

Appendix A.1

Newspaper Articles



www.times-news.com

Region

Judy Center

(Continued from 1B)

There will eventually be 13 Judy Centers in the state. The centers are named after Hoyer, late wife of Congressman Steay Hoyer and an early childhood educator with George's County public schools.

The Beall Judy Center director is Debra Manthey and the case manager is Sheila Adams. Adams explained that most of the center partners will begin seeing clients March 1. The center partners include Department of Social Services, Head Start, YMCA Family Center, Local Management Board, Fresh Start, Women, Infants and Children, Maternal, Infant and Resources Development, Commission Child Care, Preschool Partners, and Infants and Toddlers.

"The agencies will be open year-round," said Manthey. The Beall Judy Center will be funded by an 18-month grant for \$647,000. The grant can then be renewed annually until 2005.

Grant recipients participated in a rigorous review process by the state education department, state and local education department officials in the field of early childhood learning. The effectiveness of the centers will be measured by a statewide study on how they affect children's readiness for school success.

The center will include pre-K, kindergarten, a multi-age room, special education, K, Head Start and programs for families, too.

New Judy Center offering early childhood education

JAMES RADA

Times-News Staff Writer

FROSTBURG — Allegany County's Judith P. Hoyer Early Child Care and Education Center opened Tuesday afternoon amid high expectations that its coordinated programs will provide a path that every child is prepared to enter school.

"We have wonderful opportunity to change the course of education in our school systems by providing services that will have a positive effect on the lives of our children," said Hoyer, county supervisor for the Allegany County Board of Education. Warrick also headed the inter-agency team that submitted the proposal for a Judy Center in Allegany County. School sponsors are the county's Judy Center. The centers are

designed to incorporate a comprehensive set of services for children from birth through age 6 and their families.

A gathering of local officials, board staff and representatives from the various Judy Center partners filled the school cafeteria for the dedication. After a few short speeches, Hoyer and Warrick joined the staff of the Judy Center to the county mingled and enjoyed the culmination of their hard work.

Superintendent William AuMiller said, "Hopefully, this will be the first of numerous Judy Centers in Allegany County. It is an initiative program coordinator for the Maryland State Department of Education, told the gathering. "Other than the center that first started this thing, you are the furthest along."

See — Judy Center — 2B



Pre-kindergarten students at the Judy Center perform during a dedication ceremony Tuesday at Beall Elementary School in Frostburg.



Children's author reads at Judy Center

JAMES RADA
Times-News Staff Writer

FROSTBURG — With a swing of his arm, the book became an owl soaring through the night sky. This was just one of the dramatic touches that Martin Waddell added while he read some of his children's stories to children at the Judy Center in Beall Elementary.

The students responded with laughs and attention as Waddell, an Irish author, read five of his more than 200 stories to the students.

"These few words took me five years to write and the illustrator two years to draw," said Waddell.

The students were even privileged to

hear a yet-to-be-published story from Waddell.

"This will be published next year, so you are among the first to see it," said Waddell.

The Judy Center decided to tap into the resources available through Frostburg State University's Children's Literary Festival.

"We piggybacked on what they were doing and asked if he could read to our children," said Debbie Kolb, coordinator of the Judy Center.

As part of the exposure to an author, the children were going to be writing and illustrating their own books. They would

then be laminated to resemble an actual book.

"We are trying to promote reading and promote a love of reading," said Kolb.

The Beall Elementary Judy Center opened in January 2001 and is one of 13 such centers in the state. The center is funded by an 18-month grant that can be renewed annually. The effectiveness of the centers will be measured by a statewide study on how they affect children's readiness for school and subsequent school success. The Judy Center includes pre-K, kindergarten, a multiage room, special education pre-K, Head Start and programs for families.

Sunday, April 26, 2002
Cumberland Times-News



Appendix A.2

Judy Center Newsletters



Judy Center
Allegany County Public Schools
3 College Ave.
Frostburg, Md. 21532
301-689-8489



JUDY CENTER NEWS

The Judy Center at Beall Elementary School will be offering numerous activities for families in the upcoming weeks. The public is welcome to attend.

Family Junction will be starting their **Family Support Group** at Beall Elementary School. Groups will meet from 6:00 – 7:30 p.m. on the following dates:

**January 30, February 20, March 13, April 3, April 24,
May 15 and June 5.**

A variety of topics pertaining to parenting, relationships, work, etc. are being scheduled. Childcare and snacks will be provided. Everyone is welcome. Call the Judy Center – 301-689-8489 or Family Junction – 301-777-2858 for more information.

The **WIC Clinic** will be held in the Judy Center Agency Room on Thursday, February 7.

The **YMCA Family Center** will be coming to the Judy Center to offer fun, age-appropriate, educational activities with parents and their children, age birth through 4. The first date for this visit is Friday, February 8 from 10:00 – 11:30 a.m. Snacks will be provided. Everyone is welcome!

The **Fresh Start Program** will begin in February. Fresh Start is an intensive early intervention program for children 3 – 5 years old identified with, or at risk, of behavioral/emotional problems. These services are provided by the Allegany Co. Health Department in collaboration with the Judy Center. For more information regarding this program please call 301-777-5606 or 301-777-2016.

We still have openings in the **Child Care** program at Beall Elementary. The childcare program accepts children age 2 – 12 for both full-day and/or before-and-after school hours. Purchase-of-care vouchers are accepted. For additional information please call 301-689-9717.

GED, External Diploma and Adult Education Classes are being offered at Beall Elementary, both during the day and in the evenings to accommodate participants. To register, call – 301-729-4736 or 301-777-1909.

There are a few **Pre-K** slots still open. If you have a child who was 4 years old prior to 12/31/01, he or she can participate in the ½ day pre-k program at Beall Elementary. Call the Judy Center for more information.

Look What's Happening at the Judy Center in May



- ☞ **May 2nd**
8am to 4:00pm **WIC** clinic in the Judy Center Agency room
5:30 to 7:30 pm - Beall Elementary Media Center: **Co-Parenting program for parents who are living apart.** Sponsored by the Allegany County Circuit Court.

- ☞ **May 8th**
6 – 8:00 pm - Beall Elementary Media Center: **Food Safety for Childcare Providers.** Sponsored by Maryland Cooperative Extension for Childcare providers.

- ☞ **May 9th**
8 am to 4:00pm **WIC** clinic in the Judy Center Agency room

5:30 to 7:30 pm **Co-Parenting program for parents who are living apart.** Sponsored by the Allegany County Circuit Court

- ☞ **May 15th**
6:00 to 7:30 mp – Beall El.'s Media center **Parent Support group: Busy Schedules & routines...how to cope as a parent.**
Sponsored by Family Junction. Includes snack and childcare.

- ☞ **May 16th**
8 am to 4:00pm **WIC** clinic in the Judy Center Agency room

5:30 to 7:30 pm **Co-Parenting program for parents who are living apart.** Sponsored by the Allegany County Circuit Court

- ☞ **May 17th**
11am to 1:00pm **YMCA Family Center**
Lunch and Learn. Free lunch and conversation with parents of children ages' birth to 4 years old. Bring your children for learning activity.

- ☞ **May 22nd**
10am to 11:30 am. Beall Elementary Media Center
Kindergarten Orientation for school year 2002-2003

- ☞ **May 29th**
Kindergarten field trip to Deep Creek Lake



Appendix A.3 Judy Center Website





The goal of the Allegany County Public School System's Judith P. Hoyer Early Child Care and Education Center (Judy Center) is to improve the school readiness skills of children ages birth to five by providing comprehensive early childhood services at Beall Elementary School, Frostburg, Maryland.

The Judy Center:

- provides programs that will give parents the knowledge, skills, and resources to provide an environment and experiences that meet their children's basic health, safety, physical, emotional, and intellectual needs;
- provides affordable, high-quality early childhood programs that will be accessible to families; and
- provides quality health services, which promote the healthy growth and development of children.

“ About the Judy Center “ Calendar of Events “ Judy Center Partners “ Rates from Navoloney “ Contact Information “ Parents and Partners Survey

1998



This program is funded under the Judith P. Hoyer Early Child Care and Education Center Grant as authorized by the Judith P. Hoyer Early Child Care and Enhancement Program Annotated Code of Maryland, Education Article, Section Paragraph 5-213.

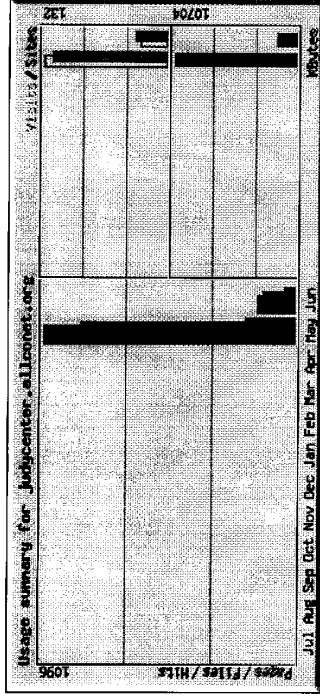
Appendix A.4

Web Site Tracking Report



Usage Statistics for judycenter.allconet.org

Summary Period: Last 12 Months
Generated 09-Jun-2002 03:00 EDT



Month	Daily Avg			Monthly Totals						
	Hits	Pages	Files	Visits	KBytes	Pages	Files	Hits		
Jun 2002	19	17	5	3	33	1583	28	41	139	159
May 2002	35	30	6	4	123	10704	132	215	934	1096
Totals						12286	160	256	1073	1255

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Appendix A.5

Case Management Materials



Judy Center
Allegany County Public Schools

3 College Ave.
Frostburg, Md 21532
301-689-8489



Document 1

Hello Judy Center Case Management Team Members!

I hope by now that a supervisor has notified you that the Judy Center is developing a team of professionals from the Partners of the Judy Center for case management. The goals of the Case Management Team are as follows:

- ❖ Minimize redundant activities among agencies working with the same families, thus ensuring optimal use of community resources to best meet each family's needs.
- ❖ Develop service delivery programs and strategies based on identified gaps/needs in services associated with client families.
- ❖ Effectuate the implementation of each case management plan so that all families receive the timely, effective, comprehensive services they need.
- ❖ Ensure the active involvement of an interagency team in the development of a comprehensive interagency case plan for each family.

The Committee members include:

- ❖ Head Start Representative
- ❖ I&T
- ❖ Family Junction
- ❖ Preschool Partners
- ❖ YMCA
- ❖ DSS
- ❖ Fresh Start Representative
- ❖ WIC Representative

Our first meeting is scheduled for May 3, 2001 @ 1:00 at the Judy Center agency room at Beall Elementary. If you are unable to attend, please contact Shella Navalaney at 301-689-8489.

I look forward to meeting you then!

Shella Navalaney
Case Manager Judy Center

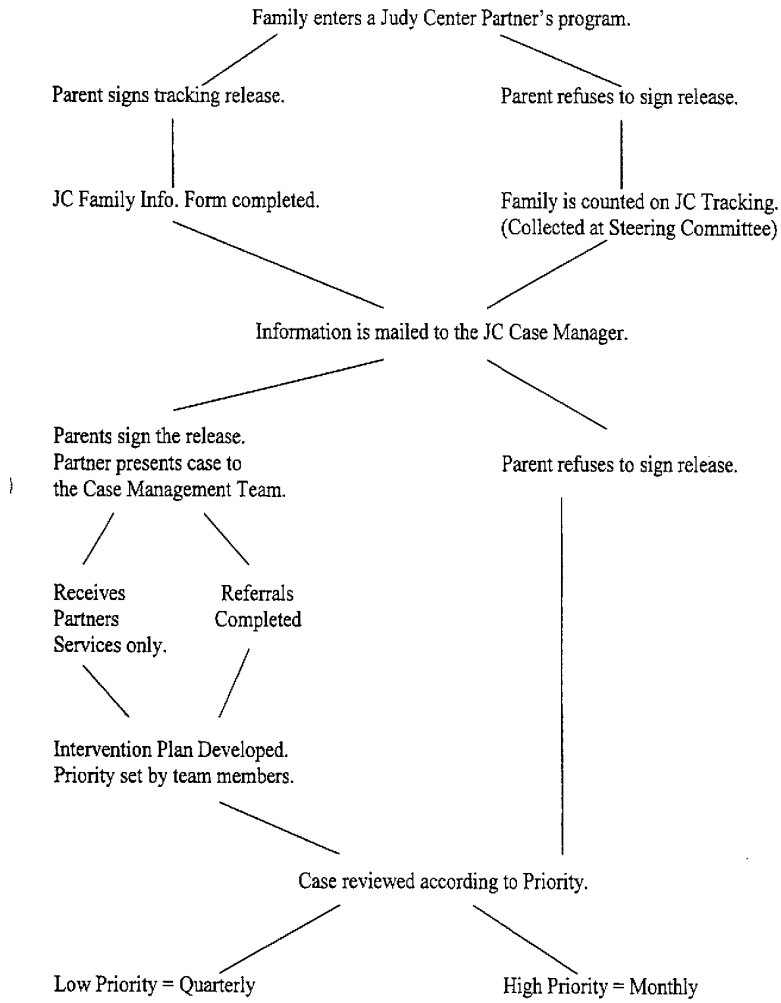
Judy Center Case Management Team Proposal

Purpose of the meeting:

1. Meet regularly to track families receiving services through the Judy Center
 2. Identify families who are receiving multiple services
 3. Reduce the chance of duplication of services
 4. Plug families into services available at the Judy Center
-
- Team will begin to meet in May and will meet Bi-weekly until November 2001. The team will then meet monthly.
 - Team Members will consist of:
 - Shella Navalaney, Case Manager
 - Christine Lease and Jean Bonney, Family Service Specialist from Head Start
 - Melanie McDonald, Family Junction
 - Laura Dennis, Infant and Toddler
 - Tracey Shaffer, Family Support Network
 - Sue Coyle, YMCA Family Center
 - Diane Amman and Christine Boor, DSS Family Preservation
 - Fresh Start Representative
 - WIC Representative
 - Begin team building by developing assessment and evaluation forms
 - Evolve to discuss specific cases:
 - Plug families directly into services
 - Discuss family evaluation of services and plan to improve services
 - Identify gap in services
 - Track families and services that they are accessing to prevent duplication
 - Team recommendations for Case Management
 - If an agency would like to present a family during the team meeting, the parent would sign a release of information (specific for that purpose) before the agency would proceed to present at the Case Management Team. * see Case Management Team Release

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Judy Center Case Management Flow Chart



Judy Center

Allegheny County Public Schools
3 College Ave.
Frostburg, Md 21532
301-689-8489



Judy Center Case Management Team Member Agreement

As a member of the Judy Center Case Management Team, I understand that:

1. I will work closely with the team to try to minimize redundant activities among agencies working with the same families, thus ensuring optimal use of community resources to best meet each family's needs.
2. The team will develop service delivery programs and strategies based on identified gaps/needs in services of families associated with the Judy Center.
3. I will implement the case management plan so that all families receive the timely, effective, comprehensive services they need.
4. I will be an active participant of the interagency team in the development of comprehensive interagency case plan for each family.
5. I understand that the information that is shared during our team meeting will be kept confidential.

Through the coordinating efforts of the agencies and professionals of the Judy Center Case Management Team, significant improvements will be made in the quality of services that children and families receive as well as the outcome of those services.

I agree to be a member of the Case Management Team.

Sheila Navalaney - Judy Center _____
 Christina Boor – Family Preservation _____
 Diane Amman – Family Preservation _____
 Natalie Tenaglio – Infant & Toddler _____
 Sue Coyle – YMCA Family Center _____
 Aaron Hendrickson – Head Start _____
 Melanie McDonald – Family Junction _____
 Tracey Shaffer – Partners for Success _____
 Judy Richman – WIC _____
 Fresh Start _____



JUDY CENTER FAMILY INFORMATION

Document 5

Student's Name: _____ DOB: _____
_____ DOB: _____
_____ DOB: _____

Siblings not served
by Judy Center: _____ DOB: _____
_____ DOB: _____
_____ DOB: _____

Mother's Name: _____ Age: _____

Address: _____ Home Phone: _____
_____ Work Phone: _____

Father's Name: _____ Age: _____

Address: _____ Home Phone: _____
_____ Work Phone _____

Identified student resides with: _____

Siblings reside with: _____

AGENCIES AND SERVICES CURRENTLY INVOLVED

- | | |
|----------------------------|---------------------------------|
| _____ Kindergarten | _____ Preschool Partners |
| _____ 4-year-old Pre-K | _____ Family Literacy (GED) |
| _____ 2-3-year-old Pre-K | _____ Family Preservation (DSS) |
| _____ Multi-age | _____ WIC |
| _____ Childcare | _____ Family Junction |
| _____ Special Education | _____ YMCA Family Center |
| _____ Infant & Toddler | _____ Head Start |
| _____ HIPPY | _____ ACHD Mental Health |
| _____ Partners for Success | _____ Family Support Network |

Family Physician _____

Current Medications (Name, Dosage, Time): _____

Does your child/children have insurance? Y or N Are they insured by MCHP? Y or N

Signature: _____ Agency: _____

Date: _____

Judy Center Case Management Assessment

➤ List the school aged children who are enrolled at Beall Elementary:

_____	Birthdate _____
_____	Birthdate _____
_____	Birthdate _____
_____	Birthdate _____
_____	Birthdate _____

➤ List the children living at home who are 5 years or younger and are not attending school:

_____	Birthdate _____
_____	Birthdate _____
_____	Birthdate _____
_____	Birthdate _____

3. Of the children ages 0-5 listed above, please identify those in need of an assessment because of a possible delay in the following areas:

Gross Motor skills

Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____
Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____
Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____

Fine Motor skills

Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____
Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____
Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____

Cognitive Skills

Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____
Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____
Name _____
Re: _____
Referral to I&T Y or N _____ Referral to Child Find Y or N _____

Communication Skills

Document 6

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

Social / Emotional / Behavioral Skills

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

Other Developmental Concerns

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

Name _____
 Re: _____
Referral to I&T Y or N Referral to Child Find Y or N

4. Do any children ages 2 to 5 years old need childcare? Y or N
5. Do the children who attend the Judy Center need before or after school childcare? Y or N
 Referral made to childcare? Y or N
6. Are there children in the home ages 3-4 years old who attend Head Start? Y or N
 If yes, please list name of children: _____
7. If there are children in the home ages 3-4 years and they are not attending Head Start, do you believe that they may meet the income eligibility? Y or N
 Referral made to Head Start? Y or N
8. Is the family requesting parenting information? Y or N If yes, please list the topics that would be most beneficial to the family:

9. Would the parent participate with an in-home Nurturing Program? Y or N

5. Does the team feel that parenting classes are needed, but the parents are unlikely to access those services? Y or N If yes, please list other services that could be offered to the family: _____

Referral made to Family Junction? Y or N

- 11. Does the parent seem to enjoy time they have with their child? Y or N
- 12. Does the parent seem to know how to play with their child/children? Y or N
- 13. If there are children in the home 0-3 years old, would the parent benefit from structured parent and child activities together? Y or N

Referral made to YMCA Family Center? Y or N
Referral made to Early Head Start? Y or N

14. Would the parents benefit by borrowing resources (i.e. Books, toys, equipment) Y or N

Referral made to Partners for Success? Y or N
Family Support Network

15. Do both of the parents have a high school diploma? Y or N If no, are they interested in achieving their GED? Y or N

Referral made to Family Literacy? Y or N

16. Please check services that are needed in the home:

- _____ Intensive Case Management _____ On-going safety assessments
- _____ Budget planning _____ Set family goals and strengths
- _____ Transportation _____ In-home parenting intervention

17. How severe would you rate family's need for Case Management?

- _____ Low _____ Medium _____ High

18. How often would the family need support or interventions to prevent a crisis in the home?

- _____ Never _____ Monthly _____ Daily to weekly

Referral made to Family Preservation? Y or N

19. Are there concerns about the child's teeth? Y or N

20. Date of last dental screening (children 0-5 years old) _____

Referral made for Dental Screening? Y or N

21. Does a family member have a history of the following:

- _____ Depression _____ Addiction _____ Mental Illness
- _____ Alcohol Abuse _____ Drug Abuse _____ Problems
- _____ ADHD _____ Managing Anger

Document 6

22. Does the family or partner believe a child in the home has problems with the following:
(please identify the child)

Depression _____
ADHD _____
Overly Aggressive _____
Overly shy _____
Oppositional/Defiant _____

Referral made for Mental Health Services? Y or N

23. Is there a female in the home who is pregnant? Y or N If yes, please state the due date.

24. Are there children in the home who are nursing or taking a bottle? Y or N

Referral made for WIC? Y or N

25. Is there a child in the home that would benefit from Hearing/Vision screening? Y or N

26. Do all the children have regular check-ups with their Doctor? Y or N

Case Management Intervention Service Plan

1. Key Contact Agency/ Service Provider: _____

2. Referrals completed at Team Meeting:

- Sp.Ed/Childfind
- Head Start
- YMCA Family Center
- Family Preservation
- Dental Screenings
- Mental Health for child
- Hearing/vision screening
- WIC
- Infants and Toddlers
- Family Junction
- Partners for Success/Family Support Network
- GED
- Mental Health for Parents
- Dental Screening
- Health Screening

3. Referrals to be initiated by Key Contact Agency:

- Sp.Ed/Childfind
- Head Start
- YMCA Family Center
- Family Preservation
- Dental Screenings
- Mental Health for child
- Hearing/vision screening
- WIC
- Infants and Toddlers
- Family Junction
- Partners for Success/Family Support Network
- GED
- Mental Health for Parents
- Dental Screening
- Health Screening

Non- Partner Agency Referral: _____

4. Intervention Plan

Agency Responsible

Intervention Plan	Agency Responsible
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Priority level assigned by the Team

- Low
- High

6. Date for Review: _____

7. Team Signatures:

_____	_____
_____	_____
_____	_____
_____	_____

Case Management Team Review

Date: _____
Date of original Intervention Plan: _____
Key Contact Agency/Service Provider: _____

Intervention Plan	Agency Responsible
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Progress Report

Changes in Intervention Plan	Agency Responsible
_____	_____
_____	_____
_____	_____

Date of next Review: _____

Team signatures:

Judy Center
Allegany County Public Schools
3 College Ave.
Frostburg, Md. 21532
301-689-8489



As partners of the Judy Center at Beall Elementary School, our families have the opportunity to access numerous community agencies that provide services to children and their families. The goal of the Judy Center is to provide comprehensive services that will promote and enhance early learning.

Because of this strong focus on collaboration among agencies, information about students and their families may be shared between agencies and with the Judy Center Case Manager. This information would only be shared with staff for the purpose of tracking children and families who are accessing services that are part of the Judy Center.

Agencies involved with the Judy Center include:

- | | |
|-----------------------------------|---------------------------|
| Allegany County Public Schools | HRDC Childcare |
| Allegany County Special Education | Infant and Toddler |
| HIPPY | DSS - Family Preservation |
| WIC | YMCA - Family Center |
| Family Junction | Head Start |
| ACHD - Mental Health | |

I give permission for information about my child and family to be shared with Judy Center staff for tracking purposes.

Child's Name _____ Date of Birth _____

Name(s) of Siblings _____ Birthdate _____
 _____ Birthdate _____
 _____ Birthdate _____
 _____ Birthdate _____

 Parent/Guardian Signature _____ Date _____

 Street Address _____ City _____ State _____ Zip Code _____

I give permission for _____ to release or transmit pertinent information about my family to the Judy Center Case Management Team. The information will be shared among Partner agencies of the Judy Center for the purpose of coordinating services.

 Parent/Guardian Signature _____ Date _____

Appendix A.6

Steering Committee Minutes



Judy Center

Beall Elementary School
3 College Avenue
Frostburg, MD
301 689-8489



April 4, 2002,

The Allegany County Judy Center Steering Committee held its quarterly meeting April 4, 2002 at the Allegany County Board of Education in conference rooms 2&3.

Deb Kolb, Coordinator of the Judy Center and Shella Navalaney, Service Coordinator, presided over the meeting.

Those attending were, Helen Ann Warnick - Central Office, BOE, Lesa Diehl-Mental Health Systems Office, Heather Davis-Director, HRDC Head Start, Sue Ottmar-Director of Nursing ACHD, Diana Amann- All. Co. DSS, Family Preservation, Judy Richmond-WIC Program Director ACHD, Jackie Kelly-Fresh Start Coordinator ACHD.

The minutes were approved as read.

A summary of budget I was distributed and Helen Ann explained adjustments that were made. A motion was made by Sue Ottmar and seconded by Judy Richmond to approve the budget report. Motion carried.

Lesla Diehl made a motion to request a 3-month extension on the budget. Heather Davis seconded it. Motion carried.

Deb gave an update on programs at the Judy Center, GED Classes -12 students in the evening class, 5 in the daytime; childcare has 33 enrolled with parents now securing spaces for summer; filming by FSU students will be completed with the filming of the Pre-K, Kindergarten registration. A commercial film was shown to the committee of the cable channel commercials to be aired soon. The only cost to the Judy Center was \$10.00 for the film.



MGT will do an on site evaluation April 23. The steering committee and partners were asked to be on hand to provide additional information.

A Pre-validation visit for accreditation is April 5, 2002 with a validation visit scheduled for April 22, 2002 pending results of 4/5 visit.

A summer program is being planned with 2 teachers committed to running the program. Surveys were sent to Beall, Frost and George's Ck. families and we received an overwhelming response. The program is tentatively scheduled for June 10, running through the end of July with a break the week of the 4th.

The Judy Center is also offering a free Childcare Training May 8, this training is being offered to all childcare providers in the county and is being taught by the Md. Cooperative Extension Service.

Pre-K, Kindergarten registration is being held April 25 and 26. Pre-K children need to be 4 by Nov.31; Kindergarten ages do not change until 2003-04 school year.

Martin Waddell an author with the Children's Literature Group will speak to Judy Center children on April 26.

Deb and Shella were given permission to explore the possibility of running the childcare program through the Judy Center instead of contracting through HRDC. Heather requested that we speak to Jane Schwartz to discuss our concerns. Lisa Diehl made the motion and Judy Richmond seconded the motion to allow the Judy Center to explore running the childcare program independently. Motion carried.

Shella presented new tracking forms and asked that they be returned by the 15th. She also passed out Pie -charts showing the different programs the child is involved in. All programs are full at this time.

Sue Ottmare, director of Nursing at the ACHD is in the process of hiring a nurse for Judy Center children. Job description, wages, were discussed.

The next meeting will be held June 13, 2002 at the Allegany County Board of Education in conference room 2 & 3.

There being no further business the meeting was adjourned.

Appendix A.7

Judy Center Component Standards



JUDY CENTER COMPONENT STANDARDS VALIDATION

Site Visit Monitoring and Technical Assistance Instrument

Judy Center Steering Committees will evaluate the degree to which each component standard has been implemented at their site with one (1) little evidence of implementation and five (5) being extensive evidence of implementation.

Revised March 7, 2002

<p>I. Full Day/Full Year Services: Children have access to a program 7 to 12 hours a day, all year. Services continue during winter and spring break, staff development days, and summer vacation. <i>(The state of Maryland recognizes the following holidays: New Year's Day; Dr. Martin Luther King Jr.'s birthday; President's Day; Memorial Day; Independence Day; Labor Day; Columbus Day; Veteran's Day; Thanksgiving Day; the Day after Thanksgiving Day; Christmas Day.)</i></p>	<p align="center"> 1 0-20% 2 3 40-60% 4 5 80-100% Site Rating 1 0-20% 2 3 40-60% 4 5 80-100% Validator(s) Rating </p>
<p>II. Provision for breakfast/lunch: Children participating in all programs at the center have access on all days to breakfast and lunch meals that meet federal nutritional guidelines.</p>	<p align="center"> 1 occasionally 2 3 school year only 4 5 all year Site Rating 1 occasionally 2 3 school year only 4 5 all year Validator(s) Rating </p>
<p>III. Service Coordination(Family Case Management):</p> <ul style="list-style-type: none"> • Service coordination is designed to provide professional expertise in the development of intervention strategies for the entire family, with a particular focus on the development and learning of young children. Six elements are included in effective family case management: <ol style="list-style-type: none"> 1. Assessment of needs for children and families 2. Referral process 3. Review and evaluation (includes the coordination of intervention services among various programs) 4. Intervention services 5. Monitoring effectiveness of intervention services 6. Reporting 	<p align="center"> 1 few elements implemented 2 3 some elements implemented 4 5 all elements implemented Site Rating 1 few elements implemented 2 3 some elements implemented 4 5 all elements implemented Validator(s) Rating </p>

<p>Family Case Management (Continued):</p> <ul style="list-style-type: none"> When a child participates in more than one program, the case-manager, in collaboration with program and/ or agency offices, will identify ONE key contact. That key contact will be the person who has developed the closest working relationship with the family and will interact with the family so that services are integrated. 	<p>1 intervention plan available on few of the children</p> <p>2 intervention plan available on some of the children</p> <p>3 intervention plan available on some of the children</p> <p>4 intervention plan available on all of the children</p> <p>5 intervention plan available on all of the children</p> <p>Validator(s) Rating</p>
<p>IV. Integration of Early Education Services:</p> <ul style="list-style-type: none"> Curriculum and assessment for all children's programs are aligned with the kindergarten outcomes and indicators. 	<p>1 one of the programs</p> <p>2 some of the programs</p> <p>3 some of the programs</p> <p>4 all of the programs</p> <p>5 all of the programs</p> <p>Rating</p> <p>some of the programs</p> <p>all of the programs</p> <p>Validator(s) Rating</p>
<ul style="list-style-type: none"> Program accreditation is aligned and coordinated among all early child care and education programs. 	<p>1 one of the programs</p> <p>2 some of the programs</p> <p>3 some of the programs</p> <p>4 all of the programs</p> <p>5 all of the programs</p> <p>Validator(s) Rating</p>
<ul style="list-style-type: none"> Agencies / programs coordinate calendars for parent education, professional development and special events. 	<p>1 few of the programs</p> <p>2 some of the programs</p> <p>3 some of the programs</p> <p>4 all of the programs</p> <p>5 all of the programs</p> <p>Validator(s) Rating</p>

<p>V. Family Support Services Participating partners coordinate programs and activities to avoid duplication of services and monitor the effectiveness of the program.</p>	<p>1 2 3 4 5 Site Rating few of the programs some of the programs all of the programs</p>
<p>VI. Early Identification/Intervention:</p> <ul style="list-style-type: none"> All children receive age-appropriate developmental screening in the following designated domains (<i>social/emotional; language and literacy; cognition; physical-gross and fine motor development</i>). As appropriate, children with identified needs receive intervention services. (See Case Management) Intervention birth to three: Children with disabilities age birth to three are fully included and have access to all programs and services 	<p>1 2 3 4 5 Site Rating few children some children all children</p> <p>1 2 3 4 5 Validator(s) Rating few children some children all children</p> <p>1 2 3 4 5 Site Rating few children some children all children</p> <p>1 2 3 4 5 Validator(s) Rating few children some children all children</p>
<p>VI. Preschool Special Education: Children with disabilities ages 3 through 5 are fully included, receive appropriate accommodations and modifications, and have access to all programs and services offered through the Judy Center.</p>	<p>1 2 3 4 5 Site Rating few of the programs some of the programs all of the programs</p> <p>1 2 3 4 5 Validator(s) Rating few of the programs some of the programs all of the programs</p>
<p>VII. Health Related Services:</p> <ul style="list-style-type: none"> Health Care Insurance, MCHP (including other family members, especially children.) Primary Care Health Care Services Age appropriate developmental screening and appropriate interventions or services using Early and Periodic Screening, Diagnosis and Treatment (EPSDT) guidelines Immunizations on schedule Blood Lead Testing, as recommended Dental Assessment and Referral Vision and Hearing Assessment Mental Health Assessment Phys. Growth and Nutritional Assess, including referral to Women, Infants and Children Program (WIC), Referral to Local Health Depart. (LHD) Drug and Alcohol Services, if warranted 	<p>1 2 3 4 5 Site Rating few children some children all children</p> <p>1 2 3 4 5 Validator(s) Rating few children some children all children</p>

<p>VIII. Staff Development is Aligned with the Maryland Model for School Readiness (MMSR): Staff members of all participating programs have participated in MMSR training and understand their responsibilities in implementing MMSR as appropriate for their program.</p>	<p>1 <u>2</u> <u>3</u> <u>4</u> <u>5</u> <i>Site Rating</i> few staff some staff all staff</p> <p>1 <u>2</u> <u>3</u> <u>4</u> <u>5</u> <i>Validator(s) Rating</i> few staff some staff all staff</p>
<p>IX. Family Involvement: Families of children involved in the Judy Center continue their educational advancement, are actively involved in planning and implementing their child's program, and participate in family training initiatives that include age appropriate development and guidance on how to offer their child emotional support.</p>	<p>1 <u>2</u> <u>3</u> <u>4</u> <u>5</u> <i>Site Rating</i> few families some families all families</p> <p>1 <u>2</u> <u>3</u> <u>4</u> <u>5</u> <i>Validator(s) Rating</i> few families some families all families</p>
<p>X. Accreditation/Validation: All programs for children become accredited or validated within 18 months of becoming part of the Judy Center through state or national agency (MSDE, NAEYC, NEPCA, NAFCC).</p>	<p>1 <u>2</u> <u>3</u> <u>4</u> <u>5</u> <i>Site Rating</i> few programs some programs all programs</p> <p>1 <u>2</u> <u>3</u> <u>4</u> <u>5</u> <i>Validator(s) Rating</i> few programs some programs all programs</p>

Appendix A.8 Partner Survey



Judy Center
 Allegany County Public Schools
 3 College Ave
 Frostburg, Md 21532
 301-689-8489



Judy Center Partner Surveys

1) How many clients do you currently serve who will be participating in the Judy Center? _____

Judy Center Strategies

#A Provision of programs that will give parents the knowledge, skills and resources to provide an environment and experiences that meet their children's basic health, safety, physical, emotional and intellectual needs.

#B Provision of affordable, high-quality early childhood programs that will be accessible to families.

#C Provision of quality health services, which promote the healthy growth and development of children.

2) Which of the above Strategies do you feel will be the most effective in improving the readiness level of children entering kindergarten at the Center? (check one)

- _____ #A
 _____ #B
 _____ #C

Judy Center Activities

- | | |
|--|--------------------------------|
| 1) Kindergarten | 17) Family Preservation (DSS) |
| 2) 4 year old Pre-K | 18) WIC |
| 3) 2-3 year old Pre-K | 19) Healthy Start (ACHD) |
| 4) 3-4-5 year old Pre-K | 20) Nurturing Program |
| 5) Before school childcare | 21) Family Junction |
| 6) After school childcare | 22) YMCA - Family Center |
| 7) During school childcare | 23) YMCA class @ Judy Center |
| 8) School Closing childcare | 24) Head Start |
| 9) Case Management (Shella Navalaney) | 25) Fresh Start |
| 10) Preschool Special Education | 26) ACHD Mental Health |
| 11) Infant and Toddler | 27) Breakfast |
| 12) HIPPPY | 28) Lunch |
| 13) Partners for Success | 29) English as second language |
| 14) Family Support Network | |
| 15) Preschool Partners | |
| 16) Family Literacy (GED) | |

3) What activities from the list on the previous page do you believe are the most effective in improving the readiness level of children entering kindergarten at the Judy Center? Please choose no more than 5.

4) What do you feel is the most common feeling of the families you serve in regards to the Judy Center? Please choose one that best represents the feeling of the population you serve.

- ____ Very Satisfied
- ____ Satisfied
- ____ Somewhat Satisfied
- ____ Somewhat Dissatisfied
- ____ Not Satisfied at All
- ____ Don't know/Confused or uninformed about the services provided
- ____ Don't know/No feeling about the center

Please explain your response:

5) How do you feel about the Judy Center? Please choose only one.

- ____ Very Satisfied
- ____ Satisfied
- ____ Somewhat Satisfied
- ____ Somewhat Dissatisfied
- ____ Not Satisfied at All

Please Explain:

6) What activities could be added to the Judy Center to further its goal?

Signature: _____

Agency: _____

Date: _____



Appendix A.9 Parent Survey



2) Referring to the list of Judy Center activities on the previous page, which do you think will be the most effective in improving you child's readiness level for eventually entering kindergarten? (You can list up to 5 choices)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Judy Center Strategies

#A Provision of programs that will give parents the knowledge, skills and resources to provide an environment and experiences that meet their children's basic health, safety, physical, emotional and intellectual needs.

#B Provision of affordable, high-quality early childhood programs that will be accessible to families.

#C Provision of quality health services, which promote the healthy growth and development of children.

The following question refers to the above mentioned strategies. Rate your response using the following scale:

5 4 3 2 1 0
Very Effective Somewhat Effective Not Effective At All

3) How effective do you feel the following Judy Center strategies will be in improving your child's readiness for eventually entering kindergarten?

- _____ #A Parents' knowledge
- _____ #B High-quality early childhood programs
- _____ #C Quality health services
- _____ Other (Please Describe) _____

4) How satisfied are you with the services at the Judy Center?

- Very Satisfied
- Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Not Satisfied at All
- Don't know/Confused or uninformed about the services provided
- Don't know/No feeling about the center

Please explain your response:

5) What activities would you like to see added at the Judy Center for your child and family?

Thank you for completing our survey. We will use this information to better serve your family.

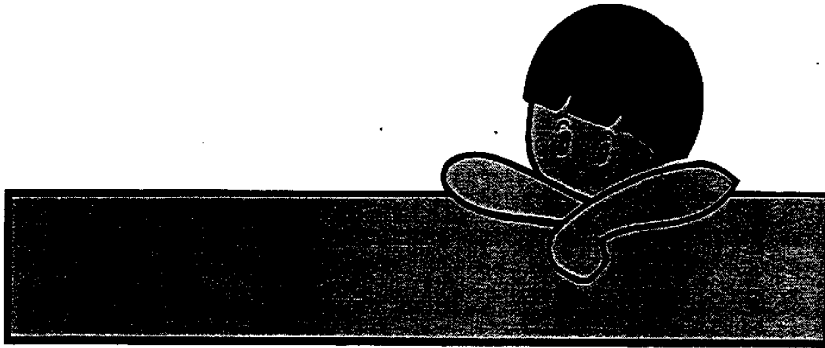
Signature of the person who completed the survey and date.

Signature: _____ **Date:** _____

Student's Name: _____

Appendix A.10
Allegany County Student
Progress Report





Pre-kindergarten Student Progress Report

Name _____ Teacher _____
School _____ Year 20__ - 20__
Student ID No. _____ Birth Date _____

The purpose of this report is to provide the parents/guardians of pre-kindergarten students with information regarding their child's progress. The children are introduced to many skills in pre-kindergarten, and pre-kindergarten students grow and develop rapidly. Each child has an individual rate of development, and there will be a wide range in the developmental levels of these young children. Anytime a parent/guardian has a special concern about his/her child's progress, a conference with the teacher should be requested.

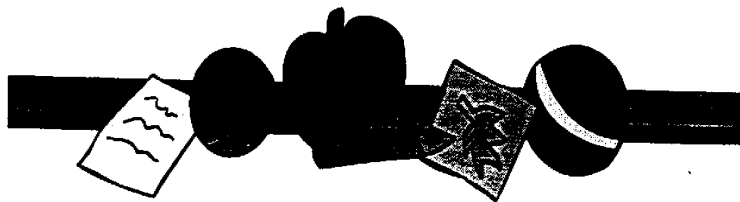
Key
M - Most of the time
E - Emerging
N - Needs Attention





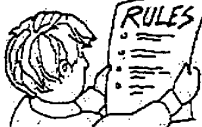




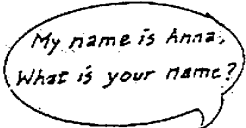


Parent's/Guardian's Signature

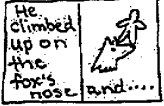
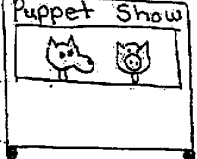
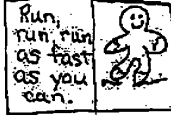
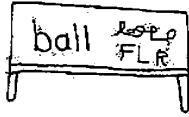
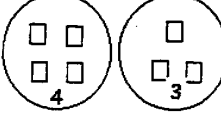






First Period _____

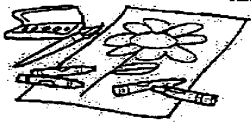

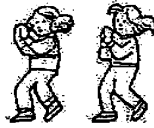

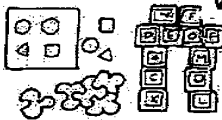

Second Period _____

Third Period _____



<p>I.A</p>  <p>I indicate positive feelings about myself.</p>	<p>I.A</p>  <p>I can work independently.</p>	<p>I.B.D</p>  <p>I share and play cooperatively.</p>
<p>I.B</p>  <p>I care for toys and school materials.</p>	<p>I.B</p>  <p>I follow school rules and procedures.</p>	<p>I.C</p>  <p>I enjoy being in school.</p>
<p>I.C</p>  <p>I complete tasks at the learning centers.</p>	<p>I.D</p>  <p>I participate in group activities.</p>	<p>II.A</p>  <p>I listen to directions and follow them.</p>
<p>II.B</p>  <p>I speak clearly enough to be understood.</p>	<p>II.B</p>  <p>I can recognize rhyming words.</p>	<p>II.C</p>  <p>I am interested in stories and books.</p>

 <p>II.C</p> <p>I can guess what will happen next in a story.</p>	 <p>II.C</p> <p>I can dramatize a story.</p>	 <p>II.C</p> <p>I can retell information from a story.</p>
<p>ABC</p> <p>II.D</p> <p>I can recognize some letters and beginning sounds.</p>	 <p>II.D</p> <p>I can use scribbles, shapes, and letter-like symbols to write words or ideas.</p>	<p>more less</p> <p>III.A.C</p>  <p>I show interest in mathematical ideas and words.</p>
 <p>III.B</p> <p>I can associate related items.</p>	 <p>III.B</p> <p>I can classify and categorize sets.</p>	 <p>IV.A</p> <p>I use my senses to explore classroom materials and nature.</p>
 <p>IV.B</p> <p>I am curious about my environment.</p>	 <p>V.B</p> <p>I begin to understand family structures and roles.</p>	 <p>VI.A</p> <p>I use tools and materials for construction.</p>

<p style="text-align: right;">VI.A</p>  <p>I draw, paint, and color pictures.</p>	<p style="text-align: right;">VI.A</p>  <p>I sing familiar songs and rhymes.</p>	<p style="text-align: right;">VI.A</p>  <p>I march and move to music.</p>												
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<p style="text-align: right;">VII.A</p>  <p>I show gross motor coordination.</p>	<p style="text-align: right;">VII.B</p>  <p>I show fine visual motor coordination.</p>	<p style="text-align: right;">VII.C</p>  <p>I take care of my personal needs.</p>												
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ADDITIONAL COMMENTS:

Appendix A.11 Allegany County Pupil Progress Report





**Allegany County Public Schools
Kindergarten Pupil Progress Report**

Student:

Sch Yr:

Days Absent as of

School:

Teacher:

Student No:

Prev. Exper:

The letters on this progress report show the growth your child is making.
P=Proficient I=In Progress N=Needs Improvement

	1	2	3	4
PERSONAL AND SOCIAL DEVELOPMENT				
Shows initiative and self direction				
Follows rules and routines				
Uses materials purposefully and respectfully				
Plays/Works well with other children				
Adjusts to new situations				
LANGUAGE AND LITERACY				
Gains meaning by listening				
Demonstrates beginning phonemic awareness				
Speaks clearly and conveys ideas effectively				
Shows some understanding of concepts about print				
Comprehends and responds to fiction and non-fiction text				
Uses letter-like shapes, symbols, words to convey meaning				
Participates in shared reading of familiar texts				
Recognizes and names upper case letters in random order				
Recognizes and names lower case letters in random order				
MATHEMATICAL THINKING				
Begins to use and explain strategies to solve problems				
Shows understanding of number and quantity				
Recognizes, duplicates, and extends patterns				
Recognizes and describes some attributes of shapes				
Recognizes and names numerals (0-100) in random order				
Writes numerals				
SCIENTIFIC THINKING				
Seeks information by observing, exploring, investigating				
Uses tools and equipment to gather data				
Identifies, describes, compares properties of objects				
Describes basic needs and life cycles of living things				
SOCIAL STUDIES				
Recognizes similarities/differences between self/others				
Describes some jobs and what is required to perform them				
Begins to be aware of technology and its effects				
Is aware of reasons for rules				
THE ARTS				
Participates in group music experiences				
Participates in creative movement, dance, and drama				
Uses a variety of art materials to explore/express ideas				
Responds to artistic creations of events				
PHYSICAL DEVELOPMENT				
Moves with balance and control				
Uses eye-hand coordination to perform fine motor tasks				
Performs self-care tasks competently				
Understands and follows health and safety rules				
COMMENTS FOR MARKING PERIOD				

Appendix B.
Partner Comments (Fall 2001)



What do you feel is the most common feeling of the families you serve in regards to the Judy Center?

Families are pleased with the number of educational options for their children (EEEP, multi-age, H.S., Childcare, etc.).

Our families seem to be confused even though the Center's services have been explained to them. A large percentage of our families live outside the immediate range of the Center. Also, our families are not particularly interested in other services until the toddler reaches three.

[I] like [the] programs and availability (No direct clients but I hear good things from the community).

We don't have a lot of feedback to voice a response yet, but we have not heard complaints.

Most of my clients are very grateful for the support given by our services and the Judy Center.

How do you feel about the Judy Center?

[I'm] surprised at the partnerships developed and organization at the Judy Center. [I'm] amazed at all the different networks.

I feel the Center offers a wide variety of activities at one location. I particularly like the multi-age pre-school option for families and childcare on site.

The Center is beginning to come "into its own." If the community connection is made stronger and "word of mouth" takes over among families involved, the Center will really blossom. It takes years to establish trust and ensure quality when one is offering services to another child.

Great job getting things up and running!! [I] like Healthy Family concept and emphasis on strengths rather than deficits (Although you address both).

Staff appear to be making every effort to plan well and to utilize funds properly. There is still work to be done and the program will improve!

I have enjoyed this past year's partnership with the Judy Center—It helps families access resources and avoids duplication of services.

I felt that the staff should have more training on behavior management and how also to handle children who have behavior problems.

What activities could be added to the Judy Center to further its goal?

Infant-Toddler Childcare

Still pondering.

Expand child-care to include before/after school care.

Mom and me activities, crafts, gym, alphabet/learning activities or family time activities, particularly if there is a way to advertise and open up to whole community of families with young children. [It] may help to identify additional youth.

The nursing, dental, nurturing and additional staff person will lend support.

Outreach from DSS for Family Investment (Food Stamps, Medical Assistance, etc.)

Fieldtrips to story hour, fire station and other to explore the environment. Also units fieldtrip.

Appendix C.
Parent Comments
(Fall 2001)



How satisfied are you with the services at the Judy Center?

We have only been receiving services for about two weeks

I am very happy that you are providing Pre-Kindergarten services at Beall Elementary.

I really feel the teachers are taking great care of the children. I know my child loves her and the helpers.

The Pre-K for my son will definitely benefit him in getting ready for kindergarten and getting him used to being around and playing with others and being away from home.

She is learning.

[My son] is learning school rules, what is expected of him, and how to interact with children of different ages. This is preparing him for when he will have to go to school all day.

I like the full-day Pre-K program.

It's a little early to be finding out how you're doing now. Why don't you wait till the end of the year and ask again. For now I guess I'm satisfied.

I am glad my daughter can go a half-day before entering kindergarten but also is in a school environment.

Just beginning services.

Haven't had any problems yet.

Everyone is very helpful. I am glad you are offering Pre-K at Beall now. My son loves it. He is bouncing out of bed in the morning to go. Thank you!

I am very excited and pleased that a Pre-K and multi-age program has been established and that it is free for our family of now 6. I am also delighted that a balanced meal is established for these children

They keep on top of informing me on their activities. They keep me aware of events and my child's activities. It allows me to be a part of my child's activities.

Well I don't know too much about the Judy Center. But, I heard from other people that it is nice.

Haven't had any experiences with it yet.

I am satisfied with the quality of the program, the teachers, and the resources available. I'm not satisfied at all that my daughter may have to leave, with only a week advance notice, if her class reaches its capacity with low income children. I understand that the Judy Center's priority is to serve families and their children who are in need, but finding new daycare with only 1 week's notice will be nearly impossible for me to do and will result in economic hardship for my family.

I think the Judy Center is doing an excellent job.

[My daughter] is happy to go to school and daycare.

I feel this is helping my son learn and grow in the school setting.

Can call anytime, know he is safe and someone is watching him. Comfort him.
[My son] is happy to go to school and tells us about it when he comes home.

[My son] has not been enrolled very long.

Infants and Toddlers was very helpful to my child.

I think that the programs will help [my son] and help him to get a head start.

Do not feel I have utilized the center yet to answer this question. My daughter is just entering kindergarten.

First time using. I would respond more toward end of this year.

I haven't had Judy Center services yet.

Made wonderful changes.

New to the area.

The Judy Center was made to help parents and students to get the help they need. It informs them where they can go and how to get a hold of those people for help.

My children already attend the Judy Center and I think [the teacher] is wonderful.

So far, just getting familiar

More information about the program.

I really don't know much about the Judy Center until my children decide to get in the program.

Everyone has been very responsive and helpful.

It is too soon to know so far.

They are great with children.

I am hoping [my son] will overcome his speech impediment through training provided by Judy Center.

Pleased of the progress in his learning.

Parents are well informed on activities and upcoming events.

Haven't really used any of the programs.

They have helped with entering [my son] for Pre-K.

I've only dealt with one of your programs for a short period of time.

Teachers and therapists really help [my son]. He catches on very fast.

Like WIC pick-up in Frostburg.

It is like he is just being evaluated every time, which he is. I don't understand fully how he is being helped.

Infants and Toddlers work a lot with him. I had them for all of my kids.

I am very satisfied with the Infants and Toddlers program. [My son] is improving each time they are here.

I feel that the programs I am involved in are very important parts of [my daughter's] and my own lives. The people are caring and understanding and very helpful.

What activities would you like to see added at the Judy Center for your child and family?

Afternoon program for multi age

Picking the afternoon Pre-K.

Nutrition program. Something that teaches parents and children proper eating. Several years ago we were in the WIC program and I loved the nutrition program they had on voucher pickup days.

No suggestions at this time.

Parent and child activities. Family Day where parents can meet one another.

Playing with chalk. Trying to get them to read out of books.

I'd love to find a place close by where I (and others) could donate children's clothing and where people who need the clothes are not charged for them such as they are at Goodwill.

Anything that will help in the development of my son.

Library

Evening events — for kids/parents

I feel they do a good job now.

None—They already are excellent.

Reading books. Playing with blocks. Discover new techniques like spelling words.

Know of any at the moment.

None at this time.

More frequent visits.

Nothing.

A program for the three and four year olds who are leaving Infants and Toddlers to help move into pre-school easier with a nurse on staff.

Appendix D.
Partner Comments (Spring 2002)



What do you feel is the most common feeling of the families you serve in regards to the Judy Center?

Staff seem to go out of their way to help families obtain the services they need.

Families feel that the Center is effective and efficient

I feel the families are pleased with the services they get.

Clients have expressed that the coordination of services has been beneficial.

We only have six families who live in the jurisdiction that the Judy Center serves; although aware of the activities offered by the center, there are families who have not chosen to participate (Why, I'm not sure?).

I never hear any complaints. I'm not sure that families involved in Judy Center services (e.g., Head Start) always see themselves as part of the Center.

People are taking advantage of the opportunities at the Center. No complaints noted.

How do you feel about the Judy Center?

The Judy Center acts almost as one stop shopping for families. It makes it easier for parents to meet the needs of their children without overextending themselves.

Nine out of nineteen families that I work with receive numerous services provided by the Judy Center.

I feel that the Judy Center has helped our children greatly.

I have enjoyed the collaboration with agencies and the case management team meetings that enable us to link families to services easier and faster.

I know that the Judy Center would like to expand their activities to others outside the region they serve. Also, transportation, not presently offered, is a need.

I think there needs to be more emphasis on the 0-4 population. But, I'm not sure how to make that happen.

Space is limited. Judy Center staff has been very easy to work with. They seem to really care about children and families.

What activities could be added to the Judy Center to further its goal?

Unable to think of any at this time.

I would like to see a family night each month.

More parent-child activities for younger children—on a regular basis so parents can plan on them.

Not sure about this.

Appendix E.
Parent Comments
(Spring 2002)



How satisfied are you with the services at the Judy Center?

I feel that Headstart and Pre-K got [my son] ready for Kindergarten getting used to other children being in large groups of children.

I was very satisfied with the centers because they both helped with my child getting ready to go to kindergarten. He liked school and learned how to do things that he wouldn't learn at home.

Staff is wonderful and caring

It offered Pre-K in the Elementary School environment. The dental screening found problems and we are now getting them corrected.

Although [my son] has only been in the program since March, I feel he has learned to be more social with other children and has learned basic skills such as numbers and ABC's

My son is always happy in school and has no complaints when he comes home.

The Judy Center has been very helpful in our family by being available to help us with conflicts and stress in the home.

Very nice, caring staff.

The children have many opportunities to learn new things while enjoying their educational activities.

The Judy Center offers a wide range of activities, and is welcoming to the parents.

My daughter's language has developed so much since entering multi-age. She is able to pronounce "sh" and "sch" sounds—she is also learning the alphabet, colors, and shapes.

I am glad that [my son] was able to get in. He is loving school. He seems to be doing fine in school

This school year has made a difference in [my son].

Head Start has been great for [my son]. He also enjoys Pre-K. We were also very happy with after school childcare and having it available on an "as needed" basis is terrific!

[My daughter] is definitely ready for Pre-K. She can identify all the letters, write them, spell her first name, knows her address/phone, and colors and shapes.

The Judy Center provides all the answers and support that a parent needs. The Judy Center has helped me and [my daughter] with information that I wouldn't have otherwise been aware of. I'm completely satisfied. My only complaint this school year has been with Beall Elementary about attendance. I don't think that attendance is an issue with a 4-year old child. As far as I'm concerned if my daughter misses school for any reason at her age it's ok. She missed quite a bit of school, I guess because she has to build up immunities from being around all the other kids, and all the germs she's never been exposed to on a daily basis before. However, if I want to keep her home for whatever reason I don't think the school should have anything to say about it until a child is in first grade. Most parents number one concern is their child's best interests and the schools should realize this.

[My daughter] has learned a lot.

I believe that the Judy Center provides the necessary funding to adequately staff the kindergarten. It also provides them with the additional classroom items that might not be available without the Judy Center.

They are helping my son.

The space used for the Pre-K program is inadequate. There are multiple users of this space. There are toys for other children "hidden" behind curtains in this space, and no office space (other than a corner in the kid's space) for the Director to do her work. Another serious problem is that because the room is "L" shaped, kids in one part of the room cannot be visually monitored by teachers in the other part of the room. I can't tell you how often I have seen kids misbehaving near the bathroom, sink, exit area where they cannot be watched unless a teacher leaves the other kids and monitors just the bathroom, sink and exit area. Finally, it is also a concern that the entrance/exit door is in an area that is not continually monitored and that the door is left unlocked at all times. Kids can exit the door unnoticed and people from the outside can enter unnoticed. Something needs to be done to secure this entryway as soon as possible before an unfortunate and preventable incident occurs and jeopardizes people, jobs and programs.

The Judy Center is wonderful with my son and very patient.

I think they helped my child a lot with reading, spelling and a lot of other things that I couldn't help her with.

I believe that this helps children to adapt to school classrooms and helps teach skills needed for their education.

The Judy Center has made a difference in my child and without it he wouldn't have gone to pre-school this year.

Quite often I have not received papers sent home (I did not receive this one last week). Isaac has been very happy and so have we.

I think they offer a lot of different programs both for the child and the parents.

[My son] has learned and grown this year.

I haven't had any problems. They were very helpful with registering my child for kindergarten.

The Pre-K program prepares the children for kindergarten by placing them in an actual school. They learn the rules and what is expected from them, also, how to interact with children of different age groups, teachers and other adults. This age is used to parents and other adult family members.

My daughter has had wonderful experiences in her Pre-kindergarten class. [The teachers] did a wonderful job "molding" the little minds in preparation for kindergarten.

My son loves school and the teachers are wonderful.

There were a few minor problems, but after talking to the staff they were resolved.

My son has improved a lot from the time we enrolled at the Judy Center

No problems and people are always available to answer questions and that is the biggest help.

What activities would you like to see added at the Judy Center for your child and family?

Family Night

I would like to see [my daughter] work on “school work” type of things to keep her interest while there.

I only wish that there were transportation at 11:30 for the travel home

I don't think there's much that isn't already provided. I can't think of anything. In today's society the Judy Center is much needed.

He will be age 6 and probably out of the system next year.

Not satisfied at all with the space provided to the Pre-K

More help with reading/spelling and help read books more often.

Isaac's bus, #149, leaves school before 2:00. I am concerned that he and the other children on that bus will miss a lot of the day next year when they are in Pre-K. However, I am very thankful that they have the bus (because of the distance). So, however, it works out is fine.

I would like to have better access to YMCA services for children—such as swimming lessons.