

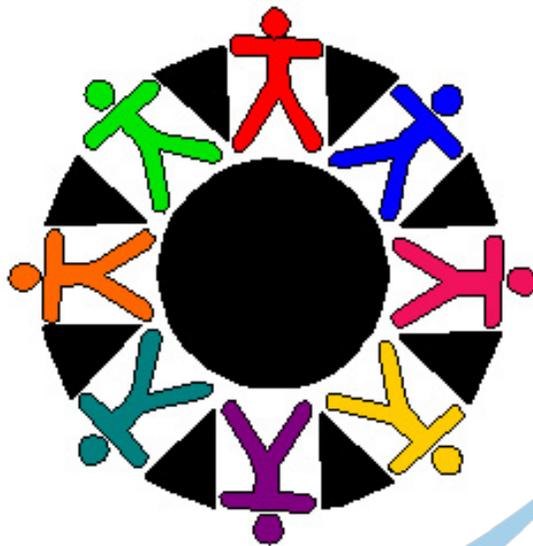
FINAL EVALUATION OF CCPS JUDY CENTERS
AT DR. SAMUEL MUDD ELEMENTARY, C. PAUL BARNHART ELEMENTARY,
AND EVA TURNER ELEMENTARY

Charles County Public Schools, Maryland

July 1, 2015 – June 30, 2016

PREPARED BY SYSTEM WIDE SOLUTIONS, INC.

MARCH 18, 2017



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Final Evaluation of the CCPS Judy Centers at Dr. Samuel Mudd Elementary, C. Paul Barnhart Elementary, and Eva Turner Elementary: Grant Year 2015-16

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EXECUTIVE SUMMARY

The Judy Centers support the social, emotional, and physical learning of children from low-income families by providing full-day and full-year early childhood education, career counseling for parents, health services, nutrition services, and family engagement activities to low-income families with young children. The goal of the program is to increase kindergarten readiness for participating children, which will then support equal opportunities for success.

The purpose of the evaluation is to measure progress toward meeting the headline performance measures and to provide feedback to the Judy Center to help assure the continuing improvement of the project. The evaluation includes a process evaluation, outcome evaluation, and measurement of the headline performance measures. The design of the evaluation is retrospective-descriptive. The evaluation covers activities funded by two grants to three schools within the Charles County Public Schools (CCPS) system, Dr. Mudd Elementary, Eva Turner Elementary, and C. Paul Barnhart Elementary, during the time period between July 1, 2015 and June 30, 2016.

In 2015-2016, there were approximately 551 students enrolled in the Charles County Judy Center. The Center serves students and families in the Barnhart, Mudd, and Turner attendance zones. Services are provided for children from age 0 through kindergarten. Almost three quarters of the children (72%) served by the Judy Center are African-American, 13% are Hispanic, 10% are White, and 5% are of another race. Fifty-seven percent of the children receive free or reduced price meals.

Based on the data available, the Center plans were implemented quite effectively. The Judy Center management team and its partner organizations were flexible in adjusting specifics to achieve the planned activities associated with Judy Center goals. This included changes to outreach events and educational opportunities for families and parents. All of the activities were achieved at or above the degree planned.

Headline performance measures regarding outreach activities for children and their families were met or progress is being made towards meeting them. The measurement of growth in student performance was somewhat hampered by district-wide changes to the implementation of the Kindergarten Readiness Assessment (KRA) as not all Judy Center children took the exam.

Due to the fact that the evaluation occurred after the grant year ended, rather than in tandem with the implementation of the grant, not all headline performance measures could be assessed. In these instances, baselines were established to use in comparison for future grant cycles.

It is recommended that the project staff continue the flexibility exhibited in the implementation of the program, and that the project continue with plans for replacing the KRA sample. Revisions to the data collection tools have been made, and it is recommended that the Judy Centers implement the new data collection system to allow for greater access to long-term data.

To improve engagement with Spanish-speaking families, it is recommended that the project revise HPM 3 to measure the number of Spanish-speaking families that are utilizing their services; that the project translate the parent survey into Spanish; and that the project conduct a focus group with Spanish-speaking families to identify barriers and gather information on how to engage the community.

To improve engagement among families with children who are not currently enrolled in the CCPS education programs, it is recommended that the project conduct a focus group with families to identify ways to engage the community.

Goal	Data	Goal Met or Not Met
<p>Barnhart: By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA.</p>	<p>The percentage of children demonstrating readiness at Barnhart increased by 14%. Because the data is derived from a sample, the actual percentage of kindergartners who demonstrated readiness at Barnhart could be between 29% and 71% (confidence interval=0.209 at a 95% confidence level).</p>	<p>It appears that the project met this goal; however, it is possible that Judy Center participants would have scored differently, had they all been tested. The project has identified and is implementing the Initial Literacy Assessment (ILA) and county math assessment for the following grant year.</p>
<p>Mudd: By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA.</p>	<p>The percentage of children demonstrating readiness at Mudd decreased by 24%. Because the data is derived from a sample the actual percentage of kindergartners who demonstrated readiness at Mudd could be between 11% and 61% (confidence interval=0.251 at a 95% confidence level).</p>	<p>It appears that the project did not meet this goal; however, it is possible that Judy Center participants would have scored differently, had they all been tested. The project has identified and is implementing the ILA and county math assessment for the following grant year.</p>
<p>Turner: By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA.</p>	<p>The percentage of children demonstrating readiness at Turner decreased by 18%. Because the data is derived from a sample the actual percentage of kindergartners who demonstrated readiness at Turner could be between 0% and 36% (confidence interval=0.233 at a 95% confidence level).</p>	<p>It appears that the project did not meet this goal; however, it is possible that Judy Center participants would have scored differently, had they all been tested. The project has identified and is implementing the ILA and county math assessment for the following grant year.</p>
Headline Performance Measures	Data	Headline Performance Measure Met or Not Met
<p>1. By Fall 2016, the percentage of children</p>	<p>Overall, 105 of 243 students in the three schools demonstrated readiness (43%)</p>	<p>The project did not meet this performance measure;</p>

<p>fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA. (Language and Literacy)</p>	<p>in 2015. In comparison, 19 of 44 students in the three schools demonstrated readiness (43%) in 2016. The difference from 2015 to 2016 is 0. The actual percentage of kindergartners who demonstrated readiness in language and literacy for all three schools could be between 28% and 58% (confidence interval=0.146 at a 95% confidence level).</p>	<p>however, it is possible that Judy Center participants would have scored higher, had they all been tested. The project has identified and is implementing the ILA for the following grant year.</p>
<p>2. By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA. (Math)</p>	<p>Overall, 94 of 251 students in the three schools demonstrated readiness (37%) in 2015. In comparison, 15 of 44 students in the three schools demonstrated readiness (34%) in 2016, which is a decrease of three points (-8%). Because the data is derived from a sample the actual percentage of kindergartners who demonstrated readiness in mathematics for all three schools could be between 20% and 48% (confidence interval=0.140 at a 95% confidence level).</p>	<p>The project did not meet this performance measure; however, it is possible that Judy Center participants would have scored higher, had they all been tested. The project has identified and is implementing a county math assessment for the following grant year.</p>
<p>3. Increase engagement with Hispanic families by offering more services in a bilingual format. (Increase Hispanic Engagement)</p>	<p>The project conducted the proposed activities. During the 2015-2016 grant year, the project served 14 children who were enrolled in ESOL/ELL classes at Barnhart, Mudd and Turner. This number will be used as a baseline for comparison in 2016-2017.</p>	<p>The project provided the activities designed to meet this measure.</p>
<p>4. By June 30, 2016, perform outreach activities in the community that result in identification and participation of 65 children ages birth through 4 and their families. (Birth to Age 4 Initiative)</p>	<p>The project conducted the proposed activities. The project identified 64 new families and served 134 new and returning families with children ages 0 to 4.</p>	<p>This measure has been met.</p>

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INTRODUCTION

The Purposes and Goal of the Project

The Judy Centers support the social, emotional, and physical learning of children from low-income families by providing full-day and full-year early childhood education, career counseling for parents, health services, nutrition services, and family engagement activities to low-income families with young children. The goal of the program is to increase kindergarten readiness for participating children, which will then support equal opportunities for success.

By providing opportunities for children and families to experience and understand instructional strategies and receive support from participating community partners, the program is designed to increase kindergarten readiness and family well-being. The program provides opportunities for children and families to develop language and literacy skills, make connections with community partners, and receive referrals for health care, housing, and other needs.

The Judy Centers provide support in the following ways:

- Providing 3K, 4K, and Kindergarten services at four Charles County schools
- Providing tutoring for children low in literacy skills
- Providing in-school assemblies and field trips with language and literacy themes
- Providing family referrals for health care, housing, and work-related needs
- Hosting family nights with mathematics and literacy-based themes
- Providing parent workshops focused on academic, social, and emotional development
- Providing professional development for Judy Center teachers
- Providing weekly play group opportunities
- Coordinating and referring parents to adult education services

Component Standards

Judy Centers are required to meet 12 Component Standards deemed essential to the positive impact on children's school readiness:¹

- I. **Full-Day/Full-Year:** Children who participate in Judy Centers have access to high-quality early care and education programs to meet the full-day and year-round needs of children and families.
- II. **Breakfast/Lunch:** Children who participate in Judy Center Partnership programs for more than 2.5 hours per day have access to appropriate breakfast, lunch and snacks according to USDA guidelines. Eligible programs are required to access federal and/or state food programs (e.g., Free and Reduced Meals, Child and Adult Care Food Program (CACFP)).

¹ Early Childhood Development, Maryland Department of Education.
<http://earlychildhood.marylandpublicschools.org/families/judy-centers/component-standards>

- III. **Service Coordination and Family Support:** The Judy Center Partnerships coordinate services, programs and activities offered to families to avoid duplication, and they monitor the effectiveness of the support being offered. When a child participates in more than one program, the service coordinator, in collaboration with program and/or agency offices, will identify one key contact for that child. Several forms of support services may be provided and include, but are not limited to, social services, healthcare, home visiting, child tutoring, child care tuition assistance, behavior services, and family counseling. Service coordination at Judy Centers is designed to include the six Elements of Effective Service Coordination:
- assessment of needs of children and families;
 - a referral process;
 - review and evaluation (includes the coordination of intervention services among various programs);
 - intervention services;
 - monitoring the effectiveness of intervention services;
 - reporting on progress of intervention services.
- IV. **Integration of Early Education Services:** Curriculum and assessment for all programs for children are aligned with Maryland’s Early Learning Framework, which includes the Early Learning Standards and the Ready for Kindergarten comprehensive assessment system.
- V. **Family Involvement:** The Judy Center Partnership’s role in engaging the family is centered on the family’s ability to participate in and support their child’s early learning. It is based on the philosophy that the family provides the primary influence on a young child’s well-being. Family involvement in the Judy Center Partnerships depends on the collaboration of all partners to encourage parents and caregivers to become empowered to meet the needs of their families. Many family activities are sponsored at the Judy Centers that increase engagement and inform parents of the various stages of child development. Judy Centers encourage each family’s participation at the center, but recognize that some parents will not have the ability to take part. Therefore, rich and engaging activities are also made available for the parents and children to participate at home. Events are coordinated among all partners to avoid conflicts in scheduling and to ensure families have many opportunities in which to participate. A calendar of events is regularly distributed to families.
- VI. **Early Identification/Intervention:** There is a plan in place to identify all children ages birth through five years of age who live in the designated Judy Center school zones. This includes those who are enrolled in state or federally regulated programs. Children receive age-appropriate developmental screenings, evaluations and interventions when appropriate. All children ages birth through five years, regardless of abilities, have access to all programs and services offered.
- VII. **Young Children with Disabilities (ages 3-5 with IEPs or IFSPs):** Consistent with the vision of the Judy Centers, preschool age children with disabilities and their families are fully included in all of the services as part of the Individualized Education Program (IEP). These services include pre-kindergarten, family support and involvement, service coordination, and full-day/full-year services. Families who elect the Individualized Family Service Plan (IFSP) option participate in Judy Center activities and are also included in ways that meet their plan.

- VIII. **Health Services:** Judy Centers ensure children receive immunizations; blood lead testing, as recommended; dental, vision and hearing screenings and referrals when appropriate; mental health assessments and referrals when appropriate; physical growth and nutritional assessments including referral to the Women, Infants, and Children (WIC) program; referrals to local health department (drug and alcohol services) if warranted; and access to health care insurance for the family, Maryland Health Connection, Medicaid or the Maryland Children's Health Program (MCHP).
- IX. **Professional Development:** Staff members of all participating programs will participate in Readiness for Kindergarten (R4K) training and understand their responsibilities in implementing the R4K as appropriate for their program. Training and workshops are provided for child care providers and Head Start staff, as well as prekindergarten and kindergarten teachers.
- X. **Adult Education/Family Literacy:** Parents are encouraged to pursue their own education in order to allow them to better support their children and to afford them opportunities at home, in school, and in the community to become full partners in their child's education. Family literacy activities are paired with and are an integral part of all programs for children and families involved in the Judy Center Partnership.
- XI. **Maryland EXCELS/Accreditation/Validation:** All partner child care providers and prekindergarten programs must be registered in Maryland EXCELS and achieve Level 5. All partner child care providers, prekindergarten and kindergarten programs must be accredited or validated through a state or national agency (i.e., MSDE, NAEYC, NECPA and NAFCC). Accreditation/validation must be maintained and kept current for all programs.
- XII. **Judy Center Partnerships/Leadership:** The Judy Center Partnership is actively engaged and is consistently and frequently involved in the school readiness mission of the Judy Center. As a recognizable member of the communities they serve as well as a leader in early childhood development, Judy Centers support the missions of its partners and remain involved in the work they do in the community. They also interact frequently with the counties' Local Early Childhood Advisory Councils and, in several locations, chair or co-chair the Councils.

Purpose and Contents of the Evaluation

The purpose of the evaluation is to measure progress toward meeting the headline performance measures and to provide feedback to the Judy Center to help assure the continuing improvement of the project. The evaluation includes a process evaluation, outcome evaluation, and measurement of the headline performance measures. The design of the evaluation is retrospective-descriptive. The evaluation covers activities funded by two grants to three schools, Dr. Mudd Elementary, Eva Turner Elementary, and C. Paul Barnhart Elementary, during the time period between July 1, 2015 and June 30, 2016.

METHODOLOGY

Evaluation Design

The project follows the results-based accountability (RBA) model, which includes a strategic planning process, the designation of goals and objectives, performance measures for determining whether those targets are being met, and mechanisms for regular reporting and feedback to improve the program². This evaluation report meets the last two parts of the model, by measuring the performance measures and providing feedback to the program. The information contained in the report can be used to improve the program and is intended to assure success. The report includes both a process and outcome evaluation.

The process evaluation assesses the implementation of the action plan and how the implementation affected the project's ability to meet the headline performance measures. The report answers the following RBA questions (in the order in which they appear in the report): (#1) Who does the Judy Center partnership serve? (#6) Who are the partners who have a potential role to play in improving performance? (#7) What evidence-based practices have been identified to improve student performance? (#3) How can we measure if Judy Center services are well delivered? Data was gathered through a review of available documents, scheduled face-to-face meetings, telephone conferences, and other direct contacts as necessary.

The outcome evaluation assesses the short-term and long-term impacts of the program and progress toward meeting the project goals. The report answers the following RBA questions (in the order in which they appear in the report): (#4) How are we doing on the most important performance measures? (#2) How can we measure if Judy Center clients are better off? (#5) What is the story behind the trends? Data for the outcome evaluation includes teacher and parent surveys, student test scores in kindergarten and third grade, and publicly available data related to the community. Project staff administered the parent, teacher, and partner surveys and provided the data to the evaluators. The partner survey was distributed to all 40 partners and returned by eleven partner agencies in Spring 2016 (return rate=27.5%). The parent surveys were administered following parent and provider activities throughout the year. Parent surveys were administered as a convenience sample, therefore, the return rate is unable to be reported. Teacher surveys were administered to all 3's, prekindergarten, and kindergarten teachers in the schools and returned by 28 (return rate=100%). Copies of the instruments are included in Appendix One. Student test score data was provided by the Charles County Board of Education in summary form.

The report also includes a discussion of the findings, conclusions related to the goals and headline performance measures, and recommendations drawn from the findings. The discussion and conclusions address the following questions: What meanings do the activities and the actions have in terms of the goal and objectives of the project and the expressed desires of the participants? To

² Schilder, Diane. (1997). Overview of Results-Based Accountability: Components of RBA. Retrieved 26 February 2016 from <http://www.hfrp.org/publications-resources/browse-our-publications/overview-of-results-based-accountability-components-of-rba>

what extent have the aims of the project been achieved? Which activities were most successful? Which could be improved upon?

The recommendations answer the following RBA question: (#8) What do we propose to do to improve performance? The evaluation and its recommendations will be presented to project team members to inform the strategic planning process and improve the project.

Goals and Headline Performance Measures

The outcome evaluation measures progress toward meeting the following goals and headline performance measures:

Goal	Data Used in Measurement
By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA.	The Fall 2016 Kindergarten Readiness Assessment, student demographics, school and community statistics.
Headline Performance Measures	Method for Measurement
1. By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA. (Language and Literacy)	Change in the percent of students who are fully ready in Language and Literacy as measured by the Fall 2016 Kindergarten Readiness Assessment
2. By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA. (Math)	Change in the percent of students who are fully ready in Math as measured by the Fall 2016 Kindergarten Readiness Assessment
3. Increase engagement with Hispanic families by offering more services in a bilingual format. (Increase Hispanic Engagement)	Number of participating Hispanic children and families
4. By June 30, 2016, perform outreach activities in the community that result in identification and participation of 65 children ages birth through 4 and their families. (Birth to Age 4 Initiative)	Number of children and families identified and enrolled in project services during the grant year.

Limitations of the Evaluation

The contract for this evaluation was awarded in March 2016, and the contract terms began on July 1, 2016. Because the contract began after the grant year had already ended, the evaluation is a retrospective view of project activities. The evaluation relies on procedures and collections that were already in place and had already been conducted.

As detailed in the data collection section of this report, the project does not currently have a method for tracking participation in Judy Center services across years. As a result, the evaluation was not able to include data for third graders' test scores on the 2016 PARCC according to whether or not

the student participated in Judy Center activities in the 2011-2012 grant year. Further, the evaluation is not able to distinguish between children and families newly identified during the grant year and those who are returning to services from the prior grant year. To resolve these issues, the evaluation team is developing a database for the project to use for longitudinal data collection. The project will begin using the database in the 2017-2018 grant year.

In 2016, Charles County Public Schools elected to administer the Kindergarten Readiness Assessment (KRA) to a random sample of kindergartners, as opposed to assessing the entire population. The sample data appears to be relatively consistent with the data obtained through census at the state and county level. However, at the school level, the sample size is significantly smaller, and therefore the potential for variation from the sample increases. For the overall goal, HPM 1 and HPM 2, the confidence interval for each school is presented to provide information on what percent achieving readiness could be for the total population. Further, there is insufficient data in the sample to analyze subgroups by whether or not they participated in Judy Center activities or by subgroup for individual schools. This limits the ability to use the KRA to assess the impact of the project and assess progress toward meeting headline performance measures 1 and 2. During the 2016-2017 grant year, the project worked toward identifying an assessment that could be used to assess all students in the Judy Center schools on kindergarten readiness, without drastically increasing the time burden for testing.

FINDINGS PART I: PROCESS EVALUATION

The process evaluation reports first on the numbers and makeup, to the extent possible, the students served by the Judy Centers. It then reports on the progress made toward carrying out the activities included in the Center goals.

Students Served by the Project

During the 2015-2016 grant year, 551 children were served by the Judy Center at Dr. Mudd Elementary, Barnhart Elementary, and Eva Turner Elementary. Fifteen children participated in more than one program for a total of 566 enrollments. Figure 1 lists total enrollments and the number of children enrolled in more than one program by age. Almost half of the children served by the Judy Center were five years old, and all but ten of these children were enrolled in kindergarten in one of the serviced schools.

Figure 1. Enrollment in Judy Center Programs by Age

Age	# Enrolled in JC Programs	# in > 1 Program	Program Description
Birth to three years old	36	10	Judy Center playgroup (24), Good Shepherd Education Center and Childcare (1), Inf & Tod (1), Dual enrolled in Inf & Tod and Judy Center playgroup (8), Dual enrolled in Good Shepherd Education Center and Childcare and Judy Center playgroup (2)
Three year olds:	79	1	Head Start (4), Infant and Tod (3), 3's program: Barnhart ES (15), Mudd ES (17), Turner ES (15); Prekindergarten: Barnhart ES (2), Mudd ES (6), Turner ES (2), Judy Center playgroup (14), Dual enrolled 3's program and Judy Center playgroup (1)
Four year olds:	165	3	Prekindergarten: Barnhart ES (55), Mudd ES (42), Turner ES (56), Head Start (6), Judy Center playgroup (3), Dual enrolled in Judy Center Summer playgroup and pre-k (3)
Five year olds:	286	1	Kindergarten: Barnhart ES (134), Mudd ES (76), Turner ES (65), MIT (7), Head Start (1), JC summer playgroup (2), Dual enrolled Summer Judy Center playgroup and Kindergarten (1)
TOTAL:	566	15	

A history of unduplicated enrollments is provided in Figure 2. Both the total enrollments and number of unduplicated children served are up slightly from the 2014-2015 grant year (552 enrollments and 529 unduplicated children). The change represents only a 4% increase in unduplicated children. However, in comparison to 2014-2015, a larger proportion of the children who received Judy Center services were five years old and in kindergarten. The project experienced a 30% drop in the number of four year olds served at Barnhart and Mudd, and a 14% increase in the number of four year olds served at Eva Turner. The project also experienced a 45% drop in the number of children from birth to three years old who participated in the playgroups.

Figure 2. History of Judy Center Enrollment in Charles County

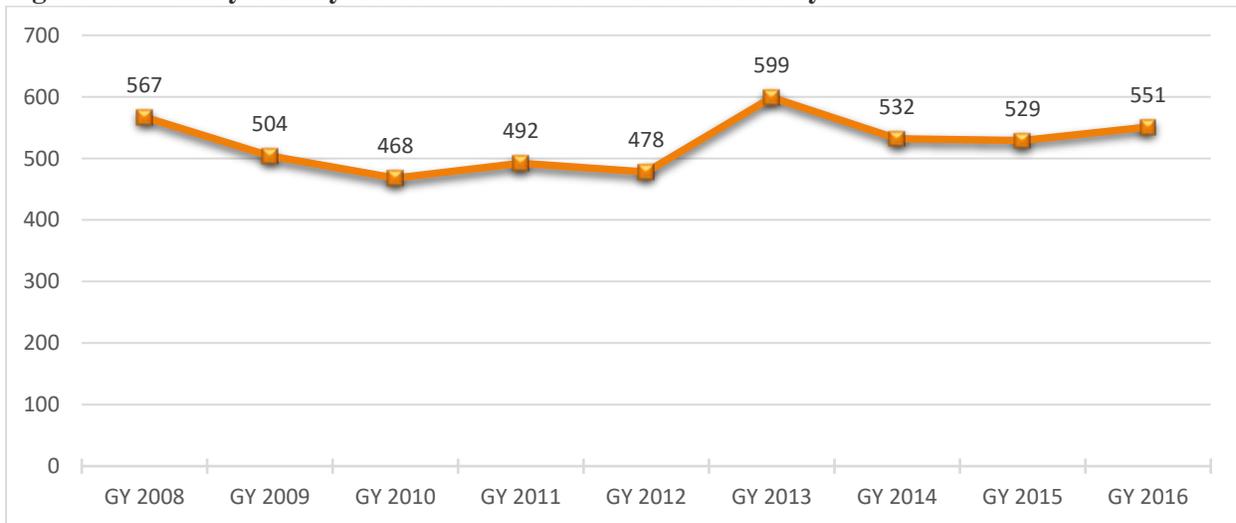


Figure 3 lists the ethnicity of participants by age for the 2015-2016 grant year. In comparison to the 2014-2015 grant year, a larger percentage of students served by the Judy Center in 2015-2016 are African American (72% compared to 67% in the prior year) and Hispanic or Latino (13% compared to 11% in the prior year). A corresponding decrease was seen in the percentage of students who are White (10% compared to 16% in the prior year).

Figure 3. Ethnicity of Judy Center Participants by Age

	Birth to 3 yr olds	3 yr olds	4 yr olds	5 yr olds	Totals	% of Total
Hispanic/Latino	2	11	25	33	71	13%
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	1	4	8	13	2%
African American	18	52	115	212	397	72%
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
White	1	5	17	31	54	10%
Two or More Races	5	4	0	1	10	2%
No Ethnicity Data Provided	3	3	0	0	6	1%
TOTALS:	29	76	157	285	551	100%

Figure 4 describes the receipt of free or reduced priced meals by Judy Center participants for the 2015-2016 grant year. The percentage of Judy Center children who receive free and reduced priced meals (FARM) is ten percentage points lower than it was during the 2014-2015 grant year (57% compared to 67% in the previous grant year). The percentage of Judy Center kindergartners who are English language learners (ELL) is five percentage points less than it was during the 2014-2015 grant year (5% compared to 10% in the previous grant year). The percentage of children with an Individualized Education Plan (IEP) is about the same as it was in 2014-2015 (21% compared to 21% in the previous grant year).

Figure 4. Receipt of Free or Reduced Price Meals by Judy Center Participants

Meals	# or % of Children 2014-2015	# or % of Children 2015-2016
# Receiving Breakfast and/or Lunch (FARM)	302	313
% of Judy Center Children Receiving FARM	67%	57%
# English Language Learners (ELL) (kindergarten)	23	13
% of Judy Center Kindergartners designated as ELL	10%	5%
# of Children with an IEP	110	59
% of Judy Center children with an IEP (out of 3s, pre-K, and K children)	23%	21%

Partnerships and the Steering Committee

Component Standard 12 maintains that community partnerships are vital to supporting the mission of the Judy Center and the missions of its partners. The Judy Center Partnership is actively engaged and is consistently and frequently involved in the school readiness mission of the Judy Center.

RBA Question 6. Who are the partners who have a potential role to play in improving performance?

Figure 5. Judy Center Partners and Summary of Their Roles (*=MOU)

Partners	Roles
AlphaBest	Provides extended day, summer, and tutoring programs.
American Communities Properties Trust	Supports the Judy Center Expectant Mother’s Baby Shower; provides mailing list of their housing addresses so JC can mail information to identify additional families.
Arc of Southern Maryland	Supports children with intellectual and developmental disabilities.
Babies R Us	Hosts the Judy Center Expectant Mother’s Baby Shower; provides supplies, prizes.
BB & T Bank	Provides volunteer readers and classroom helpers, provides backpacks annually with supplies for 3’s-K students.
Books a Million (BAM)	Provides monthly BAM Story Time in collaboration with the Charles County Public Library children’s librarians who read to the children and provide literacy activities.
*Center for Children	Provides counseling services in school for students referred for mental health services by school staff or family members; school counselor may make referrals for additional services.
Charles County Department of Community Services	Serves as a referral agency for families in need of housing, food, and other social services that they may not be eligible for through the state or federal government.

*Charles County Department of Health	Provides vision, hearing, school-mandated vaccinations, dental, and screenings on all JC children; provides health education, maternal child health, dental and WIC services.
Charles County Department of Social Services	Helps families in need find appropriate services, including job search classes, support services for food, clothing, housing, counseling and rehabilitation services.
Charles County Human Services Partnership	Plans, manages, and evaluates services to families and children, and the Core Service Agency, which plans, manages, and evaluates the public mental health system. Responsible for developing a comprehensive array of human services for all of Charles County's citizens as well as monitoring and evaluating contracts for services, outcomes, and results.
*Charles County Infants and Toddlers	Provides early intervention services for children with developmental delays; assists with summer program.
Charles County Local Management Board	Provides contracts for interagency services, coordination of services, development, and implementation of community-based service delivery systems; monitors compliance of Charles County Community Services.
*Charles County Public Library	Provides staff for story time and literacy activities, including monthly BAM Story Time; hosts annual First Library Card which encourages families to sign up young children for their first library card.
Charles County Public Schools	Provides leadership at Judy Center schools and central office, staff and facilities, materials, staff training, professional development, referrals to partner services, provides support for annual Harvest Fest.
Charles County Sheriff's Department	Provides donations to JC families of clothing and food; volunteers at JC events.
Civista Medical Center	Partners with JC to host events such as sponsoring health fair at Babies R Us and table at the Charles County Fair; a member of the Civista advisory board keeps JC informed of current health concerns in Charles County.
College of Southern Maryland	Provides adult educational advancement including college degree programs and technical trade or vocational programs; childcare staff attends JC parent/provider workshops.
*Extension Services of the University of Maryland	Partners in many JC events, providing nutrition information and workshops.
Family Connection Center	Referral agency providing information on resources available to families with children with intensive emotional and mental needs; links families with community based services with the goal of reducing out-of-home placements.
Family Resource Center	Assists any county resident with resources and referrals. Provides community-based case management and advocacy for families with children who have behavioral or mental health needs.
*Good Shepherd Education and Childcare Center	Provides childcare year round; JC provides tuition assistance.

Greater Baden Medical Center	Partners with JC to provide health information and health education services.
Gwynn Center	Coordinates services for the ages 0-5 population with special needs; maintains Judy Center literature and refers families with young children to the Judy Center. Hosts part of the Infants and Toddler's Program with the Department of Health as well as the Family Resource Center.
Health Partners, Inc.	Provides dental and vision screenings on all JC children, and health education.
Healthy Families Charles County	Provides screening services for children birth to three.
*Jump Bunch Sports and Fitness	Provides physical fitness activities for children 0-3.
*KinderCare Learning Center, Inc.	Provides childcare year round; JC provides tuition assistance.
La Plata Kiwanis	Referral service that provides families with connections to "shelter the homeless, feed the hungry, mentor the disadvantaged and care for the sick."
*Lifelong Learning Center (CCPS)	Provides adult education, including ESOL classes; offers child care for children while parents are attending classes.
March of Dimes	Provides volunteer support for JC events.
* Charles County Maternal Child Health Program (same as Our Babies Matter)	Referral agency for expectant mothers.
My Gym	Provides play groups and in school assemblies for families with children 0-3.
Parent Center	Parent advocacy center primarily for families with children with disabilities.
PNC Bank	Provides workshops, materials and classroom presentations related to financial literacy.
Priority Partners	Provides JC families with low or no cost medical services for those who qualify, free parent workshops.
*Promise Resource Center	Provides monthly parent/provider workshops and training for child care providers; free referral services for parents seeking childcare; and training, technical assistance, and behavioral services to childcare providers.
Tri-County Youth Services	Provides delinquency prevention, suicide prevention, drug and alcohol prevention, information and referral, youth development and counseling services to youth and their families.
Waldorf Lions Club	Provides hearing and vision screening and glasses.
*We Make Kids Smile (Dr. Aguto and Associates)	Provides dental services and dental education.

Leadership Role and Coordination with Partners

The Charles County Judy Center has 40 community partners that guide the direction of the Center. The Judy Center Steering Committee met monthly except during June, July and December, due to vacation and holiday schedules. Each Judy Center Meeting is approximately two hours, and each meeting is held at a different community partner’s location.

In each meeting, both the Judy Center and partners share updates regarding the Center and outreach efforts. Partners discuss student cases with the Judy Center, provide updates, and make recommendations for future steps. The Judy Center also solicits assistance from the partners for various center events. A general outline of meeting dates, locations, and topics is provided in Figure 6.

Figure 6. 2015-2016 Judy Center Steering Committee Meetings

Date	Location	Topics Discussed
August 21, 2015	Waldorf West Library	KRA Results, 2015-2016 Headline Performance Measures
September 18, 2015	Charles County Health Department, White Plains	Virginia Willett Charles County Literacy Council, Planning Literacy Family Night for Turner
October 16, 2015	Charles County Department of Community Services	Literacy Night, Take Home Projects Appraisal
November 20, 2015	Lifelong Learning Center	Parent Workshop Assistance/Recommendations, Train Night Planning
January 15, 2016	Center for Children	CCPS Referral Process, Babies R Us Partnership Presentation
February 19, 2016	Charles County Health Department, White Plains	Case Management/Coordination of Services
March 18, 2016	Charles County Sheriff’s Department	Minion Math Brainstorming, Head Start PNC Mobile Fair
May 20, 2016	Waldorf West Library	JC Events, KRA Updates

The Judy Center works with its partners to identify students and families in need of support, and encourages families to work with outreach personnel as it relates to family well-being, medical care, and housing and work support. Partnering agencies recognize the Judy Center as a leader in supporting the academic development and health of young children; for instance, in 2015-2016 they were requested as partners for events and activities across Charles County such as the PNC Mobile Fair hosted by Head Start (March 2016). The Judy Center project director and members of the project staff are actively involved in councils throughout the county that serve the project families, including: Center for Children Advisory Council, Charles County Advocacy Council, Charles County Early Childhood Council, Community Partnership Forum, Head Start Health Advisory, Head Start Policy Council, Health Department Infant Mortality Reduction (Our Babies Matter), Healthier Charles County Advisory Committee, Healthier Charles County Advisory

Committee, Healthy Families Advisory Council, Infant Mortality Coalition, Maryland Extension Advisory Council, and the Youth In Transition Advisory Council. In addition, the project director was a keynote speaker at the Promise Resource Center early childhood and special needs conference for providers and at the Kiwanis meeting in La Plata on January 11, 2016.

Integration of Early Education Services

The Judy Center encourages and works to ensure the integration of early education services across Charles County early education programs. Staff regularly participate in the schools' Instructional Leadership Team meetings, provide or fund professional development for teachers, and assist child care centers in becoming EXCEL accredited. JC staff participate in articulation meetings at each school. The articulation cards contain information that will help place the children in the most suitable classroom environment. JC staff also participate in transition activities where students from three through five visit and learn more about what to expect the following school year.

Partner Satisfaction

The partner satisfaction survey was returned by eleven partner agencies in Spring 2016. The survey was comprised of fifteen Likert-scale, Yes/No, and short answer responses focused on the partnership with the Judy Center and the partner's impressions of the Judy Center program. All eleven partners rated their commitment to the Judy Center at a level four or higher, with five representing "high" involvement. All eleven partners also rated the communication from the Judy Center at a level four or higher. Overall, the partners were also pleased with the Judy Center's role in the community. As one respondent stated:

[The Judy Center] provides support not only to children but also to their families in order for them to succeed. Their partnership with the community is also beneficial in knowing what is available in the community to share with families.

When asked to consider how active their organization was with the Judy Centers, three of the respondents indicated that they were "Very Active" and seven indicated that they were "Somewhat Active." One respondent checked that they were "Inactive," but explained that they were new partners with the Judy Center and had yet to determine what their role would be.

Implementation Plan

The implementation plan is described in the FY16 Continuation Application for the project. For each headline performance measure (HPM), the project proposed activities that would lead to achieving the desired outcome. For each HPM, the actual activities are discussed and compared to the proposal. This section also answers the RBA question 7) What evidence-based practices have been identified to improve student performance?

HPM1: Language and Literacy

STRATEGIES: Through intensity of services, immerse children in early literacy activities and learning. Increase teacher, parent and provider awareness of importance of early language and literacy, increase their understanding and practices to strengthen children's early language and literacy knowledge. Provide teacher professional development. Provide early literacy and language-related activities and materials of instruction to complement and enhance the curriculum. In the fall 2015 and spring 2016 offer Language and Literacy themed family engagement activities.

To meet this performance measure, the project proposed strategies designed to immerse children in language and literacy, support parents in improving early language skills, and support teachers in developing evidence-based lesson plans. These activities span all twelve component standards.

To improve literacy instruction in the classroom, Judy Center supported the professional development of teachers and instructional assistants for CCPS's 3's program, prekindergarten program, special education prekindergarten, kindergarten, and Judy Center staff. The most commonly supported trainings related to literacy were Frog Street Press training (n=8), PARCC (n=7), Long Range Charles County Planning Kagan Cooperative Learning (n=6), Orientation to the Standards for Implementing Early Childhood Programs: Prekindergarten (n=5), and Reading for Meaning #2 (n=4), Planning for Literacy Common Core Inductive Language (n=4), and the Three-year Program Planning meeting (n=3). The project also supported full-day education by purchasing and providing to teachers materials of instruction and subscriptions to literary magazines.

The Judy Center referred and tutored children low in literacy skills to Judy Center Tutoring. Students in the 3's, prekindergarten, and kindergarten classes were referred to the tutoring program by teachers and staff at the school. Tutoring was provided individually or in small groups to 78 children in the first half of the grant year, 28 children in the second half, and 64 children during the extension period. The project also supported 50 children in participating in the evidence-based Raising a Reader curriculum.

In the summer, the project provided summer enrichment to 23 students at Barnhart, Mudd, and Turner. Summer enrichment was provided for 3.5 hours per day, four days per week for four weeks. The program utilized the evidence-based Frog Street curriculum, which focused on early literacy, math and science. Each week's lessons were thematic to help keep students engaged and enthusiastic. Morning and afternoon snacks were provided. Lunch was available for both participating students and students throughout the service area through the CCPS summer lunch program.

The project supported family night events at the service schools and in the community throughout the grant year. The following family events were related to language and literacy:

- **Meet and Greet – August 2015** – Judy Center staff hosted a table at the school event to network with families and distribute information about Judy Center services. *(Participants: 217 students at all three schools)*
- **Back to School Night – September 2015** – Judy Center staff hosted a table at the school event to network with families and distribute information about Judy Center services. *(Participants: 178 students at all three schools)*
- **Harvest Fest – October 10, 2015** – Judy Center hosted the event and provided a craft table, door prizes, face painting, and food to participants. Staff distributed information about Judy Center and partner services. *(Participants: 155 children, 82 adults)*
- **Chicka Chicka Boom Boom - November 19, 2015** – Judy Center staff organized and hosted the literacy event which focused on activities related to the book series “Chicka, Chicka, BOOM BOOM!” *(Participants: 89 children, 63 adults)*
- **Judy Center Express - December 10, 2015** - This holiday event had a train (Polar Express) theme, and included stations that focused on attention to detail, mathematics, literacy and nutrition. *(Participants: 98 children, 64 adults)*
- **Little Amigos (Bilingual Story Time) – February 4, 2016** – This event, organized and hosted by the Judy Center, included a 30 minute story time at the CCPL. The event was advertised in collaboration with CCPL in an effort encourage Hispanic family engagement. *(Participants: 16 children, 14 adults)*
- **Cooking Matters at the Grocery Store – March 1, 2016** – In partnership with the University of Maryland Extension, parents met at a local grocery store and were taught about product labels, healthy food options and how to shop on a budget. Participants received a cookbook, reusable bag and \$10 of free merchandise they selected based on the information they learned. *(Participants: 3 children, 4 adults)*
- **Cooking Matters at the Grocery Store – May 24, 2016** – repeat of above. *(Participants: 2 children, 1 adults)*

The Judy Center provided direct support to children and families through take home family activities related to Language and Literacy/college and social studies. Each quarter of the school year, Judy Center staff distributed take-home activities to families following family night at the school. The first quarter activity helped children create a bookmark on their favorite story. The bookmarks were returned to school and children voted on their favorites school-wide. The top three were laminated by staff and distributed to students. The fourth quarter activity encouraged students to create a paper doll of a person working in the career they want to do when they grow up. These two take home activities focused on literacy, social studies, and career readiness.

Judy Center also coordinated with Books-a-Million and the Charles County Public Library (CCPL) to conduct a Story Time session once per month at a local book store, for a total of eight sessions during the grant year. Each session lasted for 30 minutes. The CCPL children’s librarian read stories or led children’s songs for community families. The sessions were well-attended, with 20 to 70 children and 15 to 36 adults attending each one. In September 2015, the project hosted a First Library Card event at CCPL. The event was an hour long story time where children and families listened to stories, sang, danced, and completed a craft. Families who did not already have one were encouraged to sign up for their first library card.

The project provided monthly parent and provider workshops throughout the school year. Of these, five were designed with a literacy theme.

- **Process Art – September 8, 2015** – This workshop focused on the journey and process of art and provided information on how to create process based art projects which foster independence and creativity. *Number of Participants: 19 (1 CCPS Staff, 9 Providers, 9 Family Members). Participants provide care for a combined 149 children ages 0 to 3 and 117 children ages 4 to 5.*
- **Cooking with Kids – December 8, 2015** – Participants discussed what developmentally appropriate cooking looks like and experimented with different recipes to incorporate into curriculum. *Number of Participants: 7 (4 Providers and 3 Family Members). Participants provide care for a combined 58 children ages 0 to 3 and 60 children ages 4 to 5.*
- **Fantastic Finger Plays, Felt Boards, and More – February 9, 2016** – Finger plays and felt boards are a great way to incorporate many different domains of learning into the curriculum. Participants created activities and developed ideas for incorporating them into the classroom. *Number of Participants: 13 (3 Providers and 10 Family Members). Participants provide care for a combined 43 children ages 0 to 3 and 53 children ages 4 to 5.*
- **Creepy Crawlies – March 8, 2016** – The workshop showed participants how a topic such as insects can help children focus their curiosity and begin to use the scientific process in their investigations. *Number of Participants: 11 (3 Providers and 8 Family Members). Participants provide care for a combined 46 children ages 0 to 3 and 68 children ages 4 to 5.*
- **Imagination Station – May 10, 2016** – Play is the most important activity of early childhood, as play is learning! Participants learned activities that help “unleash” a child’s imagination and embrace their spontaneity, enabling the provider to incorporate all learning domains in a fun and developmentally appropriate manner. *Number of Participants: 11 (3 Providers and 8 Family Members). Participants provide care for a combined 62 children ages 0 to 3 and 75 children ages 4 to 5.*

During the 2015-2016 grant year, the Judy Center hosted 25 in-school assemblies and eight field trips at Mudd, six assemblies and two field trips at Barnhart, and 10 assemblies and seven field trips at Turner. In school assemblies included visits from police officers, the fire department, the Humane Society, Charles County Public Library, University of Maryland Extension, Mother Goose, and others. Field trips were conducted to the St. Charles Science Center, the humane society, the Baltimore Zoo, Mad Science, Forever Free Books, Blue Sky Puppet Theatre, and others. The project organized the annual Pumpkin Farm field trips at each school, where students participated in a tour of a pumpkin patch, learned about animals and farming, were allowed to pick a pumpkin, go on a hayride, and go to the petting zoo. During the My Big World field trip at the St. Charles Science Center, children were taken on a trip into space with Sesame Street characters, shown major constellations, and introduced to Chinese culture and vocabulary. In school assemblies and field trips were designed to teach children about the real-world application of their educational experiences.

MILESTONES: By Fall 2015 identify teacher professional development and MOI needs that support literacy curriculum, review classroom assessment data to determine language and literacy areas in need of improvement. Ongoing 2015-2016 offer professional development opportunities for teachers, quarterly review work samples provided by tutors to determine whether progress is evident, compare pre-test and post test results.

The milestones established in the grant application were met. The project experienced difficulties in identifying students for enrollment in the summer enrichment program. Parents expressed the need for full-day service, whereas the project provides programming for only 3.5 hours per day.

HPM 2: Math

STRATEGIES: Through intensity of services, immerse children in math activities and learning. Math cross curricular activities-in class and take-home Increase teacher, parent and provider awareness of importance of math and increase their understanding and practices to strengthen children's science knowledge. Provide teacher professional development. Provide math-related activities and materials of instruction to complement and enhance the curriculum.

To meet this performance measure, the project proposed strategies designed to immerse children in mathematics, support parents in improving early mathematics skills, and support teachers in developing evidence-based lesson plans. These activities span all twelve component standards.

To improve mathematics instruction in the classroom, Judy Center supported the professional development of teachers and instructional assistants for CCPS's 3's program, prekindergarten program, special education prekindergarten, kindergarten, and Judy Center staff. The most commonly supported trainings related to mathematics were Differentiated Math (n=6), PARCC (n=7), Long Range Charles County Planning Kagan Cooperative Learning (n=6), and Orientation to the Standards for Implementing Early Childhood Programs: Prekindergarten (n=5). The project also supported full-day education by purchasing and providing to teachers materials of instruction.

The Judy Center referred and tutored children low in mathematics skills to Judy Center Tutoring. Students in the 3's, prekindergarten, and kindergarten classes were referred to the tutoring program by teachers and staff at the school. Tutoring was provided individually or in small groups to 78 children in the first half of the grant year, 28 children in the second half, and 64 children during the extension period.

In the summer, the project provided summer enrichment to 32 students. Summer enrichment was provided for 3.5 hours per day, four days per week for four weeks. The program utilized the evidence-based Frog Street curriculum, which focused on early literacy, math and science. Each week's lessons were thematic to help keep students engaged and enthusiastic. Morning and afternoon snacks were provided. Lunch was available for both participating students and students throughout the service area through the CCPS summer lunch program.

The project supported family night events at the service schools and in the community throughout the grant year. The following family events were related to mathematics:

- **Meet and Greet – August 2015** – Judy Center staff hosted a table at the school event to network with families and distribute information about Judy Center services. (*Participants: 217 students at all three schools*)
- **Back to School Night – September 2015** – Judy Center staff hosted a table at the school event to network with families and distribute information about Judy Center services. (*Participants: 178 students at all three schools*)
- **Harvest Fest – October 10, 2015** – Judy Center hosted the event and provided a craft table, door prizes, face painting, and food to participants. Staff distributed information about Judy Center and partner services. (*Participants: 155 children, 82 adults*)
- **Judy Center Express - December 10, 2015** - This holiday event had a train (Polar Express) theme, and included stations that focused on attention to detail, mathematics, literacy and nutrition. (*Participants: children, adults*)
- **Blast Off to Space – February 11, 2016** – The Judy Center organized and hosted this STEM Family engagement activity, where children and families explored the stars with the National Astrological Society, entered an indoor planetarium, constructed robots and built take home paper plate space ships. Dinner was provided. The event was advertised in both English and Spanish. (*Participants: 56 children, 40 adults*).
- **Cooking Matters at the Grocery Store – March 1, 2016** – In partnership with the University of Maryland Extension, parents met at a local grocery store and were taught about product labels, healthy food options and how to shop on a budget. Participants received a cookbook, reusable bag and \$10 of free merchandise they selected based on the information they learned. (*Participants: 3 children, 4 adults*)
- **Math with Minions – May 5, 2016** – This family event was organized and hosted by the Judy Center. Children and families participated in educational and fun math activities with a Minions theme. (*Participants: 68 children, 41 adults*)
- **Cooking Matters at the Grocery Store – May 24, 2016** – repeat of above. (*Participants: 2 children, 1 adults*)

The Judy Center provided direct support to children and families through take home family activities related to mathematics. Each quarter of the school year, Judy Center staff distributed take home activities to families following family night at the school. The second quarter activity presented information on counters and manipulatives and how families can create counters at home. The third quarter activity focused on STEM and showed children how to do a leaf rubbing, and what they can learn from the imprint.

The project provided three parent and provider workshop with a mathematics or science theme.

- **Cooking with Kids – December 8, 2015** – Participants discussed what developmentally appropriate cooking looks like and experimented with different recipes to incorporate into curriculum. *Number of Participants: 7 (4 Providers and 3 Family Members). Participants provide care for a combined 58 children ages 0 to 3 and 60 children ages 4 to 5.*

- **Creepy Crawlies – March 8, 2016** – The workshop showed participants how a topic such as insects can help children focus their curiosity and begin to use the scientific process in their investigations. *Number of Participants: 11 (3 Providers and 8 Family Members). Participants provide care for a combined 46 children ages 0 to 3 and 68 children ages 4 to 5.*
- **Imagination Station – May 10, 2016** – Play is the most important activity of early childhood, as play is learning! Participants learned activities that help “unleash” a child’s imagination and embrace their spontaneity, enabling the provider to incorporate all learning domains in a fun and developmentally appropriate manner. *Number of Participants: 11 (3 Providers and 8 Family Members). Participants provide care for a combined 62 children ages 0 to 3 and 75 children ages 4 to 5.*

During the 2015-2016 grant year, the Judy Center hosted 25 in-school assemblies and eight field trips. In school assemblies related to mathematics included visits from police officers, University of Maryland Extension, Mad Science, and others. Field trips were conducted to the St. Charles Science Center where each class attended an interactive, age appropriate event, such as My Big World. During this event, children are taken on a trip with Sesame Street characters into space, shown major constellations, and introduced to Chinese culture and vocabulary. The purpose of the event is to show that we share the same big world. During the field trip to Giant Grocery, children learned about the food groups, toured the grocery store, talked about healthy foods, and were given a goodie bag. In school assemblies and field trips were designed to teach children about the real-world application of their educational experiences.

MILESTONES: By September 30, 2015, purchase math materials for 3’s, Pre-K and Kindergarten classrooms and for providers. By October 31, 2015, schedule all 3’s Pre-K and K children to have 2 to 3 assemblies/in-class fieldtrips which investigate numbers and early math concepts. From September-June provide tutoring services for those identified by teachers to be performing below expected levels of proficiency. From October 2015 to May 2016, integrate math in monthly workshops for families and providers with children 0-4. In January 2016, partner with the public library to promote and integrate math into library story times. In May 2016 sponsor a family activity night which demonstrates to parents how to integrate math into everyday activities.

The milestones established in the grant application were met.

HPM 3: Hispanic Family Engagement

STRATEGIES: Providing extra resources which allow those with limited English proficiency to fully engage in the activities and services provided by the Judy Center.

To meet this performance measure, the project proposed strategies designed to engage children and families with limited English proficiency (LEP) in the literacy and math activities and other Judy Center services. These activities focus mainly on component standards three through eight.

To engage LEP families, the project translated and provided resources in Spanish. During the grant year, the project translated into Spanish or identified bilingual documents for a minimum of 15 resources. These include the following:

- Bilingual books for distribution to classrooms and for family events
- English/Spanish newsletters and brochures
- Bilingual books to families expressing need on surveys
- Translation of take home activities into Spanish

The project supported family night events at the service schools and in the community throughout the grant year. The following family events were related to engaging Hispanic families:

- **Meet and Greet – August 2015** – Judy Center staff hosted a table at the school event to network with families and distribute information about Judy Center services. Materials were distributed in English and Spanish. (*Participants: 217 students at all three schools*)
- **Back to School Night – September 2015** – Judy Center staff hosted a table at the school event to network with families and distribute information about Judy Center services. Materials were distributed in English and Spanish. (*Participants: 178 students at all three schools*)
- **Little Amigos (Bilingual Story Time) – February 4, 2016** – This event, organized and hosted by the Judy Center, included a 30 minute story time at the CCPL. The event was advertised in collaboration with CCPL in an effort encourage Hispanic family engagement. (*Participants: 16 children, 14 adults*)
- **Blast Off to Space – February 11, 2016** – The Judy Center organized and hosted this STEM Family engagement activity, where children and families explored the stars with the National Astrological Society, entered an indoor planetarium, constructed robots and built take home paper plate space ships. Dinner was provided. The event was advertised in both English and Spanish. (*Participants: 56 children, 40 adults*).
- **Math with Minions – May 5, 2016** – This family event was organized and hosted by the Judy Center. Children and families participated in educational and fun math activities with a Minions theme. The event was advertised in both English and Spanish. (*Participants: 68 children, 41 adults*)

In addition, the project funded an interpreter for 21 families at home visits, parent and teacher conferences, and at family events during the grant year. The project originally proposed to provide an interpreter when eight or more families RSVP attendance and express a need for an interpreter. In an effort to encourage attendance and engagement among Spanish-speaking families, the project provided an interpreter when as few as one family RSVP attendance.

During the grant year, the project referred 27 parents to the CCPS Adult Education program for English for Speakers of Other Languages (ESOL) classes.

MILESTONES: By Fall 2015 provide monthly newsletter in both English and Spanish. Update JC Spanish Brochure and translate all fliers and notices so that English is on one side and Spanish is

on the other. Provide an opportunity for non-English speaking families to have an interpreter present for family nights, when 8 or more families RSVP attendance and need for an interpreter. Provide interpreters for home visiting and parent/teacher conferences.

The milestones established in the grant application were met. The project continues to experience hurdles in engaging non-English speaking families in Judy Center activities, such as scheduling activities to fit into family and parent work schedules. This grant year completes the first year where the project purposefully reached out to non-English speaking families. Project staff reported difficulties in building trust and ensuring that services and participation would remain confidential, but believe that the situation will improve as they continue to work within the community.

HPM 4: Birth through Age 4 Initiative

STRATEGIES: Follow through on all activities included on the Partnership's Outreach Plan to ensure identification of children in the school community as early as possible and arrange for screenings and assessments when appropriate. Engage families as their child's first teacher and increase provider knowledge through a variety of activities held on different days and times to accommodate as many as possible.

The outreach plan for the project and the results of activities was provided by the project and is included in Appendix Two. The project performed several outreach activities designed to engage families in the service areas in Judy Center services and activities.

Playgroups were held weekly during the school year and 2 to 3 times per week during the summer. Lesson plans for the playgroups are based on the CCPS 3's program curriculum and include thematic units to keep children engaged. Partners assist with the playgroups by providing resources and programming. For example, the University of Maryland Extension brought fresh strawberries and taught children about health and nutrition at one of the summer playgroups. The partner Jump Bunch also provides programming and activities aimed at getting children to stay active and improve motor skills. Fifty six children, ages 0 to 4 participated in the playgroups during the grant year, 14 of whom were referred by the health coordinator. The playgroups are effective both in providing outreach to community families and for helping children integrate with their peers.

The project works with child care providers in the community to promote alignment with Maryland's Early Learning Framework, and to encourage providers to become certified by the Maryland EXCELS program. During the grant year, the Judy Center identified 13 centers/home providers within the catchment areas as potential partners. Staff have developed relationships with four of these providers. Child care is an area where many families in the area struggle, due to limited options and high costs. One child care center in the area recently closed, and only one child care center and one home provider in the Waldorf area are accredited. The 3's and prekindergarten programs offered by CCPS are accredited. During the grant year, the project provided tuition assistance for certified child care at Good Shepherd for three children.

The majority of participants (n=462) receive full day instruction through CCPS kindergarten and prekindergarten. One child receives full day instruction through dual enrollment. The CCPS programs only operate during the school year, thus only 26 children served by the Judy Center receive full-year services. The JC provides summer programming; however as previously mentioned, this program is not full-day which hinders the program's ability to enroll some students.

The Judy Center partners with the Head Start (HS) program in Charles County, as many of the HS participants will matriculate to a Judy Center school. Head Start continues to struggle with obtaining its recertification. The JC serves on all advisory councils, provides take home activities, participates in HS self-assessments and offers recommendations to assist with accreditation. The JC and HS also refer families to one another in instances where a family may be looking for services that the other may be able to provide. It is hoped that HS will regain accreditation in the near future so that they can once again be reinstated as a partner.

The project continues to publicize its services to the community through its website, which is hosted by CCBOE. The page is designed and updated by the JC Instructional Specialist and includes information about the program, upcoming events on a calendar, links to partners, and staff photos and contact information. A video segment describing the JC services aired on CCBOE television in October 2015. In addition, the project was highlighted in the MSDE Information Video designed to educate those interested in the goals and objectives of the Judy Center and was featured in the MSDE Partner's Newsletter.

Four monthly parent and provider workshops focused on social development or special needs:

- **A-D/HD - October 13, 2015** – This evening was dedicated to helping participants understand Attention-Deficit/Hyperactivity Disorder and identify strategies to aid in working with and helping children with A-D/HD. *Number of Participants: 20 (1 CCPS Staff, 5 Providers, 11 Family Members, and 3 others from the community). Participants provide care for a combined 116 children ages 0 to 3 and 82 children ages 4 to 5.*
- **All About Me – November 10, 2015** – This workshop explored ways to promote positive self-esteem, self-awareness and pride through hands-on learning experiences. *Number of Participants: 20 (1 CCPS Staff, 10 Providers, and 8 Family Members). Participants provide care for a combined 182 children ages 0 to 3 and 114 children ages 4 to 5.*
- **Welcome to My World – January 12, 2016** – Autism Spectrum Disorders are developmental disabilities that impact communication and social interaction. Participants learned about the process of diagnosis and treatment and learned ways to work with children on the spectrum. *Number of Participants: 14 (8 Providers and 6 Family Members). Participants provide care for a combined 100 children ages 0 to 3 and 89 children ages 4 to 5.*
- **An Introduction to ASQ - 3 and ASQ online – February 9, 2016** – Participants were trained in the use of the Ages & Stages Questionnaires, which can be used to assess developmental progress in children between the ages of one month and five and a half years

old. *Number of Participants: 11 (3 Providers and 8 Family Members). Participants provide care for a combined 34 children ages 0 to 3 and 63 children ages 4 to 5.*

MILESTONES: By September 30, 2015, distribute and collect sibling surveys and contact all families with children 0-4. By October 15, 2015, start up weekly playgroups. By October 15, 2015, start-up monthly workshops for families and providers with children 0-4. By December 31, 2015, 40 families (or 50%) will have participated in at least one Judy Center-sponsored activity. By March 31, 2016, 60 families (or 75%) will have participated in 2 or more activities. By June 30, 2016, 65 families (or 100%) will have participated in 3 or more events. Twenty of the children will participate in 2016 summer programs.

Parent surveys were conducted requesting information about siblings. Families with new babies were contacted. As described previously, workshops were planned and provided. The project met these milestones. Project milestones related to the number of families attending services are discussed in the outcomes section of this report.

Health Services and Coordination of Care

In addition to services provided to meet the headline performance measures, the project provided health screenings and referrals to improve the lives of those families being served. Following each referral, the health services coordinator followed up with children and families to determine whether care had been obtained and if continued follow-up was necessary. Follow-up was conducted through in-person meetings with parents, home visits, phone calls, emails, informal contacts, and attending parent teacher conferences and IEP meetings with families. The health service coordinator works to promote follow-through with services by encouraging parents to follow through, providing information about resources, and providing transportation or other support when needed. Proper health, vision, and hearing is important to the development of young children. The Judy Center provides health screening and referrals to ensure that potential problems are identified and corrected as early as possible to prevent developmental delays.

During the grant year, the project screened 522 children for up-to-date immunizations. Eight children were referred to a pediatrician, and the parents of two children provided proof of immunizations during follow-up. Dental screening services were provided to 183 children and dental cleaning supplies were distributed to 600 children through the partnerships with We Make Kids Smile, Healthy Families, and the Lifelong Learning Center. The health coordinator screened for dental services and referred families to services when needed, 32 of whom received services during the year, and 13 of whom required extensive follow-up services to encourage families to resolve dental issues. Vision and hearing screenings were provided to 289 children, of whom 57 received vision services through a partner or private insurance, and two were referred for hearing services. One hundred and sixty children were screened for Amblyopia, and 30 were referred for services. Mental health services were provided to 68 children through the school, and the families of four children identified and coordinated private mental health services. The health services coordinator also screened 522 children for blood lead testing and physical growth and nutritional assessment, of whom two were referred and received follow-up services for concerns with

nutrition. The project encouraged health and physical fitness through its support of the Jump Bunch physical education classes.

The project also provided services to families to coordinate care among the services available in the county. Charles County publishes a directory of services for families to use when seeking care. However, the system for obtaining care can be difficult to navigate, particularly for new families with young children and for non-English speaking families. Family service coordinators bridge this gap by identifying service needs for children in the catchment area, and connecting families to the providers of those services.

During the grant year, the family service coordinators at Barnhart, Mudd and Turner referred families for services 660 times. The most common referrals were to the JC Playgroup (n=63), Children's Aid (n=47), the Department of Labor (n=44), BAM story time (n=40), JC Family Events (n=35), Health Partners (n=33), JC Dental Programs (n=29), Foodbanks (n=28), and Church groups which provide emergency assistance (n=28). Of those referrals, families received 260 services (40%). Of those organizations to which the FSC referred more than five families, families most often received services from the BAM story time (78% of those referred participated), Department of Social Services (69% of those referred received services), Health Partners (64% of those referred received services), Infants and Toddlers program (60% of those referred received services), the Department of Community Services (52% of those referred received services), and Children's Aid (51% of those referred received services).

FSCs screen parents for need in the areas of adult education and employment because parents who are struggling financially have a more difficult time providing the care that their children need. During the grant year, nine adult family members of participating children completed the Adult Basic Education program, 15 completed classes for ESOL, four participated in the Family Literacy Program, three obtained a GED, five completed the External Diploma Program, and one entered post-secondary education. Three families participating in adult education services entered employment. The project referred 34 parents to job placement or job training programs, of whom 14 received services.

Family service coordinators regularly contact families via phone calls, emails and texts, schedule and conduct home visits, and meet with families at the school to coordinate care. During the grant period, coordinators completed 142 home visits, completed 296 telephone calls to parents, sent 52 emails to parents, had 215 informal contacts with parents, and coordinated care with 74 community partners. FSCs also attended 54 IEP meetings, 26 parent teacher conferences, and 23 Parent Support Team/School Support Team meetings. For FY2017, the project arranged to be able to participate in Individual Family Service Plan (IFSP) meetings.

In addition to the work of each family service coordinator with the children at their schools, the Judy Center staff met bi-weekly throughout the grant period to review difficult cases and determine possible courses of action. CCPS staff, the Center for Children, Infants & Toddlers, and the Department of Health also participated in these meetings when necessary, depending on the cases being reviewed, and provided input and information about resources.

Efficacy to and Effectiveness of the Implementation Plan

The project implemented all of the proposed strategies during the grant year. Strategies were based on and covered all 12 Component Standards. The Component Standards are established by the MSDE as evidence-based methods for helping children prepare for kindergarten. The project delivers the evidence-based programs Raising a Reader and Frog Street Press. The project also supports the delivery of evidence-based curriculum at the schools through the purchase of materials of instruction and literary magazines.

Services are planned and delivered both according to these evidence-based practices and according to the needs of the community. The project conducts surveys of parents, teachers and partners to identify community needs and collects feedback forms following family events. The project director is heavily involved in advisory committees throughout the tri-county area. Information gathered is then used to plan and adjust activities.

Data Collection Activities

Database for Longitudinal Data Collection

The Judy Center provides a wealth of services to children and families in the service areas. In addition, the Judy Center provides leadership to the community in providing services that aim to improve the kindergarten readiness of incoming students to Charles County Public Schools. Center staff kept meticulous records on each activity, sign-in sheets, and partner participation. However, the method by which the data was stored did not allow for compilation of the type and intensity of contact without extensive labor.

Further, the project does not currently have a method for tracking participation in Judy Center services across years. As a result, the evaluation was not able to include third graders' scores on the 2016 PARCC according to whether or not the student participated in Judy Center activities in the 2011-2012 grant year.

To resolve these issues, the evaluation team is developing a database for the project to use for longitudinal data collection. The database design was developed in concert with the Judy Center staff, taking into consideration operating procedures, staff preferences and comfort with data entry, and internal monitoring needs, as well as data requirements for the evaluation and state-required reports. The database follows industry standards for security and authorization protocols. The project will begin using the database in the 2017-2018 grant year.

Charles County Board of Education (CCBOE) also plans to implement Synergy Student Information System (SIS) across the county to store and track student data. This new SIS will improve the ability of JC staff to collect data from the district on students and families being served.

Revisions to Instruments

The evaluation team has recommended changes to the Partner Survey and the project's Intake form. The recommended changes to the Intake form are designed to notify parents of the use of their family's data for evaluation purposes. The recommended changes to the Partner Survey ask for more specificity on the partner's level of involvement. These instruments will be used for the first time in the 2016-2017 grant year.

Measurement of Kindergarten Readiness

In 2016, Charles County Public Schools elected to administer the Kindergarten Readiness Assessment (KRA) to a random sample of kindergartners, as opposed to assessing the entire population. As a result, there is insufficient data in the sample to analyze subgroups by whether or not they participated in Judy Center activities or by subgroup for individual schools. During the 2016-2017 grant year, the project worked toward identifying an assessment that could be used to assess all students in the Judy Center schools on kindergarten readiness, without drastically increasing the time burden for testing.

CCPS agreed to administer the Initial Literacy Assessment (ILA) and county-designed mathematics assessment to kindergartners at the Judy Center schools. This assessment measures students' baseline abilities on letter identification, print concepts, sounds in words, and rhyming. The ILA was administered to kindergartners for the first time in the Fall of 2016.

For the 2017-2018 school year, CCBOE has agreed to administer the KRA at all Judy Center schools.

FINDINGS PART II: OUTCOME EVALUATION

Goal: Kindergarten Readiness

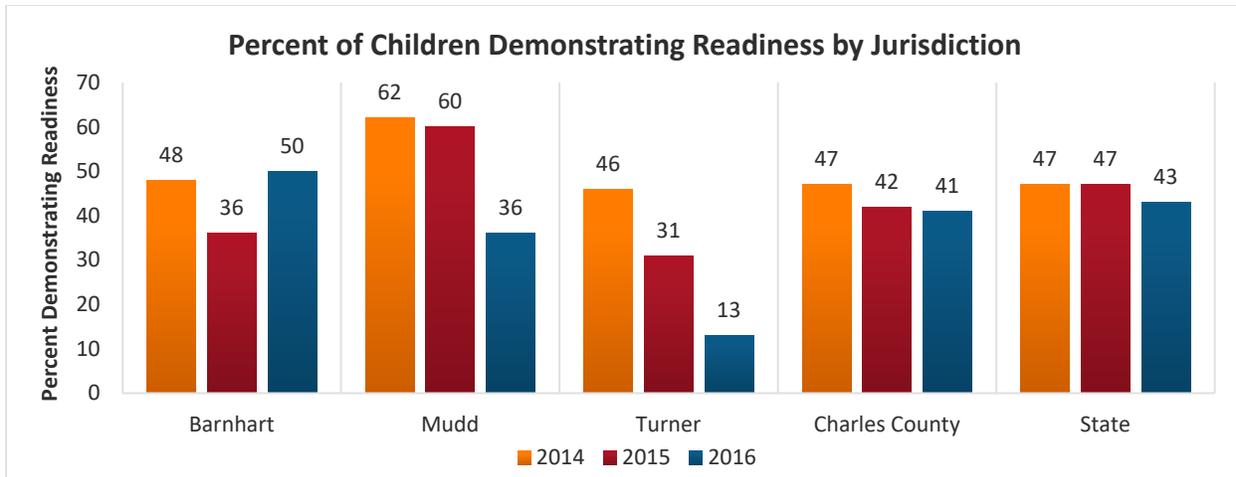
The Judy Center has the following overall goal for the project: *By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA.*

During the 2015-2016 grant year, the Judy Center served 55 four year-olds attending pre-kindergarten at Barnhart, 42 at Mudd, 56 at Turner, six who attended Head Start, and three who were dual enrolled in playgroups and pre-kindergartners. For 2016, Charles County elected to collect a random sample for the Kindergarten Readiness Assessment. Therefore, not all of the students served by the Judy Center were assessed for the 2016 KRA. This method presents potential difficulties in assessing the impact of the program, which are discussed further in the Limitations section of this report. The data for the school as a whole is reported; however, as previously mentioned, the project has identified an alternative method for measuring this HPM for the 2016-2017 grant year.

In 2015, 36% of children at Barnhart, 60% of children at Mudd, and 31% of children at Turner demonstrated readiness on the overall KRA score. Following the 2015-2016 grant year, 50% of kindergartners at Barnhart, 36% of kindergartners at Mudd, and 13% of kindergartners at Turner demonstrated readiness on the KRA administered in the fall of 2016. Because the data is a sample, the actual percentage of kindergartners who demonstrated readiness at Barnhart could be between 29% and 71% (confidence interval=0.209 at a 95% confidence level). The actual percentage of kindergartners who demonstrated readiness at Mudd could be between 11% and 61% (confidence interval=0.251 at a 95% confidence level). The actual percentage of kindergartners who demonstrated readiness at Turner could be between 0% and 36% (confidence interval=0.233 at a 95% confidence level). **It appears that the project did not meet this overall goal;** however, it is possible that Judy Center participants would have scored higher, had they all been tested.

Figure 7. Percent of Children Demonstrating Readiness by Jurisdiction

	2014	2015	2015 N	2016	2016 N
Paul C. Barnhart Elementary	48%	36%	121	50%	22
Dr. Samuel Mudd Elementary	62%	60%	60	36%	14
Eva Turner Elementary	46%	31%	59	13%	8
Charles County	47%	42%	~1,768	41%	454
State of Maryland	47%	47%	~67,000	43%	21,359



Figures 8 through 10 depict the percent of children who demonstrated readiness in each domain for the 2014 through 2016 administrations of the KRA by school. At Barnhart (Figure 8), the percent of kindergartners demonstrating readiness in language and literacy increased 16 points from 43% in 2015 to 59% in 2016. In mathematics, the percentage increased six points. The percent of kindergartners demonstrating readiness in social foundations and physical development also increased by 10 points and 13 points, respectively. At Mudd (Figure 9), the percentage of kindergartners demonstrating readiness in language and literacy decreased by 25 points, mathematics decreased by 15 points, social foundations decreased by seven points, and physical development increased by 19 points. At Turner (Figure 10), language and literacy decreased by 12 points, mathematics decreased by 16 points, social foundations decreased by 19 points, and physical development increased by 32 points.

Again, it is important to note that the limitations of the data prevent its use in interpreting the impact of the program. Further, the sample design prevents the data from being disaggregated by subgroup within each school. The data may still be useful to the program in identifying areas where Judy Center staff can assist kindergarten students. For example, the decreases in language and literacy at Mudd and Turner may indicate a need for more programming targeted to kindergartners in these areas.

Figure 8. Percent of Children Demonstrating Readiness by Domain Score over Time for Barnhart

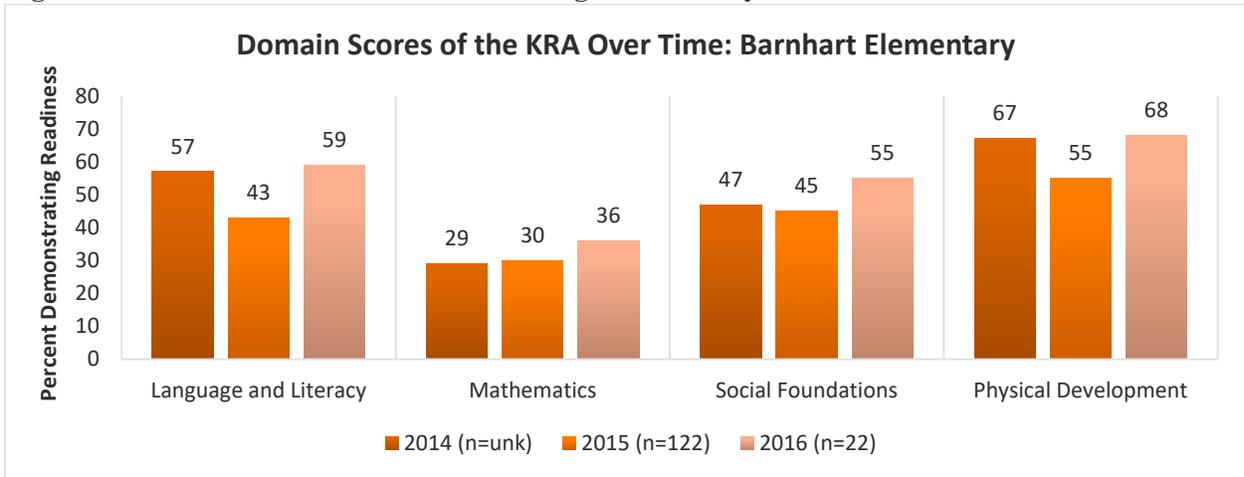


Figure 9. Percent of Children Demonstrating Readiness by Domain Score over Time for Mudd

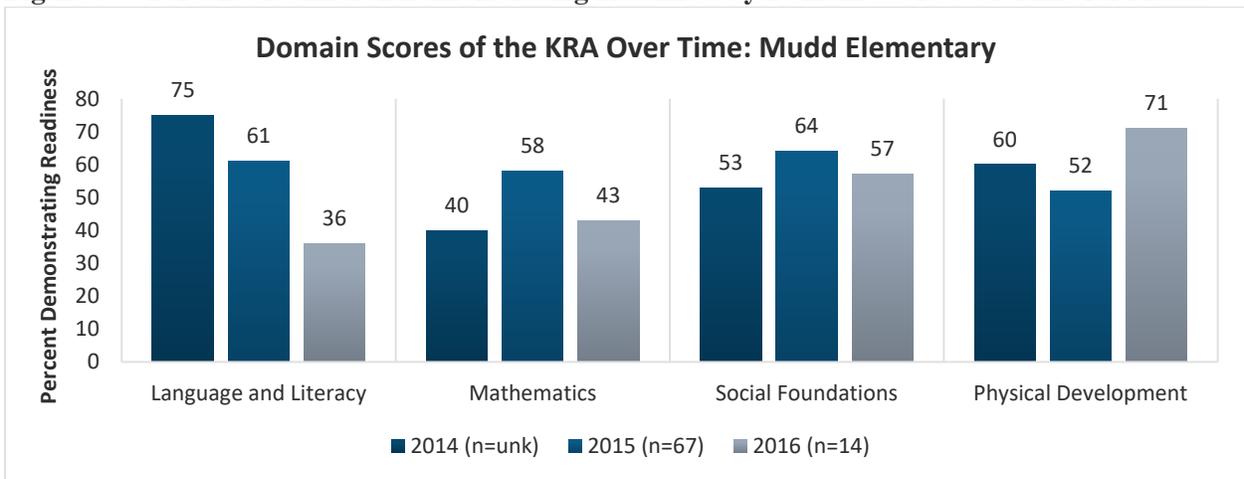
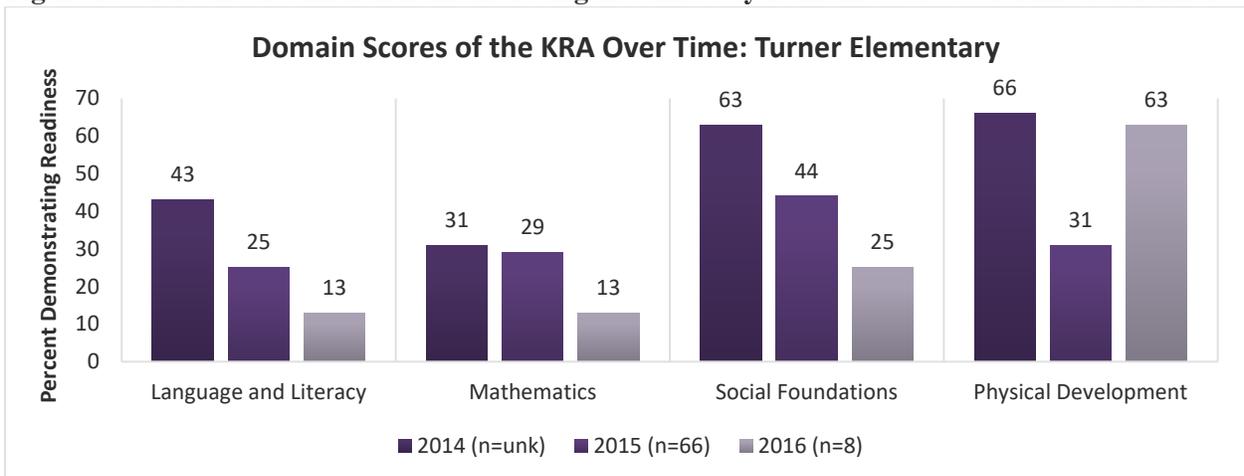


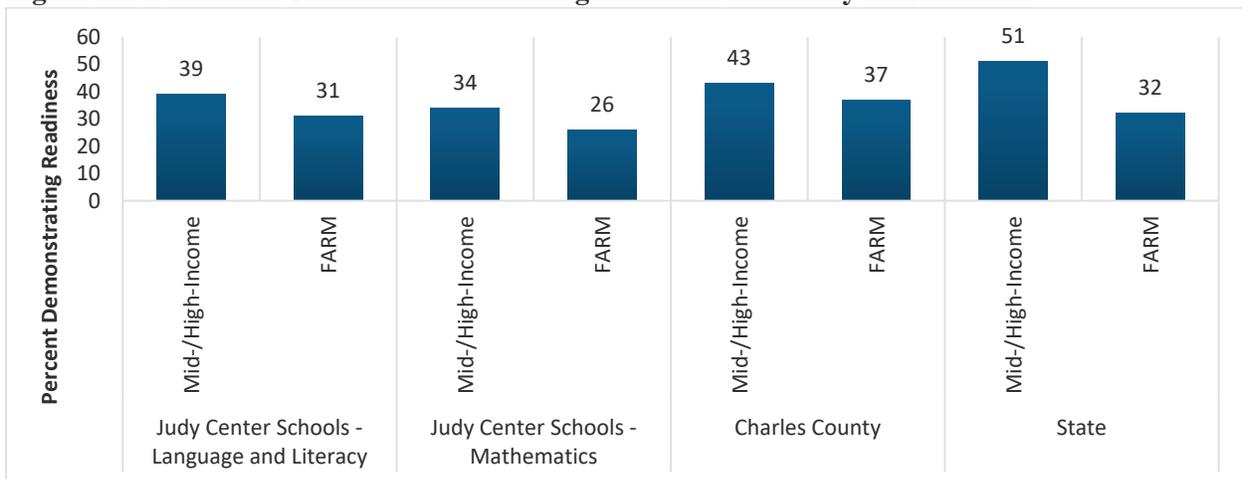
Figure 10. Percent of Children Demonstrating Readiness by Domain Score over Time for Turner



Figures 11 through 13 depict the percent of students who demonstrated readiness on the composite scores for the Fall 2016 KRA by subgroup for CCPS Judy Centers compared to the county and state. Data for English language learners is not presented as fewer than 25 children in this subgroup were assessed county-wide. The sample size and design prevents the data from being disaggregated by subgroup and school. N sizes were not available. Data for 2015 and 2016 were not provided in a consistent manner so as to allow a comparison of the gap in subgroups by year.

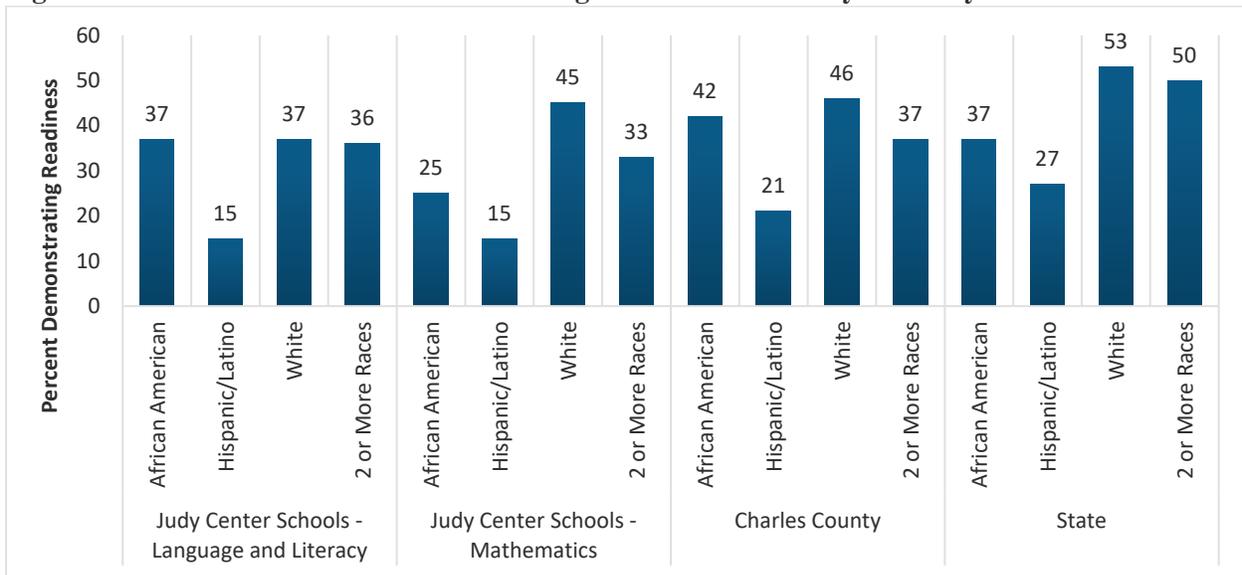
Income level (Figure 11) was determined by whether or not the child qualifies for free or reduced price meals (FARM). The gap in readiness between children from mid- to high-level income households (not eligible for FARM) and children from low-income households (eligible for FARM) for the state as a whole is 19 points. For Charles County, the gap is six points. In comparison, the readiness gap in Language and Literacy for Charles County Judy Center Schools is eight points (31% of students eligible for FARM compared to 39% of students not eligible for FARM). The readiness gap in mathematics is also eight points (26% of students eligible for FARM compared to 34% of students not eligible for FARM demonstrated readiness).

Figure 11. Percent of Children Demonstrating Readiness in 2016 by Income Level



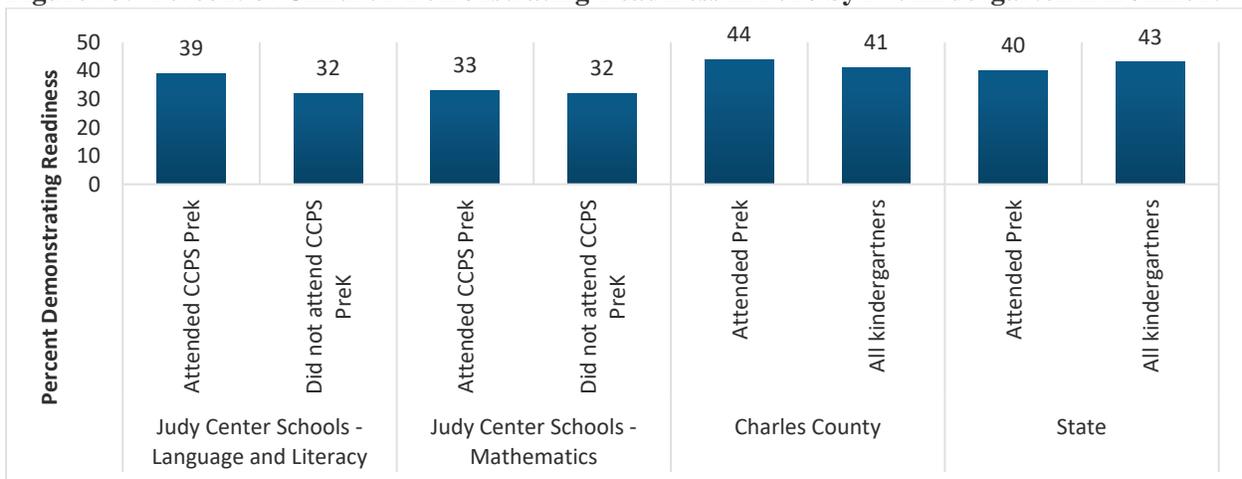
The gap in readiness between African American children and White children for the state is 16 points. The gap between Hispanic children and White children for the state is 26 points. For Charles County, the gap is four points and 25 points, respectively. In comparison, the readiness gap in Language and Literacy for Charles County Judy Center Schools is 0 points for African American students (37% of African American students and 37% of White students demonstrated readiness) and 22 points for Hispanic students (15% of Hispanic students demonstrated readiness). The readiness gap in mathematics is 20 points for African American students (25% of African American students and 45% of White students demonstrated readiness) and 30 points for Hispanic students (15% of Hispanic students demonstrated readiness).

Figure 12. Percent of Children Demonstrating Readiness in 2016 by Ethnicity



The gap in readiness between those who attended public prekindergarten (Figure 13) and all kindergartners in the state is 3 points. For Charles County, the percentage of kindergartners demonstrating readiness who attended public prekindergarten in CCPS is three points higher than the percentage for those who did not attend public prekindergarten. For CCPS Judy Center schools, the percentage of kindergartners demonstrating readiness in language and literacy who attended public prekindergarten in CCPS is seven points higher than the percentage for those who did not attend public prekindergarten. The percentage of kindergartners demonstrating readiness in mathematics who attended public prekindergarten in CCPS is one point higher than the percentage for those who did not attend public prekindergarten.

Figure 13. Percent of Children Demonstrating Readiness in 2016 by Prekindergarten Enrollment



Headline Performance Measures

HPM1: Language and Literacy

By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA. (Language and Literacy)

At Barnhart, 53 of 122 kindergartners demonstrated readiness in language and literacy (43%) in 2015. In 2016, 13 of 22 kindergartners demonstrated readiness (59%). At Mudd, 37 of 61 kindergartners demonstrated readiness in language and literacy (62%) in 2015. In 2016, five of 14 kindergartners demonstrated readiness (36%). At Turner, 15 of 60 kindergartners demonstrated readiness (25%) in 2015. In 2016, one of eight kindergartners demonstrated readiness in language and literacy (13%). Overall, 105 of 243 students in the three schools demonstrated readiness (43%) in 2015. In comparison, 19 of 44 students in the three schools demonstrated readiness (43%) in 2016. The difference from 2015 to 2016 is 0. The actual percentage of kindergartners who demonstrated readiness in language and literacy for all three schools could be between 28% and 58% (confidence interval=0.146 at a 95% confidence level). **Therefore, it appears that the project did not meet this performance measure;** however, it is possible that the percentage of all kindergartners who would have demonstrated readiness had they all been tested is either 15 points higher or 15 points lower than 43%.

HPM 2: Mathematics

By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA. (Math)

At Barnhart, 37 of 122 kindergartners demonstrated readiness in mathematics (30%) in 2015. In 2016, eight of 22 kindergartners demonstrated readiness (36%). At Mudd, 39 of 67 kindergartners demonstrated readiness in mathematics (58%) in 2015. In 2016, six of 14 kindergartners demonstrated readiness (43%). At Turner, 18 of 62 kindergartners demonstrated readiness (29%) in 2015. In 2016, one of eight kindergartners demonstrated readiness (13%). Overall, 94 of 251 students in the three schools demonstrated readiness (37%) in 2015. In comparison, 15 of 44 students in the three schools demonstrated readiness (34%) in 2016, which is a decrease of three points (-8%). The actual percentage of kindergartners who demonstrated readiness in mathematics for all three schools could be between 20% and 48% (confidence interval=0.140 at a 95% confidence level). **Therefore, it appears that the project did not meet this performance measure;** however, it is possible that the percentage of all kindergartners who would have demonstrated readiness had they all been tested is either 14 points higher or 14 points lower than 34%.

HPM 3: Hispanic Family Engagement

Increase engagement with Hispanic families by offering more services in a bilingual format. (Increase Hispanic Engagement)

The project provided several activities and resources in a bilingual format. The project also advertised activities in both English and Spanish, in an effort to engage Hispanic and Spanish-speaking families. **The project provided the activities designed to meet this measure.**

To determine whether the project met this measure, the project should measure change in engagement with Spanish-speaking families. Currently, the project tracks whether the participating child is enrolled in ESOL classes. During the 2015-2016 grant year, the project served 14 children who were enrolled in ESOL/ELL classes at Barnhart, Mudd and Turner. This number will be used as a baseline for comparison in 2016-2017.

Occasionally, children do not qualify for ESOL/ELL classes through the district, even though the primary language spoken at home is not English. Other sources of data should be considered for this measure, in addition to the number of children enrolled in ESOL.

HPM 4: Birth through Age 4 Initiative

By June 30, 2016, perform outreach activities in the community that result in identification and participation of 65 children ages birth through 4 and their families. (Birth to Age 4 Initiative)

During the grant year, the project served 134 families with children ages 0 to 4 years old who live in the service areas. Many of these are in the 3's program, prekindergarten, Head Start, playgroups, or the Maryland Infant and Toddlers program. Of those served, 64 were newly identified. Because the project does not track data longitudinally, it is difficult to separate the participation of families who were newly identified from those who were identified and did not participate or who did participate in the prior grant year. The project newly identified slightly fewer than the goal of 65, but served more than double that amount, therefore, **this measure is considered to have been met.**

By December 31, 2015, families of 109 children (81%) participated in one or more Judy Center family events. By March 30, families of 61 children (46%) participated in two or more Judy Center family events. By June 30, families of 64 children (48%) participated in three or more Judy Center family events. While the project did not meet the percentages established in the milestones, they far exceeded the projected number of families that would be served. **The milestones established in the grant application are considered to have been met.**

Satisfaction with the Program

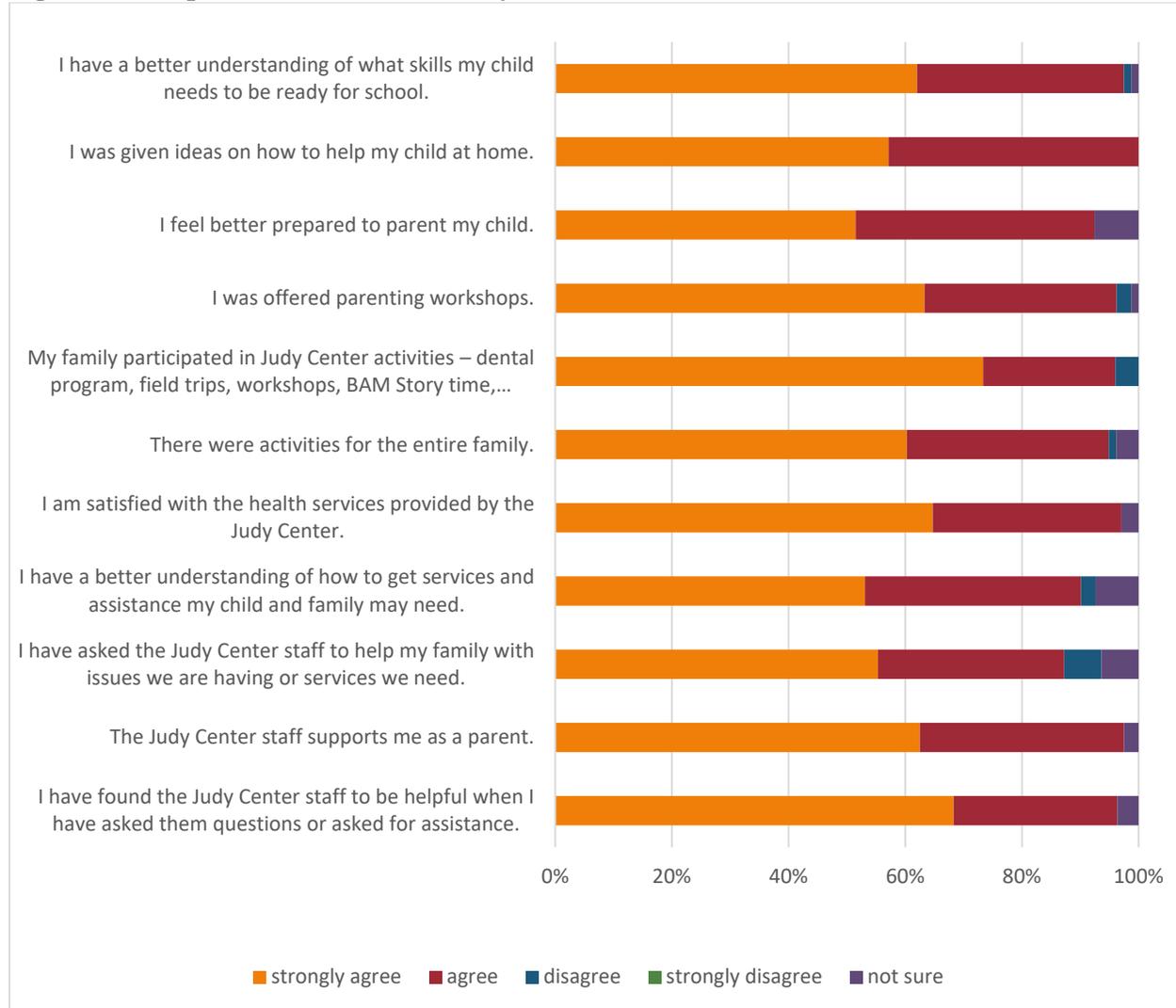
The parent and teacher surveys were administered at Barnhart, Eva Turner, and Mudd Elementary in the Spring of 2016. Copies of the instruments are included in Appendix One.

Twenty-four teachers responded to the survey. All of the respondents reported that they understand the goal of the Judy Center, that the Judy Center program effectively engages families in program activities, that the Judy Center programs are focused on improving student performance, and that the Judy Center supports the families of children in the teacher's class or program. All but two reported that the Judy Center staff participates in collaborative planning (one disagreed and one did not know). All but one reported that families in have benefited from case management (one did not know). All but five (79%) reported that the Judy Center programs provide additional support for non-English speaking students (two disagreed and three did not know). All but three (88%) believe that the Judy Center programs provide inclusive services to students with disabilities, and all but four (83%) believe that kindergarten students who participated in Judy Center services prior to kindergarten are better prepared than children who did not have previous Judy Center services.

Of those parents who responded, 24 (53%) responded that the education activities and services provided by the Judy Center made a great difference in their family's life, 16 (35%) responded that the Judy Center made some difference in their family's life, five (11%) made a little difference, and one (2%) responded that the Judy Center made no difference.

The majority of respondents agreed or strongly agreed that the Judy Center staff were helpful (96%) and supportive of parents (98%), that they have a better understanding of how to get services (90%), that they are satisfied with the health services (97%), that they feel better prepared to parent (92%), that they were given ideas on how to help their child at home (100%), and they have a better understanding of the skills their child needs to be ready for school (97%). Two parents (6%) said that they did not ask the Judy Center for help, two parents (6%) said that they do not have a better understanding of how to get services and assistance, three (4%) said that their family did not participate in Judy Center activities, and two (3%) said that they were not offered parenting workshops. Overall, it appears that parents are very satisfied with the services and activities offered by the Judy Center. That two parents reported not being offered workshops may indicate that they were unaware of the workshops offered. A focus group with parents may help the program identify ways to advertise the services of the Judy Center to parents.

Figure 14. Responses to the Parent Survey 2015-2016



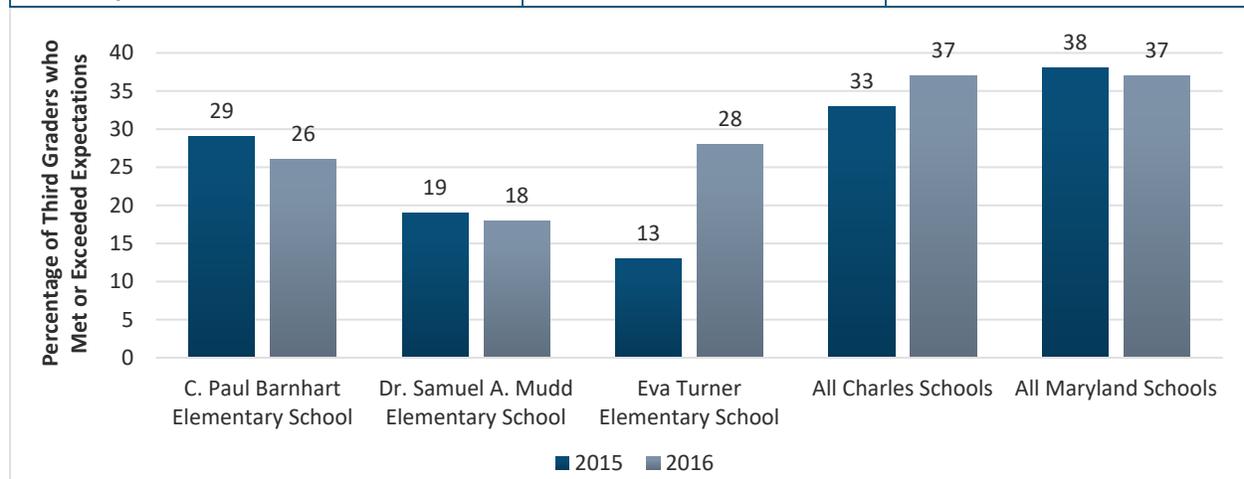
Long Term Impact

Long term impact of the project is measured using the results from the 2016 Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. Children who were in kindergarten in 2012-2013 would be in the third grade for the 2015-2016 school year (unless they were retained in grade). It was the intention of the evaluation to compare scores for children in the third grade in Charles County for 2015-2016 according to whether or not the student participated in Judy Center services during the 2011-2012 grant year. However, this was not possible due to data constraints. This is discussed in detail in the limitations and data collection activities portions of this report. As a result of these data constraints, third grade data for the PARCC is compared to third graders in 2015, the county as a whole, and the state. The project is working to improve longitudinal tracking of participating students.

In 2015, 29% of third graders at Barnhart, 19% at Mudd, and 13% at Turner met or exceeded expectations in English/Language Arts. In 2016, 26% of third graders at Barnhart, 18% at Mudd, and 28% at Turner met or exceeded expectations. In comparison, 33% and 37% of third graders met or exceeded expectations in the county in 2015 and 2016, respectively. Similarly, 38% and 37% of third graders met or exceeded expectations in the state in 2015 and 2016, respectively. The percentage of students in the Judy Center schools who met or exceeded expectations in 2015 and 2016 is less than the percentage in the county and the state. However, because the data is not broken out by participation in services, the impact of the project on scores cannot be inferred.

Figure 15. Third Grade Students Scoring Met Expectations or Above on the English/Language Arts PARCC Assessment

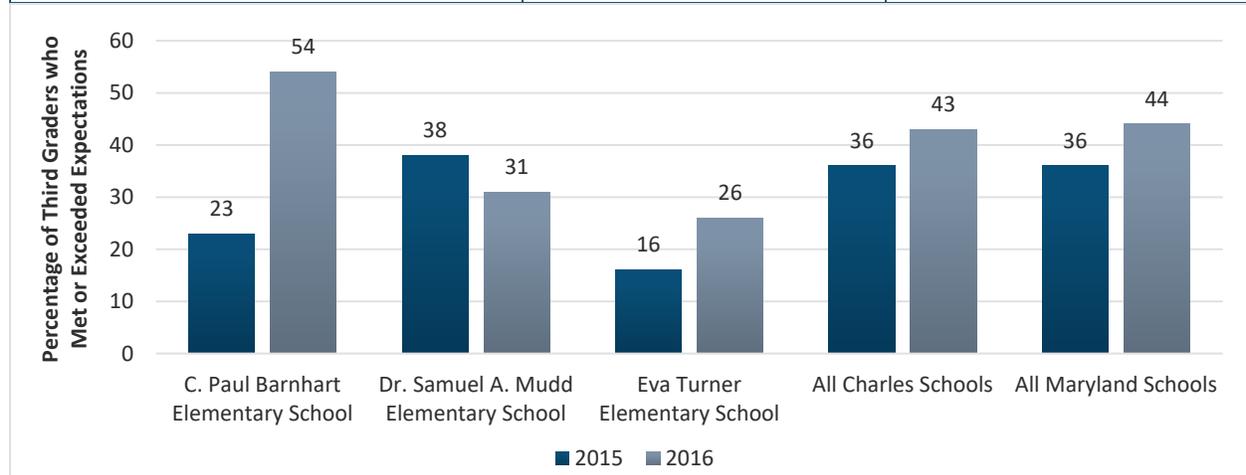
	2015 %	2015 #	2015 N	2016 %	2016 #	2016 N
C. Paul Barnhart Elementary School	29%	26	91	26%	29	112
Dr. Samuel A. Mudd Elementary School	19%	10	53	18%	11	61
Eva Turner Elementary School	13%	9	70	28%	22	78
All Charles Schools	33%	605	1,849	37%	700	1,917
All Maryland Schools	38%	24,842	65,088	37%	25,409	67,758



In 2015, 23% of third graders at Barnhart, 38% at Mudd, and 16% at Turner met or exceeded expectations in mathematics. In 2016, 54% of third graders at Barnhart, 31% at Mudd, and 26% at Turner met or exceeded expectations. In comparison, 36% and 43% of third graders met or exceeded expectations in the county in 2015 and 2016, respectively. Similarly, 36% and 44% of third graders met or exceeded expectations in the state in 2015 and 2016, respectively. The percentage of students in the Judy Center schools who met or exceeded expectations in 2015 and 2016 is less than the percentage in the county and the state. However, because the data is not broken out by participation in services, the impact of the project on scores cannot be inferred.

Figure 16. Third Grade Students Scoring Met Expectations or Above on the Mathematics PARCC Assessment

	2015 %	2015 #	2015 N	2016 %	2016 #	2016 N
C. Paul Barnhart Elementary School	23%	21	91	54%	60	112
Dr. Samuel A. Mudd Elementary School	38%	20	53	31%	19	61
Eva Turner Elementary School	16%	11	70	26%	20	78
All Charles Schools	36%	657	1,848	43%	820	1,917
All Maryland Schools	36%	23,851	65,594	44%	29,900	67,892



The Story Behind the Trends

There are multiple compounding factors that impact student performance in the areas served by Judy Centers. Charles County, Maryland is located approximately 20 miles south of Washington, D.C., and until the 1980's, was mostly farmland, natural areas and rural settlements. Beginning in 1990, the county government developed a comprehensive plan for urban development in the Waldorf area. The Waldorf area has experienced rapid growth in the past 20 years. From 2000 to 2010, the number of housing units increased by 22.9%, from 41,668 (94.9% occupied) to 51,214 (93.2% occupied) (United States Census Bureau, 2006-2010).

As the number of housing units increases, families with higher incomes and resources move into newer homes, leaving lower income families concentrated in schools serving older neighborhoods. At Barnhart, Mudd, and Turner, 66% of students received Free and Reduced Price Meals (FARMS) in 2016, compared to 37% for non-JC schools in the county (Maryland State Department of Education, 2016). In 2004, only 36% of students at these JC schools and 21% of students at non-JC schools in the county qualified for FARMS.

Research indicates that children coming from low income homes experience greater rates of stress, family instability, less consistent health care, and poorer nutrition (Halfon, 2016). Student mobility at JC schools is 5% higher than at schools in the rest of the county (25.6% of the average daily attendance at JC schools entered or withdrew during the school year, compared to 19% in all other CCPS elementary schools) (Maryland State Department of Education, 2016). The disparities that these children face, when compared to peers at higher income levels, provide great challenges to these children before they even enter into the school setting.

One significant issue that impacts the success of low income children is the level of education received by their parents. In Waldorf, the location of the Charles County Judy Centers, only 28.2% of adults ages 25 and older have a college degree (U.S. Census, 2015). Parental educational level is an important predictor of children's educational and behavioral outcomes, as parental educational levels have been found to have a direct correlation with children's performance on achievement tests (Davis-Kean, 2005; Dearing, McCartney, & Taylor, 2002; Dubow, Boxer, & Huesmann, 2009; Haveman & Wolfe, 1995; Nagin & Tremblay, 2001).

Parent education levels are also directly related to family income levels. As cited by Isaacs and Magnussen, "Children born into families at the bottom fifth of the income distribution are twice as likely as middle-class children to remain in that bottom bracket as adults (Isaacs, Sawhill & Haskins, 2008)." Lower family incomes are linked with less stable family housing (as families move from place to place to afford the rent), great difficulties in getting access to medical care, and less time for parents to devote to their child's academic performance – all of which directly challenge children in being successful in school (National Center for Children in Poverty, 2017).

However, the Judy Center is providing positive influences on low income children in Waldorf. While many families living in poverty cannot afford the costs of child care (on average, child care centers in Waldorf are approximately \$850-\$950 per month for children ages 3-4), the Judy Center programs and the CCPS 3's, prekindergarten, and kindergarten programs do not charge families for attendance. The Centers provide families the opportunities to have access to health care, dental care, and other medical related needs, helping to offset some of the challenges faced by low-income families. Early exposure to evidence-based curricula through the playgroups and summer enrichment helps to prepare these children for later success in school. Family events, playgroups, in-school assemblies, and field trips help to build relationships between community members and provide children with a sense of ownership and belonging to their community.

CONCLUSIONS

The project proposed activities which covered all 12 Component Standards. Based on the data available, the Center plans were implemented quite effectively. The Judy Center management team and its partner organizations were flexible in adjusting specifics to achieve the planned activities associated with Judy Center goals. This included changes to outreach events and educational opportunities for families and parents. All of the activities were achieved at or above the degree planned.

Headline performance measures regarding outreach activities for children and their families were met or progress is being made towards meeting them. The measurement of growth in student performance was somewhat hampered by district-wide changes to the implementation of the KRA, as not all Judy Center children took the exam.

The following summarizes each Headline Performance Measure (HPM), the implementation of strategies to achieve the HPM, and whether or not the HPM was met.

HEADLINE PERFORMANCE MEASURE 1 (Language and Literacy): By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA.

The project proposed and conducted activities designed to immerse children in language and literacy. The activities provided support to teachers and child care providers in providing evidence-based curricula and lesson plans, supported parents in becoming involved in their child's learning, and provided enrichment to children to teach real world application of educational experiences. Parents who responded to the survey generally found the activities to be helpful in preparing them to help their child and understanding what skills their child needs for school. However, there were some parents who were not aware of parenting workshops. In general, teachers believed that the Judy Center staff participate in collaborative planning, though there were two teachers who disagreed or did not know.

There appears to be no change from 2015 to 2016 in the percentage of children who demonstrated readiness. For the 2015-2016 year, HPM 1 was not met; however, limited data were available because the district did not require every child to complete the KRA.

HEADLINE PERFORMANCE MEASURE 2 (Math): By Fall 2016, the percentage of children fully ready for kindergarten will increase by 1% from the Fall 2015 data as measured by the KRA.

The project proposed and conducted activities designed to improve the mathematics skills of participating children. The activities provided support to teachers and child care providers in providing evidence-based curricula and lesson plans in both math and scientific learning, supported parents in becoming involved in their child's learning, and provided enrichment to

children to teach real world application of educational experiences. Parents who responded to the survey generally found the activities to be helpful in preparing them to help their child and understanding what skills their child needs for school. However, there were some parents who were not aware of parenting workshops. In general, teachers believed that the Judy Center staff participate in collaborative planning, though there were two teachers who disagreed or did not know.

From 2015 to 2016, the percentage of children who demonstrated readiness decreased by three points. For the 2015-2016 year, HPM 2 was not met; however, limited data were available because the district did not require every child to complete the KRA.

HEADLINE PERFORMANCE MEASURE 3 (Hispanic Family Engagement): Increase engagement with Hispanic families by offering more services in a bilingual format.

The project proposed and conducted activities to increase Hispanic family engagement. The project translated and provided resources in both English and Spanish, promoted family events in both English and Spanish, and provided translators for family events, conferences, and home visits.

For the 2015-2016 year, HPM 3 was met through the use of bilingual resources. This HPM should be modified to use data that can be compared across years, is verifiable, is free from bias, and assists the project in determining whether the implementation of strategies is having the desired effect. The project has already revised the HPM as follows: “Increase the number of Hispanic families engaging in Judy Center events/services by 5 families over the 2016-2017 School Year.”

The project currently has access to data on whether children in the CCPS education programs qualify for ESOL/ELL classes. During the 2015-2016 grant year, the project served 14 children who were enrolled in ESOL/ELL classes at Barnhart, Mudd and Turner. The project should use this number as a baseline for comparison in 2016-2017; however, other sources of data should be sought out which better measures whether participants’ primary language is a language other than English. For example, the district collects information on the primary language spoken at home on the annual student Health Form. This same information is also collected on the JC Intake Form.

Two teachers disagreed and three teachers did not know that the Judy Center provides support for non-English speaking students. The parent survey should be translated into Spanish and administered to Spanish-speaking families to determine whether these families are receiving information about Judy Center services. The project has already begun planning to translate the form into Spanish.

HEADLINE PERFORMANCE MEASURE 4 (Birth to Age 4 Initiative): By June 30, 2016, perform outreach activities in the community that result in identification and participation of 65 children ages birth through 4 and their families.

The project proposed and conducted activities to increase engagement among families in the catchment area with young children. The project provided inclusive playgroups in the school year and summer, worked with child care providers to become certified, identified families with young children through various methods, and provided services and activities designed to promote the skills necessary for children to be ready to enter kindergarten. Engaging these families prior to their enrollment in kindergarten is essential to efforts to improve kindergarten readiness. Teachers agree that students who participate in Judy Center services prior to kindergarten seem to be better prepared than children who have not.

For the 2015-2016 year, HPM 4 was met as the program identified 64 new families and served 134 new and returning families. The project did not meet the milestones for participation established in the grant application.

For the coming grant year, the project has plans to offer rewards to families who refer a friend (with children under the age of 5) to the Judy Center.

HEALTH SERVICES AND COORDINATION OF CARE:

Health screening and coordination of care was provided to families. Health activities aimed at ensuring that children were equipped physically, mentally, and emotionally to become learners. Case management was conducted to ensure that families were properly matched to the services they needed to achieve readiness and as a liaison between families and the school. The majority of parents are satisfied with the health services that they received from the project.

In the following section, recommendations are provided for further attainment of each of the Headline Performance Measures

RECOMMENDATIONS

It is recommended that:

- The project staff continue the flexibility exhibited in the implementation of the program.
- The project staff continue with plans for measuring kindergarten readiness in the 2016-2017 grant year.
- There be a review of the decline in test scores for the KRA at Mudd and Turner Elementary Schools. The review should be conducted by examining the ILA and county math assessments for these students.
- The staff continue to implement the existing services and opportunities afforded to participants as indicated by Headline Performance Measures 3 and 4, as both of these goals were met for 2015-2016.
- The project continue with the revised HPM: “Increase the number of Hispanic families engaging in Judy Center events/services by 5 families over the 2016-2017 School Year.”
- The project continue with plans to translate the parent survey into Spanish and track responses separately to determine whether these families are receiving information about Judy Center services.
- The Judy Centers implement the new data collection system to allow for greater access to long-term data for all Headline Performance Measures
- The Judy Center implement a focus group with parents may help the program identify ways to advertise the services of the Judy Center to parents and how to engage families in more than one activity. A focus group with Spanish-speaking families may also assist the Judy Center in identifying barriers to their participation and how to increase engagement.

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**APPENDIX ONE:
INSTRUMENTS**

The Judy Center
Serving C. Paul Barnhart, Dr. Samuel A. Mudd and
Eva Turner Elementary Schools

Please put an X under the response that best matches your opinion of the following statements.

Your Experience as a parent was....	I strongly agree	I agree	I disagree	I strongly disagree	I'm not sure	N/A
I have found the Judy Center staff to be helpful when I have asked them questions or asked for assistance.						
The Judy Center staff supports me as a parent.						
I have asked the Judy Center staff to help my family with issues we are having or services we need.						
I have a better understanding of how to get services and assistance my child and family may need.						
I am satisfied with the health services provided by the Judy Center.						
There were activities for the entire family.						
My family participated in Judy Center activities – dental program, field trips, workshops, BAM Story time, Harvest Fest, family nights, Playgroups, etc.						
I was offered parenting workshops.						
I feel better prepared to parent my child.						
I was given ideas on how to help my child at home.						
I have a better understanding of what skills my child needs to be ready for school.						

Have the early education activities and services provided by the Judy Center Program made a difference in your family's life? (Circle your choice)

- 1 – A great difference**
- 2 – Some difference**
- 3 – A little difference**
- 4 – No difference**
- 5 – N/A**



The Charles County Judy Centers
Serving Barnhart, Mudd, Ryon and Turner Elementary Schools

Teacher Survey for the Judy Center Partnership – SY2016

Please indicate the extent to which you agree or disagree with the following statements about the Judy Center program.

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree 5 = Don't Know

Question	Rating
I understand the goal of our Judy Center.	
I believe that our Judy Center program effectively engages families in program activities.	
I believe that the Judy Center programs are focused on improving student performance.	
Judy Center staff participates in collaborative planning.	
Families in our Judy Center have benefited from case management.	
I believe that the Judy Center programs provide additional support for non-English speaking students.	
I believe that the Judy Center programs provide inclusive services to students with disabilities.	
Kindergarten students who participated in Judy Center services prior to kindergarten are better prepared than children who did not have previous Judy Center services.	
The Judy Center staff supports the families in our class/program.	

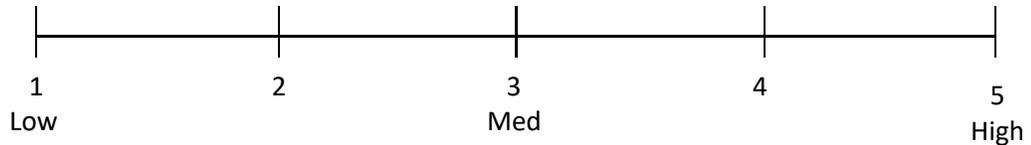
Please feel free to write any additional comments on the bottom of this page.
Additional Comments:

Please circle one: Kindergarten Pre-K 3's Head Start

Judy Center Partners Survey Spring 2016

To better serve our families, partners, and other stakeholders the Judy Center asks that you complete the following survey. We plan to use the information gathered to improve our programs and services. It is not necessary to add your agency's name on this survey. All information collected will be confidential and released only in an aggregate format.

1. How would you rate your agency's level of commitment to the Judy Centers? (Please circle a number below that you feel reflects this level of commitment.)



2. Explain why you rated your agency's level of commitment to the Judy Center as such?

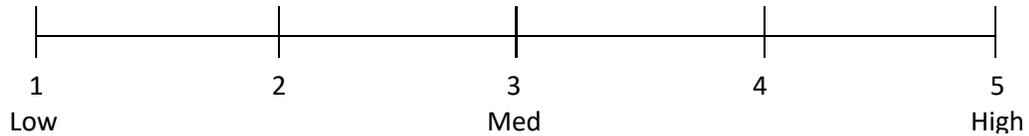
3. How active have you been with the Judy Center team?

- _____ Very active
- _____ Somewhat active
- _____ Not very active
- _____ Inactive

4. If you have not been very active, is there a specific reason, or is there something that could be changed that would allow you to be a more active?

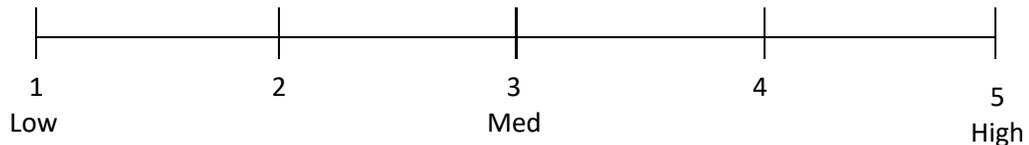
Judy Center Partners Survey Spring 2016

5. How would you rate the Judy Centers' openness to ideas/input from partners? (Please circle a number below that you feel reflects this level of openness.)



6. My agency has had input in the Judy Center grant goals and objectives? If so, how? If not, how can help to include your agency?

7. Members of the Judy Center staff have established open lines of communication with my agency? (Please circle a number below that reflects the level of communication.)



8. Does your agency contribute financially to the JC partnership? YES NO

Does your agency contribute in-kind to the JC partnership? YES NO

Does your agency contribute in other ways to the JC partnership? YES NO

In what other ways does your agency contribute to the JC Partnership?

9. Please list any suggestion you have about how you would like your agency to contribute to the mission of the Judy Center Partnership?

Judy Center Partners Survey Spring 2016

10. In what capacity do you see your agency working with the Judy Center Partnership in the next school year?

11. How can we develop a more effective partnership?

12. I feel the Judy Center is an important community partner? If so, why?
If not, how can we increase our role in the community?

13. Do you have any recommendations for making the Steering Committee meetings more meaningful? (If left blank it will be presumed current agendas are satisfactory)

(Filling out this portion of the survey optional)

Agency: _____

Name: _____

**APPENDIX TWO:
BIRTH THROUGH AGE 3 INITIATIVE
OUTREACH PLAN AND OUTCOMES**

BIRTH THROUGH AGE 3 INITIATIVE OUTREACH PLAN AND OUTCOMES

Dates	Activity	Outcomes (include # chn identified) as a Result of This Activity	Follow-up
August 2015	Charles County Early Childhood Day: The event was held at the Capital Clubhouse. Local early childhood agencies, programs and vendors attended. JC Staff attended and had a sign in to capture the contact information of children ages 0-4.	Number of children who attended Early Childhood Day: 222 Number of 0-4 children who signed in at JC table and requested more information about our program: 64	Those who signed in at the Early Childhood Day at The Judy Center table were added to our Judy Center contact list. If it was found that they live in our catchment area then they are receiving contact and emails from the JC keeping them informed of JC services, programs and events.
August 2015	National Night Out Huntington Neighborhood- Coordinator was invited to speak at an Association meeting in order to advise the Association's Board of the services the Judy Center provides. Following the presentation the Judy Center was asked to set up a table for National Night Out. Books were given out as prizes for visiting our table. In addition a ring toss game was present for the children's amusement.	Unable to coordinate participation with Neighborhood Association. Did not attend.	Reached out to new Board Members and asked to be allowed to attend in FY 17
August & September 2015	Parent Survey: Surveys are sent home in the Fall and Spring. Our survey asks if there are younger non-school age children in the home and if there are any expectant mothers in an effort to identify our 0-3 population.	Fall: Pregnant: 7 Non-school age: 57 Spring: Surveys are still being received	JC FSC makes appropriate referrals based on the response of the survey.
Fall 2015 & Spring 2016	JC Dental Program: Our dental program is open to children birth –Kindergarten in our catchment area and children with special needs in	6 non-school age children in our dental program	The JC Health Service Facilitator follows the children to make sure their dental needs are met. She makes appointments and

	the county. Dental referrals are made throughout the school year when services are needed.	6 children from our playgroup received onsite dental screenings from the Department of Health.	helps to coordinate care. During visits to the dental office younger siblings are often identified by coming to the appointments with their older siblings.
Fall 2015	Sibling Surveys: Sibling surveys are sent home to the entire student body at all three JC school locations. Teachers return their responses to the JC.	Number of younger siblings at home from our students at all three locations or someone who is pregnant residing in the home: Dr. Mudd: Expecting – 4 0-4 – (30) Eva Turner: Expecting – 1 0-4 – (40) Barnhart: Expecting – 1 0-4 – (42) Ryon: Expecting – 1 0-4 – (51)	A list is compiled from the results of the survey and all JC information/fliers and event info is sent home with newly identified families who have non-school age children. This information also helps us to recruit for the 3's and Pre-K programs in the Spring.
Ongoing/Full Year	Baby Cards: baby cards are used by FSC to capture contact information from parents or expectant moms in informal situations so that future contact can be made regarding JC services and programs. i.e. During meet and greet, open house, community events, arrival and dismissal at school etc.	22	After obtaining the parent or expectant mom's information a JC FSC or Health Facilitator can contact the family to refer them to JC events/community/health resources.
Ongoing/Full Year	Home Visiting: During home visits, FSCs often come across non-school aged children whom they were not previously aware of in the home or family.	If a child 0-4, non-school age child was identified during a home visit a baby card was completed.	Once aware that a younger child resides in the home or visits the home then FSCs are able to make appropriate referrals, i.e. JC Jump Bunch, Playgroup, WIC, dental, I&T etc.
Ongoing/Full Year	Intakes: During the completion of intakes FSCs are able to identify younger children who may reside in the home or who are in the family. Our JC Intake form	If a child 0-4, non-school age child was identified during an intake a baby card was completed.	Once aware that a younger child resides in the home, the FSCs are able to make appropriate referrals ie. JC Jump Bunch, Playgroup, WIC, dental, I&T etc.

	asks for information regarding all members in the home.		
Ongoing/Full Year	JC Jump Bunch and Playgroup: JC Jump Bunch and playgroup are held weekly for infants and toddlers who are not yet in school. JC Playgroups are held twice a week and are aligned with the 3's curriculum. JC Jump Bunch provides our young children with physical education and gross motor activities once a week.	Jump Bunch: 11 Playgroup: 30	JC FSCs attend the weekly playgroups and JC Jump Bunch activities. If referrals are needed to community agencies, FSCs are able to make those necessary referrals to the parent at that time. A rapport and trusting relationships are built during these weekly interactions with parents and their children.
April 2015-August 2016	Registration packets for 3's and Pre-K: Everyone that registers for 3's and pre-k at our 3 JC locations will sign in on a JC sign in sheet. This is so that we have their contact information even if they do not get into the program. Everyone will leave registration with a packet of JC information including a welcome letter from that families' FSC, fliers for our upcoming events as well as business cards, brochures and dental applications.	Enrollment packets are received beginning the second week of April and each child completing an enrollment packet receives a Judy Center Welcome packet. For 2015-2016, 127 JC welcome packets were provided.	The Judy Center can use these children's contact info to recruit them for playgroups and JC activities during the summer. If the child does not make it into the program then the JC can be sure to get the children JC event information throughout the school year. The family is also now aware of the JC and services that are offered.
Ongoing/Full Year	Fliers for Events: All children birth to 5 are invited to all Judy Center events. Copies of our event fliers go to community partners at Steering Meetings and via email to be distributed to their families/clients.	NA	Once families attend or contact JC from receiving a flier for a JC event they are added to our mailing list. If further resources and support are needed then the FSC will be in touch with them and work with the family to ensure their needs are met.
August and September 2015	Meet and Greet/Open House: JC FSCs are present to meet families and identify young children not yet in school.	If a 0-4, non-school age child is identified then a Baby Card is completed.	During these informal meetings, JC FSCs take this opportunity to complete baby cards, capturing families of young children's contact information so that they can be invited to JC

			events/programs as well as be referred to community resources if the family is in need of services.
December 16, 2015	Infant Mortality Reduction, Health Department Holiday Event	Identified 12 families with children under 2 yrs old unfamiliar with the JC in our catchment areas	Gave parent contact information to the Family Service Coordinator for follow-up, added email address to distribution list to receive parent information.
April 2, 2016	JC Baby Shower: In the Spring, The JC holds a “Baby Shower” for expectant moms and moms who have children under the age of one in our catchment area in an effort to earlier identify our 0-3 population.	29 new or expectant parents attended. Each family had 1 or more unborn child to 18 month old.	FSCs make necessary referrals to families who attend the shower based on their needs. Families receive presentations from partners on topics such as, but not limited to, car seat safety, safe sleep, nursing, infant dental hygiene, developmental stages, play according to developmental stage etc.
April 9, 2016 SY	CCPS Community Resource Fair- The JC set up a table and offered JC information to those in our catchment areas	TBD	The JC will continue to attend this event for a few reasons. First the Infants and Toddlers Program is very supportive of all JC programs and services. Second, resources were obtained that can be shared with parents of JC families. Third, next year there may be families of students’ non-school aged children in attendance.
May 26, 2016	DSS Partnership Forum	TBD	Charles County Community Service Organization will use this opportunity to become familiar with the other service agencies in the county. The JC will provide information on services and network with other organizations who serve JC targeted age groups and/or schools. The JC will host a partner table and provide

			information of services to 5013c, government social service and other community service agencies. If the community is invited to this event the JC will make connections and follow-up with families in our catchment areas
Ongoing/Full Year	Sign-ins for events: In an effort to identify more non-school age children, The JC has revised our sign ins to ask for the name, age and school that all children present at our event attend.	Number of non-school age (0-4) children from our sign-ins at JC Events: Harvest Fest: 36 Literacy: 40 JC Express Night: 34 Science Night: 13 BAM Story Time: 49 From Sept – April 2015-2016	JC FSCs look at sign ins from our events to identify 0-4 children who are not in school. Based on that information referrals are made to JC playgroups, Library Story Times, early childhood programs such as 3's and Pre-K and other community/health partners.
On Going/Full Year	Tuition Assistance: After an application process, the JC will provide Tuition Assistance to any child living in the Dr. Mudd, Eva Turner and Barnhart school zones or who have special needs whom are ages six weeks through Kindergarten.	We supported 4 children with tuition assistance in FY 16	If families do not qualify or receive Tuition Assistance then JC FSCs will let parents know about other daycare options within the community
On Going/Full Year	Welcome New Baby: In partnership with the Charles County Public Library, the JC has included a Welcome New Baby post card that goes in a New Baby packet put together by the Library for new parents who give birth at Charles Regional Medical Center. Parents complete the prepaid post card and return it to the JC. Once returned the JC will let them know if they are a JC family and will send them a new book to enjoy with their baby regardless of if they are a JC family or not.	3 children identified through this method as JC babies	Families who respond and are in the JC catchment area will be added to our email listing. They receive a letter explaining that they are a JC family and what types of services and supports are therefore available to them. Along with the Welcome! letter they also receive a free book. Those who respond but are not in zone will get a letter informing them that unfortunately they do not live in one of our three school zones. However, here are a list and contact info for community

			partners that you might find useful. In addition to this letter they also receive a free book just for returning the post card.
On Going/Full Year	Establish and Reestablish relationships with Providers in catchment areas -Over the years the relationships with providers, both home and center have weakened and this initiative was set up to reconnect with providers and identify the children in their care who may benefit from Judy Center services prior to entering JC. The JC has identified 15 centers/home providers to check in on monthly and if/when the provider is comfortable provide JC materials to JC families in their care.	Through independent visits as well as visits with the Public Library the JC has developed budding relationships with 4 new home providers within our catchment areas.	Families have been able to request help from the Health Services Facilitator, Family Service Coordinator and attend JC events. In 2015-2016 the JC hopes to include more providers in this endeavor which will include displaying brochures at these locations.
Ongoing/Full Year	Head Start (HS) Intensive Support -Although Head Start continues to struggle with obtaining its recertification, the JC maintains a close relationship with HS. The JC serves on all advisory councils, provides take home activities, participates in HS self-assessments and offers recommendations to assist with accreditation.	15students from Head Start will matriculate to a JC school in the fall 2016	It is hoped the JC can assist as many HS families as possible so that they are “ready for Kindergarten”. Although each child may not be in the JC zones, the materials provided to JC catchment students may be copied by HS staff and used to support all students. The JC and HS also refer families to one another in instances where a family may be looking for services that the other may be able to provide. It is hoped that HS will regain accreditation in the near future so that they can once again be reinstated as a partner.