judy Center Steering Committee Meetings.</li> <li>• FAC meetings must be held <b>three times per year</b> (Fall, Winter, and Spring).</li> <li>• Agendas, attendance tracking, and meeting minutes must be completed for all meetings and submitted to MSDE.</li> </ul>
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<b>Transitions</b> <b>Component 2.12</b>	
2.12	<ul style="list-style-type: none"> <li>• Transition strategies and activities are offered as needed for children in the catchment area birth through 5 years old and their families.</li> <li>• Transition/articulation meetings should occur with the Judy Center Early Learning Hub Staff and Pre-K/Kindergarten staff to address children served by the Judy Center who are transitioning into a formal school setting where the Judy Center is located. <ul style="list-style-type: none"> <li>◦ The goal is a smooth transition that minimizes any emotional concerns for the child and family, and maximizes all that is known about the child's prior progress so that there are no interruptions in learning.</li> </ul> </li> <li>• Transition strategies and activities are planned with community agencies and groups that serve families with children birth through age five in the catchment area.</li> <li>• Transition strategies and activities can be offered to Early Head Start, Head Start, child care, family childcare, home visiting programs, Patty Centers (Family Support Centers) as well as children entering formal programs for the first time.</li> <li>• Transition into formal school settings is an ongoing process based on community needs. The National Center on Early Childhood Development, Teaching, and Learning suggests: <ul style="list-style-type: none"> <li>◦ Approach transition collaboratively and include the diverse perspectives of learners and their families.</li> <li>◦ Involve all key stakeholders in the process, including families, educators, leaders, members of children's cultural and linguistic communities, and individuals representing children with disabilities.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Align children's experiences across systems in early learning settings and kindergarten classrooms.</li> </ul> <p>Source: <a href="https://www.ccf.ny.gov/files/6415/8352/5978/8-transition_brief.professional_learningf">https://www.ccf.ny.gov/files/6415/8352/5978/8-transition_brief.professional_learningf</a></p> <ul style="list-style-type: none"> <li>• Transition activities must occur throughout the year, not only in the Spring, to support entering formal school settings.</li> <li>• Transition activities include all ages served, not just 4-year-olds.</li> <li>• Activities include but are not limited to, participating in school activities, touring the school, cafeteria, and bus, utilizing social stories to assist children and families with an easier transition to entering school as it is a familiar place to them, family engagement opportunities, and providing parent sessions related to the domains of learning.</li> <li>• More information related to successful kindergarten transitions can be found in the Alabama to Kindergarten Transition Toolkit, Head Start Early Childhood Knowledge Center, Maryland EXCELS toolkit and NAEYC, linked below: <ul style="list-style-type: none"> <li>○ <a href="https://children.alabama.gov/wp-content/uploads/2022/01/Alabama-Transition-to-Kindergarten-Toolkit-2021.professional_learningf">https://children.alabama.gov/wp-content/uploads/2022/01/Alabama-Transition-to-Kindergarten-Toolkit-2021.professional_learningf</a></li> <li>○ <a href="https://www.naeyc.org/resources/pubs/tyc/feb2014/transitions-kindergarten">https://www.naeyc.org/resources/pubs/tyc/feb2014/transitions-kindergarten</a></li> <li>○ <a href="https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten">https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten</a></li> <li>○ <a href="https://marylandexcelstoolkit.org/tips/promoting-successful-transitions-to-kindergarten/">https://marylandexcelstoolkit.org/tips/promoting-successful-transitions-to-kindergarten/</a></li> </ul> </li> </ul>
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### Component 3

#### Family Engagement

##### Component 3.1

3.1

- Family engagement includes activities/ events and family learning opportunities planned using evidence-based practice to support school readiness, child development, and family support.
- Effective family engagement supports young children's and their family's healthy social, emotional, cognitive, and physical development.
- Families are regularly surveyed to determine needs and interests for family engagement; the Judy Center uses the results of these ongoing surveys to plan and adjust family programming.
- The Judy Center responds to their program data by planning events and activities for children birth through 5 years of age that will support children's learning across all domains and increase parenting skills for their families.
- In addition to onsite playgroups, a minimum of 12 family engagement opportunities should be offered each year. These 12 opportunities should include family activities/ events, family learning opportunities, and parent education and training planned using evidence-based practice to support school readiness.
- At least one school-wide family engagement activity must be jointly planned with Title I/ Community School staff each year.
- Judy Center staff are required to use the MSDE Family Engagement planning tool to plan family engagement. **The Early Childhood Engagement Framework: Maryland's Vision for Engaging Families with Young Children** should be used as a resource for planning. Additionally, the Maryland Early Learning Standards and College and Career Readiness Standards should be used for planning; additional evidence-based practice resources may be used with the Early Learning Standards. See the list below:
  - The Domains of Development and Learning
  - Healthy Beginnings
  - College and Career Readiness Standards
  - CDC Developmental Milestones
- Family events must be held on varying days and times (daytime and evening) to accommodate all families. Survey results and feedback from the Parent/ Family Advisory Committee (FAC) are used to determine days and times.
- Family engagement opportunities are open to families who live in the catchment area.
- Family engagement surveys must be conducted following all events and activities, and the results are used to plan and adjust programming as appropriate.
  - The following questions must be included in post-family engagement surveys:

	<ul style="list-style-type: none"> <li>• <i>The Judy Center Early Learning Hub has increased my understanding of <b>child development</b> through this family engagement.</i> <i>Choices: Strongly agree, agree, neutral, disagree, strongly disagree</i></li> <li>• <i>The Judy Center Early Learning Hub has increased my understanding of <b>school readiness</b> through this family engagement. .</i> <i>Choices: Strongly agree, agree, neutral, disagree, strongly disagree</i></li> </ul> <ul style="list-style-type: none"> <li>• Books and hands-on materials that promote parent-child interaction should be sent home and included in all family engagement activities, focusing on various learning domains.</li> <li>• School administrators attend Judy Center family engagement opportunities.</li> <li>• Interpretation services must be provided to families for events and programming to offer programming to families in their home language.</li> <li>• Sign-ins must be used to track attendance.</li> </ul>
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<b>Family and Child Playgroups</b> <b>Component 3.2</b>	
3.2	<ul style="list-style-type: none"> <li>• Family/ Child playgroups provide an opportunity for families to learn about the importance of child-centered, purposeful play and how to model it with their children. During the group session, families observe the Judy Center staff model how to support learning, creativity, development, and transitions through purposeful play. Families can then support their children through guided practice during the group.</li> <li>• Judy Center staff facilitating playgroups allows them to build robust, strength-based relationships with families and children through their interactions. When Judy Center staff plan and facilitate playgroups, they ensure they meet the unique needs of the families and children they serve, thus helping to meet families where they dream.</li> <li>• Judy Centers must offer multiple (at least 2) regularly scheduled weekly playgroups onsite at their Judy Center location to children from birth through age five (not enrolled in Pre-K or Kindergarten) on varying days and times. Families are surveyed to determine which days/ times work best and Judy Center staff plans accordingly.</li> <li>• Families are offered the opportunity for their child to attend one playgroup per week. Playgroups should not be provided as a series (e.g., an 8-week series for babies).</li> <li>• Playgroups must start no later than the third week of September and be provided consistently until August 15<sup>th</sup> of the grant year.</li> <li>• The learning environment should support children from birth through age 5.</li> </ul>

	<ul style="list-style-type: none"> <li>Playgroups should be play based and all activities should incorporate purposeful play. Play-based learning enables young children to create, adapt, explore, experiment, learn, communicate, socialize, and problem-solve both individually and collaboratively in a familiar environment. Purposeful play is any activity that helps a child practice and develop specific skills or knowledge. The play should engage both the child and the family. Resources: <ul style="list-style-type: none"> <li><a href="https://www.naesp.org/resource/promoting-purposeful-play/">https://www.naesp.org/resource/promoting-purposeful-play/</a></li> <li><a href="https://playlearnthrive.com/purposeful-play-how-to-encourage-children-to-play-purposefully/">https://playlearnthrive.com/purposeful-play-how-to-encourage-children-to-play-purposefully/</a></li> <li><a href="https://www.heinemann.com/products/e07788.aspx">https://www.heinemann.com/products/e07788.aspx</a></li> <li><a href="https://www.edweek.org/sponsor/hand2mind/the-power-of-purposeful-play">https://www.edweek.org/sponsor/hand2mind/the-power-of-purposeful-play</a></li> </ul> </li> <li>Weekly playgroups must be offered on-site consistently throughout the year. This includes summer. <ul style="list-style-type: none"> <li>Playgroups are intended for families and children living within the catchment area.</li> <li>Child care partners, family provider partners, and Early Head Start/ Head Start partners should not attend playgroups with the children they serve. Additionally, the Judy Center should not hold playgroups for child care partners, family provider partners, and Early Head Start/ Head Start partners onsite or off site.</li> <li>Children attending partner programs that live in the catchment area are invited to Judy Center programming with their families.</li> </ul> </li> <li></li> <li>Judy Center staff must plan and facilitate the playgroup opportunities. The playgroup facilitators may be the coordinator, family service coordinator, or LEA playgroup facilitator staff hired using Judy Center funds. Contractors and vendors may not be used to facilitate playgroups.</li> <li>Judy Center staff must use a planning tool to plan Family/ Child playgroups. The lesson plan must have all the required components: <ul style="list-style-type: none"> <li>Anticipatory Set</li> <li>Transitions (minimal)</li> <li>Language and Literacy Group Activity (Circle Time)</li> <li>Family Engagement Learning Stations/ Centers</li> <li>Closure</li> <li>Embedded Parent Education.</li> </ul> <i>*It is suggested that you use the format provided by MSDE.</i> </li> <li>The Judy Center staff must intentionally plan playgroups using the <a href="#">Maryland Early Learning Standards</a> and College and Career Readiness Standards; additional evidence-based practice resources may be used with the Early Learning Standards. See the list below: <ul style="list-style-type: none"> <li>CDC Developmental Milestones</li> <li>A research/evidence-based curriculum may also be used when planning playgroups in addition to using the Early Learning Standards.</li> </ul> </li> </ul>
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*\*Educational/developmental standards are the learning goals for what children should know and be able to do at each level.  
Education/developmental standards are not a curriculum.*

- Attendance expectations must be shared with families, and sign-in sheets must be used to track attendance.
  - If your playgroups are not multiage and are planned according to age, the attendance of the child for whom the group is planned should be counted.
    - *Example: Your site has a baby group, and the family also has a four-year-old; the programming is not planned for the four-year-old. The attendance would only be counted for that baby for that group.*
  - Judy Center staff works with families in understanding the importance of regular attendance and arriving on time for group.
- Playgroup plans must purposefully incorporate ongoing parent education to address the domains and what/why/how children need for development and school readiness.
- Interpretation services must be provided to families for events and programming to offer programming to families in their home language.
- Judy Center staff must screen all playgroup children (with the family's support) using the Ages & Stages Questionnaires®, Third Edition (ASQ®-3).
  - The Ages & Stages Questionnaire®, Third Edition (ASQ®-3) is a developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years.
  - Judy Centers must use grant funding to ensure that staff are trained in administering the ASQ®-3 and have the proper materials.
  - Children should be rescreened according to the ASQ-3 guidelines.
- In addition to multiple (at least 2) onsite playgroups, Judy Center catchment families may be offered offsite playgroups.
- Additional opportunities in the community, such as library story times that are open to the general public, are not considered playgroups.
- If playgroups are full, families should be placed on a waitlist. When playgroup spots open, there should be an efficient process for removing families from the waitlist. All waitlisted families should be invited to attend additional Judy Center programming.
- Playgroup families will be surveyed 4 times a year (November, February, May, and August) regarding the impact of the Judy Center on:

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	<ul style="list-style-type: none"><li>○ Child Development<ul style="list-style-type: none"><li>• Child development refers to how your child learns, the emotions they have, and how they grow.</li></ul></li><li>○ School Readiness<ul style="list-style-type: none"><li>• School Readiness: refers to children's knowledge and behaviors, as well as social and emotional skills necessary for success in school. When a child enters school ready, they have the behavior and learning needed for success in school and for later learning.</li></ul></li></ul> <p><i>*See data guidance for survey questions.</i></p>
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## Communication

### Component 3.3

3.3

- There is a Judy Center website.
- There is at least one form of social media for each site.
  - Social media accounts should be updated at least once a week.
- A dedicated site-based social media page specifically targets the community surrounding the Judy Center with tailored programming and events for that school and community. This also allows the Judy Center to promote school-wide events for the school where it is located.
- The online presence should include information about upcoming events, contact details for Judy Center staff, a list of partners, and details about partner events when applicable.
- The Judy Center updates its website with current information as needed.
- The Judy Center creates a communication tool to offer families and partners important information related to child development, family support, and school readiness.
  - The tool highlights Judy Center, as well as school-wide and community events.
  - The tool should be shared at least quarterly.
- The Judy Center creates a monthly calendar of events. The calendar must be provided to parents, the school at large, community partners and MSDE.
- Flyers are created to promote upcoming events and programming. The funding statement, MSDE logo and Judy Center logo must be included.
- This communication is easily understood by families and is provided in other languages as needed.

## Component 4 Early Identification and Outreach

### Outreach Component 4.1

4.1

- The Judy Center has an outreach plan to identify all children prenatal through age five, including children from diverse racial backgrounds, children with disabilities, multilingual children, children who are or who have recently experienced homelessness, and children from low-income families in the catchment area before they enter kindergarten.
- The outreach plan should focus on identifying children not enrolled in formal programming (partner childcare, Head Start/ Early Head Start, Pre-K, and Kindergarten).
- The plan should include how the site will identify whether or not children are enrolled in partner programs/ formal schooling.
- Outreach should include but is not limited to:
  - prenatal outreach
  - attending partner and community-sponsored events
  - outreach in the community to partners and organizations (local businesses, pediatricians, etc.)
  - outreach to the maternal health department at the local hospital.
  - outreach to families in the catchment area (1-1 meetings, resource sharing, popsicles in the park, playgroups, diaper/ food distribution.
  - school readiness fairs and other school events
  - sibling surveys
- The Judy Center plans to follow up with families it has identified through outreach so they can begin participating in regular programming.
- Feedback from the Parent/ Family Advisory Group should be incorporated into the Outreach Plan.



## Children with Disabilities and Early Intervention

### Component 4.2

4.2

- Children with IEPs and IFSPs are supported and participate in activities with their typically developing peers.
- Each Judy Center site may serve children with an IEP or IFSP outside its catchment area, **depending on its capacity and on a first-come, first-served basis**. Sites must still have availability for families in the catchment area.
  - The Judy Center cannot supplant existing services provided by Infants and Toddlers programs.
- The Judy Center should have a plan for all children on a waiting list or process for when they reach capacity.
- Children over age 3 with extended IFSPs and their families that live within and outside the catchment area participate in Judy Center educational activities. *(Maryland's Extended IFSP Option offers families the choice to remain on an IFSP beyond their child's third birthday if their child is determined eligible for preschool special education and related services as a child with a disability. The extension of IFSP services beyond age three to the beginning of the school year following the child's fourth birthday, incorporates the strength of the special education/preschool education program with the existing infants and toddlers family-centered model.)*
- Special education staff is included in Judy Center service coordination and professional learning when appropriate.
- When requested, Judy Center staff participate in the Student Support Team (SST/RST meetings) process.
- Judy Center staff supports families in IEP and IFSP meetings when the family requests.
- Judy Center staff do not act as advocates. If families need support in understanding or support with the IEP/ IFSP process, Judy Center staff can refer the family to their jurisdiction's Birth-21 Program, which is part of their office of special education. Judy Center staff may also refer families to an outside agency such as Parent's Place of Maryland. <https://www.ppmmd.org/>
- Judy Center staff has structures for making and receiving referrals to Infants and Toddlers, Child Find, and other community partners that serve children with disabilities and their families, including but not limited to health agencies, infants and toddlers, and WIC.

## Component 5 Partnerships

### Partnerships Component 5.1

5.1

- It is a requirement that Judy Center Early Learning Hubs make an effort to form partnerships with the following agencies and programs:
  - Early Head Start and Head Start programs that have obtained accreditation or are actively pursuing accreditation attainment and are participating in Maryland EXCELS
  - Local infant and toddler programs
  - Licensed child care centers and family child care providers that have obtained accreditation or are actively pursuing accreditation attainment and are participating in Maryland EXCELS
  - Patty Centers (Family Support Centers)
  - Early intervention programs
  - Family literacy programs and services (e.g., public libraries, institutes of higher education, adult education programs, local literacy councils, etc.)
  - Preschool special education programs
  - Workforce development programs
  - Parent involvement programs (Moms of Preschoolers- MOPS, prenatal and postpartum support groups, Parent's Place of Maryland, Parent Cafes, fatherhood support groups)
  - Faith-based organizations
  - Other home visiting/community health organizations (Healthy Start; Healthy Families America, Parents as Teachers program; Nurse-Family Partnership; Home Instruction for Parents of Preschool Youngsters; etc.)
  - Family support services
  - Child care resource and referral agencies

*\*This list is not all-inclusive. Additional partners who contribute to the mission of the Judy Center may be added.*
- Judy Center staff contribute to the missions of its partners, who serve their catchment area, by attending partner activities, serving on Advisory Councils, etc.
- Partners are encouraged to participate in family events sponsored by the Judy Center.
- Judy Center staff is encouraged to participate in events sponsored by partners.
- The Judy Center has ongoing communication with all of their partners.
- The Judy Center can support child care partners, family provider partners and Early Head Start/ Head Start partners in the following ways:
  - The Judy Center ensures that high-quality research and evidence-based professional learning are offered to Judy Center partners to address needs and trends in the early childhood community.
  - Professional learning opportunities can be offered to partner childcare providers to address the domains and what/why/how children need for development and to be ready for school.

	<ul style="list-style-type: none"> <li>○ Supplement registration fees for partner child care staff to attend conferences or professional learning training in “in-state locations” (i.e. Maryland or Washington, D.C.).</li> <li>○ Supplement registration fees for partner child care staff to attend conferences or professional learning training in “out-of-state locations” (i.e. any state other than Maryland or Washington, D.C.).</li> <li>○ Provide supplementary classroom materials and supplies if the request is reasonable.</li> <li>○ Purchase evidence-based curriculum.</li> <li>○ Professional learning books.</li> <li>○ The Judy Center may supplement onsite and offsite field trip admission fees. The cost must be reasonable and align with the intent of the Judy Center Grant.</li> <li>○ Parent training or workshop for parents (in person, online, or hybrid) focused on child development or school readiness topics.</li> <li>○ Children in the catchment and their families can attend Judy Center programming at the Judy Center.</li> <li>○ Memberships to professional organizations such as the National Association for Education of Young Children (NAEYC).</li> </ul>
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<b>Memorandum of Understanding</b> <b>Component 5.2</b>	
5.2	<ul style="list-style-type: none"> <li>• <u>House Bill 1300/Chapter 36 (2020), as amended House Bill 1372/Chapter 55 and the Judith P. Hoyer Early Child Care and Education Enhancement Program</u>, specifies requirements when partnering with community agencies and programs. A Memorandum of Understanding (MOU) must be in place, and the provider must be accredited or actively pursuing accreditation and in Maryland EXCELS for Judy Centers to work with licensed community child care, family child care providers, Head Start and Early Head Start (if Head Start and Early Head Start are within the catchment area or serving Judy Center families and children living in the catchment area.) in any capacity.  <i>Actively pursuing accreditation is defined as the program beginning the accreditation process with an organization recognized by MSDE, actively pursuing accreditation, and within the time allowed by the accrediting organization. Documentation from an accrediting organization recognized by MSDE must be uploaded to EXCELS, verifying that the program has begun the accreditation process, is actively pursuing accreditation, and is within the time allowed by the accrediting organization.</i></li> <li>• Site-specific MOUs describe the responsibilities of all collaborating partners, including any services or funding the Judy Center will provide to the partner and vice versa. *See Requirements for Memorandum of Understanding.</li> </ul>

## Steering Committee

### Component 5.3

5.3

- Judy Centers must meet with their partnership members six (6) times throughout the year to conduct steering committee meetings.
- Steering committee meetings may be held jurisdictionally or on a site-by-site basis.
  - If steering committee meetings are planned jurisdictionally, all Judy Center site-based staff must be involved in the planning and implementation of the meetings.
- At the beginning of the fiscal year and mid-year, partners should be surveyed to determine the best day, time, location, and format for Judy Center Steering Committee Meetings.
- Based on feedback from partnership members, the Steering Committee meetings may be held in person, online, or hybrid.
- In the Fall and Spring, all partners should be assessed for professional learning needs. Based on feedback from the survey, appropriate professional learning should be offered. Professional learning can be done in conjunction with the Local Early Childhood Advisory Council, the Local Education Agency, or community partners.
- Steering meetings are in conjunction with ongoing collaboration and communication with partners throughout the year. Subcommittees should be utilized as determined by the Judy Center and as needed.
- These meetings may be joint meetings with the local ECAC, Community School, Title I, or another partnering agency meeting. The agenda must outline the Judy Center portion of the meetings, and **at least one hour must be dedicated to the Judy Center at each meeting**. Judy Center partners must attend the Judy Center portion.
- Agendas, attendance tracking, and meeting minutes must be completed for all meetings and submitted to MSDE.
- School-based administrators, Judy Center LEA supervisors, Title I, and Community School staff should attend Judy Center Steering Committee Meetings with community partners.
- A Steering Committee timeline is provided below.

## Sample Steering Committee Timeline

September	<ul style="list-style-type: none"> <li>Review End of Year Data.</li> <li>Summer programming updates.</li> <li>Review the vision and mission of the Judy Center.</li> <li>Share the most recent Component Standards.</li> <li>Plans for Fall programming.</li> <li>Discuss the Professional Learning Needs Assessment for all partners. <ul style="list-style-type: none"> <li><i>Following the meeting, conduct a professional learning needs assessment for all partners. A separate assessment for child care partners may be done.</i></li> </ul> </li> <li>Outreach Plans/ Results.</li> <li>What is a Memorandum of Understanding, and what does it mean for our reciprocal partnership? <i>*See the MOU document for further guidance.</i></li> <li>Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> </ul>
November	<ul style="list-style-type: none"> <li>Fall programming- feedback from partners.</li> <li>Family/Child Playgroup- share enrollment and information on programming.</li> <li>Share the results of the <i>professional learning needs assessment with</i> partners.</li> <li>Outreach Plans/ Results.</li> <li>Share information about Parent/ Family Advisory Council (<a href="#">PACFAC</a>).</li> <li>Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> <li>Discuss ongoing transition activities in the school and the community.</li> </ul>
January	<ul style="list-style-type: none"> <li>Winter programming.</li> <li>Share ongoing programming data and surveys.</li> <li>Outreach Plans/ Results.</li> <li>MOU partner review. <ul style="list-style-type: none"> <li>Begin revisions with partners for the next fiscal year.</li> </ul> </li> <li>KRA data review and feedback/ next steps.</li> <li>Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> </ul>
March	<ul style="list-style-type: none"> <li>Mid-year grant reports- Share data and gather feedback.</li> <li>Input from the steering committee related to mid-year results.</li> <li>If MSDE has conducted site visits, share results and gather feedback.</li> <li>Input from partners on performance measures for the upcoming year.</li> <li>Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> <li>Discuss ongoing transition activities in the school and the community.</li> </ul>
May	<ul style="list-style-type: none"> <li>Gather feedback for upcoming continuing grant proposals.</li> <li>Spring survey results.</li> <li>Summer programming planning.</li> <li>If MSDE has conducted site visits, share results and gather feedback.</li> <li>Partners share brief updates about their programs and/ or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> <li>Discuss ongoing transition activities in the school and the community.</li> </ul>

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July	<ul style="list-style-type: none"> <li>• Summer programming.</li> <li>• Discuss plans for the upcoming fiscal year and performance measures.</li> <li>• Partners share brief updates about their programs and/or programming. Sites may want to consider using a tool such as a Google Form to collect the information before the meeting so that it can be easily shared afterward.</li> </ul>
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<b>Surveys</b> <b>Component 5.4</b>	
5.4	<ul style="list-style-type: none"> <li>• MSDE creates teacher surveys at least once yearly for prekindergarten and kindergarten teachers and any other staff that works closely with the Judy Center (Title I, Community School, counselor, etc.) The Judy Center facilitates the distribution of these surveys. These surveys focus on access to family support services and programs offered by the Judy Center.</li> <li>• MSDE creates school administrator and supervisor surveys at least once yearly. The Judy Center facilitates the distribution of these surveys.</li> <li>• MSDE creates partnership surveys at least once per school year. The Judy Center facilitates the distribution of the survey.</li> <li>• MSDE creates surveys for school administration and Judy Center Supervisors. The Judy Center facilitates the distribution of the survey.</li> <li>• MSDE creates a state-wide survey for parents. The Judy Center facilitates the distribution of the survey.</li> <li>• Playgroup families will be surveyed 4 times a year (November, February, May, and August) regarding the impact of the Judy Center on: <ul style="list-style-type: none"> <li>○ Child Development <ul style="list-style-type: none"> <li>○ Child development refers to how your child learns, the emotions they have, and how they grow.</li> </ul> </li> <li>○ School Readiness <ul style="list-style-type: none"> <li>○ School Readiness: refers to children's knowledge and behaviors, as well as social and emotional skills necessary for success in school. When a child enters school ready, they have the behavior and learning needed for success in school and for later learning.</li> </ul> </li> </ul> </li> </ul>

## Professional Learning

### Component 5.5

5.5

- The Judy Center ensures that high-quality research and evidence-based professional learning are offered to Judy Center partners and Judy Center staff to address needs and trends in the early childhood community.
- The Judy Center must conduct a formal needs assessment in the Fall to determine the professional learning needs of staff and partners and respond to the results. Partners include all partners, not just childcare partners. Additional needs assessments are conducted as needed.
- Based on the needs assessment results, professional learning is offered at various times, days, and locations to increase partner participation.
- Pre-Kindergarten and Kindergarten staff may be included in Professional learning at the discretion of the LEA.
  - It is not the responsibility of the Judy Center to offer professional learning for Pre-Kindergarten and Kindergarten staff. The LEA should offer professional learning for them.
- Professional learning opportunities are offered to partner childcare providers to address the domains and what/why/how children need for development and to be ready for school.
- Data collection related to professional learning offerings should only include professional learning that the JC hosted or co-hosted with a partner. Any professional learning offerings not hosted/co-hosted by the JC that the JC helped to promote **do not count** in the required data collection.
- Professional learning may be contracted by the Judy Center for partners or include learning opportunities you pay for partners to attend, such as Ready at Five or other conferences.
- Judy Center staff participate in up to three professional learning opportunities per grant year per staff member.