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August 30, 2017

Dr. William (Brit) Kirwan, Chair  
Commission on Innovation and Excellence in Education  
90 State Circle, Room 226  
Annapolis, MD 21401

RE: Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds  
Report (MSAR # 11054)

Dear Dr. Kirwan:

House Bill 516//Chapter 25 of 2017 requires that the Maryland State Department of Education (MSDE), establishment of a workgroup to study the implementation of universal access to prekindergarten for 4-year-old children. MSDE was tasked with designating a chair, providing staff to the Workgroup and developing the report based on the recommendations of the members. The Workgroup met five times between May 12, 2017 and July 26, 2017 to develop recommendations to the Commission on Innovation and Excellence in Education.

In response to House Bill 516//Chapter 25 of 2017, please find attached the report reflecting the work of the Workgroup and their collective recommendations for the Commission. We look forward to continuing to work on this important topic to better serve the children and families of Maryland.

Should you need any additional information or have questions regarding any of the information provided, please contact me by phone at 410-767-7806 or email at [Elizabeth.kelley@maryland.gov](mailto:Elizabeth.kelley@maryland.gov).

Sincerely,

Elizabeth Kelley, Workgroup Chair  
Acting Assistant State Superintendent

cc: Carol A. Williamson  
Rachel Hise  
Erika Schissler  
Kelsey-anne Fung  
Sarah Albert (DLS Library)

**Workgroup to Study the Implementation  
of Universal Access to  
Prekindergarten for 4-Year-Olds  
Findings and Recommendations**

Submitted to

The Commission on Innovation and Excellence in Education

September 2017

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### **Appendices**

- Appendix A: House Bill 516
- Appendix B: Workgroup Statement of Work
- Appendix C: May 12, 2017, Meeting Materials
- Appendix D: June 8, 2017, Meeting Materials
- Appendix E: June 29, 2017, Meeting Materials
- Appendix F: July 10, 2017, Meeting Materials
- Appendix G: July 26, 2017, Meeting Materials
- Appendix H: House Bill 516 Fiscal and Policy Note
- Appendix I: A Comprehensive Analysis of Prekindergarten in Maryland (link below)
- Appendix J: Definition of High-Quality Prekindergarten
- Appendix K: Sample MOUs to support LEA and Community-based Collaboration
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- Appendix M: Master Plan on Professional Development with Status Updates

## Workgroup Charge

House Bill 516 (Appendix A) charged the Maryland State Department of Education to convene a workgroup to:

- Estimate the number and proportion of eligible children who are four years old currently being served by publicly funded prekindergarten programs using the free and reduced-price meal eligibility data for kindergarten through second grade as a proxy.
- Make recommendations regarding an implementation plan, based on Augenblick, Palaich and Associates' January 2016 *A Comprehensive Analysis of Prekindergarten in Maryland* report (Appendix I), to make quality, full-day prekindergarten universally available to children who are four years old, to include the following (Statement of Work - Appendix B):
  - a mixed delivery system of public and private providers meeting the high-quality requirement;
  - a sliding income scale for family contribution;
  - capacity of existing high-quality providers and credentialed staff;
  - a plan to increase capacity of high-quality providers and staff;
  - the impact on school space;
  - the impact by jurisdiction;
  - the potential for school systems to partner with private providers or Head Start centers to increase capacity; and
  - any options to merge various funding streams for prekindergarten to provide a seamless and diverse experience for families.

The Bill and associated Statement of Work specified some representatives that must be included in the workgroup. There were five open meetings held between May 12, 2017 and July 26, 2017. Workgroup documents including agendas, materials, notes, and participants are found on the MSDE website (<http://earlychildhood.marylandpublicschools.org/workgroup-study-implementation-universal-access-prekindergarten-4-year-olds>.) (Appendices C-G)

## **Workgroup Members**

Elizabeth Kelley, Chair, Acting Assistant State Superintendent, Division of Early Childhood Development Maryland State Department of Education (MSDE),

Delegate Eric Ebersole, District 12

Senator William Ferguson, District 46

Michele Dean, Prekindergarten Teacher, Paige Elementary School, Montgomery County Public Schools

Shari Sierra, Prekindergarten Teacher, Piney Point Elementary School, St Mary's County Public Schools

Elise Burgess, Principal, Sally Ride Elementary School, Montgomery County Public Schools

Karen Karten, Early Learning Supervisor, Somerset County Public Schools

Stacy Henson, Coordinator for Early Learning, Washington County Public Schools

Kelly Hall, Executive Director of Supplemental School Programs, St Mary's County Public Schools

Toby Harkleroad, Principal, St. Francis International School, Silver Spring

Simeon Russell, Executive Officer, Maryland Head Start Association

Christina Peusch, Executive Director, Maryland State Child Care Association and Maryland Association for the Education of Young Children

Jacqueline Grant, President, Maryland State Family Child Care Association

Crystal Barksdale, Family Child Care Provider SEIU Local 500 Child Care Division

Sharon Vance, President, The Maryland After School Association

Clinton MacSherry, Director of Public Policy, Maryland Family Network

Rachel London, Esq., Deputy Director Maryland Developmental Disabilities Council

Steven R. Hicks, Executive Director, Ready At Five

Tracy Jost, Owner, Kid's Campus Early Learning Center

Ginny Simoneau, Owner, Children's Center of Walkersville

Flora Gee, Director, Greenbelt Children's Center

Becky Yackley, Director White Marsh Child Care 1

Nancy Vorobey, Section Chief, Early Education, Division of Special Education/Early Intervention Services

Judith Walker, Branch Chief, Early Learning Branch, Division of Early Childhood Development,

Nykia Washington, Project Manager, Early Learning Branch, Division of Early Childhood Development

## **Executive Summary**

The Workgroup met five times between May 12, 2017 and July 26, 2017 to discuss the administrative approach, funding flow, and issues relating to capacity and implementation issues to develop a universal prekindergarten program in Maryland. The Workgroup spent the majority of the meetings considering information and discussing how universal prekindergarten should be implemented (Appendices C-G.) The Workgroup agreed that MSDE should have oversight of the implementation of prekindergarten through either a grant process or review of Master Plans submitted by local education agencies. To ensure the provision of universally accessible and available high-quality prekindergarten programs, the Workgroup determined that MSDE would have direct oversight and be responsible for issuing grants to public schools and community-based programs.

To increase the number of high-quality teachers and staff to meet the needs of additional prekindergarten classrooms, the Workgroup recommends that the recommendations contained in the *“Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education (requirement of Chapter 377)”* be implemented. This report provides recommendations for increasing the number of high-quality teachers and staff to meet the staffing needs from creating additional prekindergarten classrooms. The report recommends activities to:

- Establish a Continuum of Professional Development Options for Current and Prospective Providers;
- Retain Current Teachers and Providers in the Field of Early Childhood Education;
- Implement a Professional Development System that Utilizes a National Recognized Certificate Program that Accepts Prior Experience;
- Create a Bachelor’s Degree Program that Focuses on Education of Children with and without Disabilities from Birth to Age 8;
- Ensure the Availability of Joint Training for All Publicly Funded Prekindergarten Staff; and
- Attract Individuals to the Field of Early Childhood Education.

The recommendations contained in this report on the implementation of universal prekindergarten in Maryland are based on the opinions of the Workgroup members and not necessarily those of MSDE or the State Board of Education.

## **Recommendations**

- Universal high-quality, full-day prekindergarten (Appendix J) should be provided to all 4-year-old children in a mixed delivery system to include schools (public and private), child care centers (includes Nursery Schools and Letter of Compliance faith-based programs), family child care homes, and Head Start programs.
- Funds should flow through MSDE and be distributed through a grant process to school systems and community-based programs. Before any funds are distributed, data on the number of incoming 4-year-old children, number of slots available, and availability of qualified staff necessary to implement the recommendations will need to be updated on a yearly basis.
- School systems and community-based programs must develop a memorandum of understanding (MOU) to establish procedures and responsibilities for student recruitment and enrollment, teacher professional development, curriculum sharing, data exchange and sharing, provision of special education services, and additional considerations as agreed upon.
- MSDE should ensure a minimum threshold of slots are in community-based programs. At full implementation, this threshold would be 50%. For jurisdictions in which community-based programs not meeting the definition of high-quality prekindergarten (Appendix J) do not apply, MSDE would have the discretion to award those grants to the public schools.
- Universal prekindergarten should be phased-in over a period of at least ten years. Due to capacity concerns, the Workgroup recommends a phased-in approach with additional slots becoming available to additional eligible families each year until all children at all income levels have access. This recommendation is dependent on facility and teacher availability, and funding provided (including a sliding-scale for family contribution, Appendix L.) The chart on the following page reflects a proposed schedule for a phased-in approach.

Year	Implementation	Percentage of Slots Earmarked for Community-Based Settings
2017-2019	Continue State and Federal grants while planning for State Universal Prekindergarten	
2019-2021	Convert half-day slots to full-day slots for all students @ 185% of FPL	Minimum 20%
2021-2023	Maintain Stability	Minimum 20%
2023-2025	Provide access to public prekindergarten to families up to 300% of FPL	Minimum 40%
2025-2027	Provide access to public prekindergarten to all families – implementing a sliding scale for families above 300% of FPL (Appendix L)	Minimum 50%

- The per-child cost for the provision of prekindergarten programming must ensure reasonable compensation for teacher pay and program implementation. The community- based programs were concerned that the per-child amount provided for the provision of prekindergarten was not sufficient and created a loss of revenue for the program.
  - The per-child cost for the provision of prekindergarten programming should be based on the recommendations of the APA Adequacy Study, being the base K-12 funding amount plus a 0.29 weight for prekindergarten students. This funding level is necessary to ensure high-quality prekindergarten, including adequate teacher compensation to recruit and retain high-quality teachers.
  - In addition to per-pupil funding amount, funds should be made available to cover implementation costs including supports for teacher credentialing, program accreditation, and improvements needed to reach Maryland EXCELS Level 5.
- The recommendations contained in the *Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education, December 2015* should be implemented. (Appendix M)
- Whenever possible, various State and Federal funds should be blended, braided or layered.
- Any four-year-old child with an IEP should receive priority placement in an appropriate prekindergarten setting, regardless of income.

## **Background and Historical Information**

Chapter 288 of the Acts of 2002, the Bridge to Excellence in Public Schools Act, required each local school system to make publicly funded prekindergarten available to all economically disadvantaged four-year-old children in the State. To qualify as economically disadvantaged, a child must be from a family whose income is at or below 185% of federal poverty guidelines. If vacancies remain after economically disadvantaged children have been enrolled, local school systems may make prekindergarten available to other children who exhibit a lack of readiness for school. The State provides funding to school systems to support the program through the State compensatory education formula.

Chapter 2 of the Acts of 2014 expanded prekindergarten services to additional eligible four-year-old children from families whose income is at or below 300% of federal poverty guidelines by establishing a competitive grant program to provide funding to qualified public and private prekindergarten providers. Since fiscal 2015, the State budget has included \$4.3 million for the expansion program. In 2014, Maryland was also awarded a federal grant that provides \$15 million annually through fiscal 2019 to continue the expansion of public prekindergarten. In its grant application, the State committed to matching funds of \$3.672 million in fiscal 2018 and \$7.344 million in fiscal 2019 to provide access to high-quality prekindergarten to families with incomes between 200% and 300% of federal poverty guidelines. Pursuant to Chapters 683 and 684 of 2016, the Governor must include an appropriation in the budget for the amount that the State committed to fund as the State match to the federal grant in addition to the amount required under current law for the State Prekindergarten Expansion Grant Program. The proposed fiscal 2018 budget contains a total of \$16.0 million in federal funds and \$8.0 million in State funds to support public prekindergarten expansion. (Appendix H)

Chapter 288 of the Acts of 2002 required the State to contract with a consultant to conduct a follow-up study of the adequacy of education funding in the State approximately 10 years after its enactment. The concept of adequacy is based on determining the level of resources that is adequate for all public school students to have the opportunity to achieve academic proficiency standards. Legislation in 2011 and 2012 delayed the beginning of the study and required additional reports to be included in the study, such as a cost-benefit analysis of prekindergarten expansion. Work on the adequacy study began in June 2014, when a contract was awarded to Augenblick, Palaich, and Associates (APA) and

its team of researchers that included Picus Odden and Associates and the Maryland Equity Project.

Chapter 701 of the Acts of 2016 established the Commission on Innovation and Excellence in Education to review APA's adequacy study and related reports and, among other charges, make recommendations on expanding prekindergarten, including special education prekindergarten. The commission must make recommendations to the Governor and the General Assembly by December 2017.

APA's report on prekindergarten expansion in the State was finalized in January 2016. The report recommended that the State offer universal, full-day prekindergarten for four-year-old children in Maryland. The report included a cost-benefit analysis that estimated 80% of the State's four-year-old children would participate in universal high-quality, full-day prekindergarten. The analysis assumed a mixed delivery system of public and private providers with high quality being determined by a Maryland EXCELS (the State's tiered Quality Rating Improvement System for licensed child care centers, registered family child care providers, and public prekindergarten programs) Level 5 rating, or national or state accreditation. The report noted that the 80% estimate is at the higher end of what is considered "universal," when compared with other states that have implemented universal prekindergarten. However, after considering the importance of prekindergarten, as evidenced by the literature review included in the report, and an analysis of the return on investment, the report concluded that increased investment in quality prekindergarten is justified. (Appendix I)

According to the APA adequacy study, there was an estimated 58,000 four-year-old children enrolled in public prekindergarten, child care center (including Head Start), and family child care settings during the 2014-2015 school year. Approximately 46% of the children were in public prekindergarten programs, with the remainder in private child care centers or family child care homes.

### **Estimate of Number and Proportion of Eligible Children Who Are 4-Years Old Currently Being Served By Publicly Funded Prekindergarten Programs**

Using the free and reduced-price meal (FARMS) eligibility data as a proxy, the chart on the next page shows the number and proportion of eligible children by jurisdiction and for the state of Maryland for school year 2016-2017.

## Capacity required to serve all FARMS-eligible 4-year-olds



LEA	Estimated Number of FARMS-eligible 4-year-olds	Current Full-Day Capacity	Additional Full-Day Capacity Need to serve all FARMS-eligible 4-year-olds
Allegany	555	320	235
Anne Arundel	3,915	1,820	2,095
Baltimore City	5,406	5,256	150
Baltimore County	3,954	1,855	2,099
Calvert	462	196	266
Caroline	326	360	-34
Carroll	438	440	-2
Cecil	690	340	350
Charles	1,012	608	404
Dorchester	277	240	37
Frederick	844	620	224
Garrett	183	180	3
Harford	1,053	520	533
Howard	950	480	470
Kent	108	107	1
Montgomery	5,321	2,620	2,701
Prince George's	6,347	3,980	2,367
Queen Anne's	215	60	155
Somerset	192	180	12
St Mary's	841	410	431
Talbot	410	200	210
Washington	842	700	142
Wicomico	735	560	175
Worcester	211	184	27
School for the Deaf	-	22	-
<b>Total</b>	<b>35,287</b>	<b>22,258</b>	<b>13,029</b>

## **Implementation Plan Recommendations**

### ***1. A Mixed-Delivery System of Public and Private Providers Meeting the High-Quality Standard***

The Workgroup agreed that to provide access for additional four-year-old children beyond the population currently being served, it will be necessary to create spaces in both public schools (which includes public schools and charter schools) and community-based settings (which includes family child care, child care centers, Head Start, and private schools) for the following reasons:

- Many public school systems lack the physical space to accommodate additional full-day classrooms. Currently the majority of public school systems offer half-day programs with a morning and an afternoon session sharing one classroom. Converting to full-day classes will require twice the current number of physical classrooms in those school systems. Many school systems have indicated they currently do not have the physical capacity for additional prekindergarten classrooms. Providing prekindergarten classes in community-based programs who wish to participate will help meet the need to be able to provide the additional full day classrooms needed.
- Community-based programs depend financially on serving four-year-old children. The tuition from serving infants, toddlers, and three-year-olds alone is not sufficient for community programs to remain in business. The implementation plan will need to include community-based programs who wish to serve four-year-old children in publicly funded prekindergarten and meet the high-quality requirements.
- A mixed delivery system provides families with a choice of settings for their child. For example: some families prefer a community-based program which offers both before and after care along with a full-day instructional program. Another benefit is that a four-year old child can be in the same facility as their younger siblings. Other families may prefer a public school setting that offers transportation and provides the choice for four-year-old children to be in the same facility as older siblings during the school day. Before and after care may or may not be available at the school with this choice.

All settings must meet the definition of high-quality that is currently required for the Preschool Development Grantees (Appendix J), including:

- publishing<sup>1</sup> at Level 5 in Maryland EXCELS (the State's quality rating and improvement system) - programs have a year to move from a Level 4 to a Level 5;
- employing staff with high qualifications - the teacher must hold state certification for teaching in early childhood education and assistants must have appropriate credentials;
- maintaining a child to instructional staff ratio of 10:1;
- maintaining a maximum class size of 20 children;
- offering full-day and full-year program consistent with school system's policy for K-5 grades;
- including children with disabilities;
- providing developmentally appropriate, culturally and linguistically responsive instruction and learning environment;
- implementing an evidence-based curricula aligned with the Maryland College and Career Ready Standards;
- making individualized accommodations and supports so all children can access and participate fully;
- conducting on-going program evaluation;
- providing on-site or accessible comprehensive services for children and community partnerships that promote families' access to services including screening and referrals;
- implementing evidence-based health and safety standards; and
- providing salaries for the teachers in community-based settings that are commensurate with at least the starting salary offered by the local school system.

The workgroup discussed options for implementing a mixed delivery system of high quality universal prekindergarten for four-year-olds including personnel decisions and increasing capacity of high quality settings. The workgroup focused on two options or methods based on current practices of grant-funded programs. The options could be implemented at the discretion of each local jurisdiction.

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<sup>1</sup> Publishing at a Maryland EXCELS level 5 means that the program has achieved all of the standard for the level and has requested to make that level public on [www.marylandexcels.org](http://www.marylandexcels.org).

*Option 1:* Publicly funded prekindergarten teachers would be hired by the local school system, which would allow for consistency in qualifications and salary as well as access to the benefits package that currently is not available to prekindergarten teachers in community-based settings. School systems would be responsible for the monitoring and evaluation of all publicly funded prekindergarten teachers in their district. Community-based programs raised concern that they may not have input into the interview and hiring process, as well as the monitoring and evaluation of the teacher. It is the recommendation of the Workgroup that Memorandums of Understanding between the school system and the community-based programs would need to be created to provide guidance on this option.

*Option 2:* Community-based programs could continue to hire the teacher and be responsible for the monitoring and evaluation of the teacher. Comparable salaries would be provided and benefits packages would vary depending on the programs' policies and procedures for employees. Community-based programs report that they often have difficulty retaining teachers with high qualifications due to better benefits a package being available with school system positions, therefore, the recommendation is that the per-child rate be high enough to allow programs to provide comparable salaries and benefits.

In addition, family child care programs could create a local network in which a teacher with high qualifications would be shared among the participating programs. Each participating program would be required to meet the definition of high-quality. (Appendix J) Two previous networks were funded in 2014 and 2015 through the Preschool Development Grants.

The Workgroup devoted several meetings (Appendices C-G) to the discussion of the governance and funding flow in a mixed-delivery system. After considering several options, the Workgroup focused on the following options.

- MSDE should have oversight and provide guidance on the establishment of a mixed delivery system in each county and Baltimore City. Considerations would be made that address the differences across the state that will impact the provision of a mixed-delivery system in each jurisdiction.
  - State funds would go to MSDE. As is the current process with the Preschool Development Grants, MSDE would award grants to public school systems and community-based programs based on their application. MSDE would be responsible for monitoring and evaluating the

grantees' programs. MSDE would collect and analyze data and work with both the public school system and the community-based programs in each jurisdiction to determine the slots needed and the capacity of schools and programs to fill those slots.

- The administrative burden would be on MSDE to monitor each grant and each prekindergarten classroom for compliance with the grant criteria. This would also necessitate the hiring of additional MSDE staff. Employing the model of the current Office of Child Care Regional Licensing Offices, monitors could be housed within those offices, other locations within the local school system or the child care resource and referral offices throughout the State. It is estimated that at least 65 monitors would be needed at full implementation to monitor the programs and classrooms.
- To address an additional concern raised by the Workgroup, additional MSDE staff in the area of finance and accounting would need to be hired. These additional fiscal staff would be needed to address the concern expressed that the state's current grant process would not have the capacity to issue grants and pay invoices in a timely and efficient manner that will allow community-based programs to pay teachers and expenses incurred on time. There is a potential that local jurisdictions would also need additional staff to oversee grant activities.
- MOUs between the public school system and community-based programs would be required, but there was concern whether just having an MOU will create the system of collaboration desired. The MOUs would require collaboration between the school system and the programs including shared opportunities for professional development, access to curriculum, the sharing of data, the recruitment and the enrollment process of eligible four-year-old children, and shared family engagement opportunities. Sample MOUs are presented in Appendix K.
- At full implementation, a minimum threshold would be established for the number of prekindergarten slots that must be made available through community-based programs in each jurisdiction. This threshold is 50%. MSDE may apply discretion in awarding funds dependent upon the number of community-based programs that meet the definition of high-quality (Appendix J) and are interested in participating in the mixed-delivery system.

The alternative option that was considered by the Workgroup would have State funds “pass thru” MSDE to the local school systems. The majority of the Workgroup members did not support this model. In this model, MSDE would provide oversight through the Master Plans that systems submit explaining how they would address implementation of a collaborative

prekindergarten mixed-delivery system. The school system would:

- determine the slots needed in their jurisdiction's mixed-delivery system,
- be responsible for enforcing the percentage of prekindergarten slots that would be awarded to community-based programs,
- be responsible for monitoring and evaluating the public school and community-based programs,
- be responsible for funding the community-based programs on a timely basis, and,
- develop MOUs with the community-based programs.

## ***2. A Sliding Income Scale for Family Contributions***

The information on a sliding income scale was presented by Simon Workman, Early Childhood Policy, Center for American Progress. (Appendix L) The Workgroup supported a model of universal prekindergarten that implements a sliding scale for parent contributions for families over 300% of Federal poverty. The Workgroup did note that while community-based programs already have procedures in place for collecting tuition fees from families, school systems would need to create those procedures as well as add additional staff to administer those procedures. The Workgroup also discussed, but reached no consensus, whether these fees should be phased-out over time.

## ***3. Capacity of Existing High-Quality Providers and Credentialed Staff***

Complete data are not currently available on the capacity of high-quality programs to serve 4-year-old children. The following chart shows the current number of public prekindergarten classrooms and community-based programs that have published at a Maryland EXCELS Level 4 or 5. The current Preschool Development Grants allow only programs with a Level 4 and 5 rating to apply, but if a program is at a Level 4, it is given 12 months to achieve a Level 5. The expectation is that all prekindergarten grant programs, both in public schools and in community-based programs have a Level 5 rating. To achieve a Level 5, programs must be accredited. Additional resources and MSDE staff will be needed to address the expected increase in the number of new prekindergarten classes in public schools and community-based programs needing to pursue and achieve accreditation. Currently, MSDE supports child care programs pursuing national accreditation by providing funding to assist with the cost of application and validation. MSDE also offers a State accreditation process that, while free to the program/school applying, has costs associated with

program improvement. The program also has a program improvement visit prior to the accreditation visit to help the program identify and correct any standard that might not be met. Additional validators will need to be recruited, trained and paid to ensure that the State has the capacity to address the anticipated influx of programs to provide prekindergarten services.

<b>Maryland EXCELS Published Quality Ratings Levels 4 and 5</b>					
<b>As of 7/18/17</b>	<b>Child Care Center</b>	<b>Family Child Care Home (up to 8 children)</b>	<b>Large Family Child Care Home (9-12 children)</b>	<b>Public PreK</b>	<b>Total</b>
<b>Allegany</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>7</b>
Level 4	2	0	0	0	2
Level 5	3	0	0	2	5
<b>Anne Arundel</b>	<b>7</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>18</b>
Level 4	0	1	0	0	1
Level 5	7	9	0	1	17
<b>Baltimore</b>	<b>14</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>26</b>
Level 4	3	1	0	0	4
Level 5	11	8	1	2	22
<b>Baltimore (city)</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>10</b>	<b>21</b>
Level 4	2	0	0	5	7
Level 5	5	4	0	5	14
<b>Calvert</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>7</b>
Level 4	1	0	0	0	1
Level 5	3	3	0	0	6
<b>Caroline</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>
Level 4	0	0	0	0	0
Level 5	2	0	0	2	4
<b>Carroll</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>15</b>
Level 4	2	0	0	0	2
Level 5	8	1	0	4	13
<b>Cecil</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
Level 4	0	0	0	1	1
Level 5	0	0	0	0	0
<b>Charles</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>9</b>
Level 4	1	0	0	0	1
Level 5	2	4	0	2	8
<b>Dorchester</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>
Level 4	0	0	0	0	0
Level 5	2	0	0	2	4
<b>Frederick</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>18</b>
Level 4	4	0	0	1	5
Level 5	7	2	0	4	13
<b>Garrett</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>11</b>
Level 4	0	0	0	1	1
Level 5	5	1	0	4	10

Maryland EXCELS Published Quality Ratings Levels 4 and 5 (Continued)					
As of 7/18/17	Child Care Center	Family Child Care Home (up to 8 children)	Large Family Child Care Home (9-12 children)	Public PreK	Total
<b>Harford</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>10</b>
Level 4	3	0	0	0	3
Level 5	2	2	0	3	7
<b>Howard</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>17</b>
Level 4	0	0	0	0	0
Level 5	13	3	0	1	17
<b>Kent</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>
Level 4	0	0	0	0	0
Level 5	2	0	0	1	3
<b>Montgomery</b>	<b>24</b>	<b>34</b>	<b>0</b>	<b>7</b>	<b>65</b>
Level 4	10	1	0	0	11
Level 5	14	33	0	7	54
<b>Prince George's</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>13</b>	<b>22</b>
Level 4	1	0	0	7	8
Level 5	3	4	1	6	14
<b>Queen Anne's</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>6</b>
Level 4	1	0	0	0	1
Level 5	2	2	0	1	5
<b>Saint Mary's</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>
Level 4	0	0	0	0	0
Level 5	1	0	0	1	2
<b>Somerset</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>
Level 4	0	0	0	0	0
Level 5	1	0	0	3	4
<b>Talbot</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
Level 4	0	0	0	0	0
Level 5	6	0	0	0	6
<b>Washington</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>11</b>	<b>22</b>
Level 4	0	0	0	0	0
Level 5	7	4	0	11	22
<b>Wicomico</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>13</b>
Level 4	4	0	0	0	4
Level 5	3	3	0	3	9
<b>Worcester</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>7</b>
Level 4	0	1	0	0	1
Level 5	3	2	0	1	6
<b>Grand Totals</b>	<b>146</b>	<b>89</b>	<b>2</b>	<b>81</b>	<b>318</b>

#### ***4. A Plan to Increase Capacity of High-Quality Providers and Staff***

A “*Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education* (requirement of Chapter 377)” was developed and submitted to the Maryland State Board of Education in December of 2015. (Appendix M) The report provides recommendations for increasing the number of high-quality teachers and staff to meet the staffing needs from creating additional prekindergarten classrooms. The report recommends activities to accomplish the following:

- Establish a Continuum of Professional Development Options for Current and Prospective Providers
  - Pathway from High School;
  - Pathway from the Field;
- Retain Current Teachers and Providers in the Field of Early Childhood Education;
- Implement a Professional Development System that Utilizes a National Recognized Certificate Program that Accepts Prior Experience
  - Pathway from Community College to Four-Year College;
  - Pathway from Four-Year Institutions;
- Create a Bachelor’s Degree Program that Focuses on Education of Children with and without Disabilities from Birth to Age 8;
- Ensure the Availability of Joint Training for All Publicly Funded Prekindergarten Staff; and
- Attract Individuals to the Field of Early Childhood Education

The Workgroup recommends that the activities to accomplish the recommendations within the report be implemented. Many of the recommendations will require a coordinated effort across State agencies and institutions of higher education. As mentioned previously, community-based programs report the difficulty in retaining high-quality teachers who often leave to take positions in the public school systems due to higher pay and benefits packages.

#### ***5. The Impact on School Space and the Impact by Jurisdiction***

The chart that follows shows the 2016-2017 capacity of jurisdictions to serve four-year-old children in public prekindergarten settings. Across the state there are 28,604 4-year-olds currently participating in half or full-day prekindergarten programs in a public school setting. School

systems report that they have the capacity to serve 22,258 4-year-old children in a full-day program. As a result an additional 6,346 slots would be needed to maintain current enrollment in a full-day program.

Analysis of Maryland Public Prekindergarten Capacity Data, 2017



LEA	Current Public PreK Capacity (1/2 and full day)	Estimated Full Day Public PreK Capacity	Additional capacity needed to maintain current enrollment (full day)
<b>Allegany</b>	500	320	180
<b>Anne Arundel</b>	3,380	1,820	1,560
<b>Baltimore City</b>	5,256	5,256	0
<b>Baltimore County</b>	3,430	1,855	1,575
<b>Calvert</b>	360	196	164
<b>Caroline</b>	307	360	-53
<b>Carroll</b>	380	440	-60
<b>Cecil</b>	539	340	199
<b>Charles</b>	909	608	301
<b>Dorchester</b>	260	240	20
<b>Frederick</b>	706	620	86
<b>Garrett</b>	166	180	-14
<b>Harford</b>	880	520	360
<b>Howard</b>	850	480	370
<b>Kent</b>	108	107	1
<b>Montgomery</b>	2,923	2,620	303
<b>Prince George's</b>	4,520	3,980	540
<b>Queen Anne's</b>	200	60	140
<b>Somerset</b>	180	180	0
<b>St Mary's</b>	800	410	390
<b>Talbot</b>	400	200	200
<b>Washington</b>	692	700	-8
<b>Wicomico</b>	660	560	100
<b>Worcester</b>	179	184	-5
<b>School for the Deaf</b>	19	22	-3
<b>Totals</b>	<b>28,604</b>	<b>22,258</b>	<b>6,346</b>

NOTE: Current public school capacity includes both 1/2 and full day slots. Estimated capacity is based on LEA reported data of how many 4-year-old children they can serve in public school settings if they only provided full-day prekindergarten.

**6. *The Potential for School Systems to Partner With Private Providers or Head Start Centers to Increase Capacity***

There are current opportunities for Head Start programs to receive Preschool Development Grants for full day four-year-old programs. In 2016-2017, seven Head Start programs received grants. As more prekindergarten programs are added, Head Start programs expressed the concern that it is becoming more difficult to enroll four-year-old children. A number of Head Start programs in Maryland have begun enrolling more three-year olds to utilize their capacity.

**7. *Any Options to Merge Various Funding Streams for Prekindergarten to Provide a Seamless and Diverse Experience for Families***

The Workgroup recommends that the mixed delivery system promote a mix of families from all income levels in classrooms to move away from income-segregated classrooms. Guidance should be provided to schools and community-based programs to support the blending or braiding of various funds to support a mixed delivery system, including the use of Title I funds, Head Start funds, and Child Care Subsidy funds which could be used for the wrap around care portion of the day.

**8. *Additional Considerations***

The Workgroup discussed four-year-old children with IEPs, and determined that these children should be considered a priority regardless of income. The IDEA requires the free appropriate public education of all students with IEPs at no cost to the families; therefore, they should have priority for full day slots regardless of the eligibility phase-in plan. The provision of special education and related services for eligible preschool children with disabilities, ages three through five, has been required by the IDEA since 1990 and in State COMAR regulations since 1985.

Funding for children with disabilities is currently provided through the following:

- IDEA Part B 619 funding (represents only 5% of the total costs of providing services to the eligible preschool population).
- To date, no State General funds have been allocated specifically to support the provision of preschool special education services though current State funds through the compensatory services formula in Thornton does provide some funding for income eligible children with disabilities. Additionally, special education students must meet income eligibility before benefiting from preschool development grant funding.

## Resources

- Augenblick, Palaich and Associates. (November 2016). Final Report of the Adequacy Study of Funding for Education in Retrieved from <http://marylandpublicschools.org/Documents/adequacystudy/AdequacyStudyReportFinal112016.pdf>
- CAP High-Quality Child Care Tax Credit Proposal: <https://www.americanprogress.org/issues/early-childhood/reports/2015/09/02/119944/a-new-vision-for-child-care-in-the-united-states-3/>
- Duke University Center for Child and Family Policy. (April 2017). The Current State of Scientific Knowledge on Pre-Kindergarten Effects. Retrieved from [https://www.brookings.edu/wp-content/uploads/2017/04/duke\\_prekstudy\\_final\\_4-4-17\\_hires.pdf](https://www.brookings.edu/wp-content/uploads/2017/04/duke_prekstudy_final_4-4-17_hires.pdf)
- Fuligini A., Howes C., Huang Y., Hong S., Lara-Cinisomo S., “Activity Settings and Daily Routines in Preschool Classrooms: Diverse Experiences in Early Learning Settings for Low- income Children,” Early Childhood Research Quarterly 27, (2012): 198-209.
- Hughes, J, “Identifying Quality in Preschool Education: Progress and Challenge,” School Psychology Review 39, (2010): 48.
- Provider Cost of Quality Calculator: [www.ecequalitycalculator.com](http://www.ecequalitycalculator.com)
- Seattle Preschool Program Network-Hub Model RFI: <https://www.seattle.gov/Documents/Departments/DEEL/FundingOpportunities/RFIs/2017/FCCpilotInfoSessionPPT.pdf>
- Seattle Preschool Program FCC Advisory Committee Recommendations: <https://www.seattle.gov/Documents/Departments/OFE/AboutTheLevy/EarlyLearning/FCC-SPPPilotFinalRecommendation-March2016.pdf>
- Sunderman, Gail L., Titan Caroline. (February 2014). Can Maryland Benefit from Universal Preschool? A Review of the Research on the Efficacy of Early Education. Retrieved from [http://www.education.umd.edu/TLPL/centers/MEP/Research/earlyeducation/Early%20Education%20Brief\\_MEP.pdf](http://www.education.umd.edu/TLPL/centers/MEP/Research/earlyeducation/Early%20Education%20Brief_MEP.pdf)
- U.S. Department of Education, “Preschool Development Grants,” U.S. Department of Education. Retrieved from <http://www2ed.gov/programs/preschooldevelopmentgrants/index.html>
- Workman S., Palaich, B. Wool, S. (January 2016). A Comprehensive Analysis of Prekindergarten in Maryland (January 2016). Retrieved from <http://marylandpublicschools.org/Documents/adequacystudy/MDPreKComprehensiveAnalysis011316.pdf>

## **Appendices**

- Appendix A: House Bill 516
- Appendix B: Workgroup Statement of Work
- Appendix C: May 12, 2017 Meeting Materials
- Appendix D: June 8, 2017 Meeting Materials
- Appendix E: June 29, 2017 Meeting Materials
- Appendix F: July 10, 2017 Meeting Materials
- Appendix G: July 26, 2017 Meeting Materials
- Appendix H: House Bill 516 Fiscal and Policy Note
- Appendix I: A Comprehensive Analysis of Prekindergarten in Maryland (link below)
- Appendix J: Definition of High-Quality Prekindergarten
- Appendix K: Sample MOUs to support LEA and Community-based Collaboration
- Appendix L: Sliding Fee Scale Examples
- Appendix M: Master Plan on Professional Development with Status Updates

### **Report available online:**

A Comprehensive Analysis of Prekindergarten in Maryland (Adequacy Study)

<http://marylandpublicschools.org/Documents/adequacystudy/MDPreKComprehensiveAnalysis011316.pdf>

**Appendix A**

House Bill 516

Chapter 25

(House Bill 516)

AN ACT concerning

**Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds**

FOR the purpose of establishing the Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds; providing for the composition, chair, and staffing of the Workgroup; prohibiting a member of the Workgroup from receiving certain compensation, but authorizing the reimbursement of certain expenses; requiring the Workgroup to study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission on or before a certain date; providing for the termination of this Act; making this Act an emergency measure; and generally relating to the Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds.

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
That:

(a) There is a Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds.

(b) (1) Subject to paragraph (2) of this subsection, the composition of the Workgroup shall be determined by the State Department of Education.

(2) The State Department of Education shall include in the Workgroup:

(i) one member of the Senate of Maryland, selected by the President of the Senate;

(ii) one member of the House of Delegates, selected by the Speaker of the House; and

(iii) at least the following representatives ~~in the Workgroup~~:

~~(i)~~ 1. two representatives from a jurisdiction in the State with more than 100,000 students:

~~A.~~ A. one individual who is an early education educator; and

~~B.~~ B. one individual who is an elementary administrator;

~~(ii)~~ 2. two representatives from a jurisdiction in the State with less than 100,000 students:

~~1~~ A. one individual who is an early education educator; and

~~2~~ B. one individual who is an elementary administrator;

~~(iii)~~ 3. one representative from a Head Start program;

~~(iv)~~ 4. one representative from a private prekindergarten provider;

~~(v)~~ 5. one representative from the Maryland Parent Teacher Association; ~~and~~

~~(vi)~~ 6. one representative from ~~the Maryland Family Network~~ an early childhood advocacy organization; and

7. one representative from an organization that advocates for children with special needs.

(c) The State Department of Education shall designate a chair of the Workgroup.

(d) The State Department of Education shall provide staff for the Workgroup.

(e) A member of the Workgroup:

(1) may not receive compensation as a member of the Workgroup; but

(2) is entitled to reimbursement for expenses under the Standard State Travel Regulations, as provided in the State budget.

(f) The Workgroup shall:

(1) estimate the number and proportion of eligible children who are 4 years old currently being served by publicly funded prekindergarten programs using the free and reduced-price meal eligibility data for kindergarten through second grade as a proxy; and

(2) make recommendations regarding an implementation plan based on Augenblick, Palaich and Associates' January 2016 "A Comprehensive Analysis of Prekindergarten in Maryland" report submitted in accordance with Chapter 2 of the Acts of the General Assembly of 2014 to make quality, full-day prekindergarten universally available to children who are 4 years old, including:

(i) a mixed delivery system of public and private providers meeting the high quality requirement;

- (ii) a sliding income scale for family contribution;
  - (iii) capacity of existing high quality providers and credentialed staff;
  - (iv) a plan to increase capacity of high quality providers and staff;
  - (v) the impact on school space;
  - (vi) the impact by jurisdiction;
  - (vii) the potential for school systems to partner with private providers or Head Start centers to increase capacity; and
  - (viii) any options to merge various funding streams for prekindergarten to provide a seamless and diverse experience for families.
- (g) On or before September 1, 2017, the Workgroup shall report its findings and recommendations to the Commission on Innovation and Excellence in Education.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act ~~shall take effect June 1, 2017~~ is an emergency measure, is necessary for the immediate preservation of the public health or safety, has been passed by a ye and nay vote supported by three-fifths of all the members elected to each of the two Houses of the General Assembly, and shall take effect from the date it is enacted. It shall remain effective for a period of 1 year ~~and, at the end of May 31, 2018,~~ from the date it is enacted and, at the end of the 1-year period, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

**Enacted under Article II, § 17(b) of the Maryland Constitution, April 6, 2017.**

## **Appendix B**

### Statement of Work

## **Senate Bill 516**

### **Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds**

#### **Statement of Work**

##### Purpose:

House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 25. The Workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission (on Innovation and Excellence in Education) on or before September 1, 2017.”

##### Charge

The Workgroup is charged with making “recommendations regarding an implementation plan based on Augenblick, Palaich and Associates January 2016 report submitted in accordance with Chapter 2 of the acts of the general Assembly of 2014 to make quality, full-day prekindergarten universally available to children who are 4 years old, including:

1. a mixed delivery system of public and private providers meeting the high quality requirement;
2. a sliding income scale for family contribution;
3. capacity of existing high quality providers and credentialed staff;
4. a plan to increase capacity of high quality providers and staff;
5. the impact on school space;
6. the impact by jurisdiction;
7. the potential for school systems to partner with private providers or Head Start centers to increase capacity; and
8. any options to merge various funding streams for prekindergarten to provide a seamless and diverse experience for families.”

##### Report Submission

The recommendations shall be submitted to the Commission on Innovation and Excellence in Education on or before September 1, 2017.

### Meeting Dates

- Meeting1: Friday, May 12, 2015, 1:00 pm to 3:00 p.m.
  - ❖ Meeting Outcomes: Review workgroup purpose; review and discuss the report A Comprehensive Analysis of Prekindergarten in Maryland – January 2016 by Augenblick, Palaich and Associates.
- Meeting schedule: Dates to be determined.

### Membership

1. Maryland State Department of Education (MSDE), Elizabeth Kelley, Chair, Acting Assistant State Superintendent for the Division of Early Childhood Development,
2. House of Delegates Member, the Honorable Eric Ebersole, District 12
3. Senate Member, the Honorable William Ferguson, District 46
4. Prekindergarten Teacher, Michele Dean, Paige ES, Montgomery County Public Schools
5. Principal, Elise Burgess, Sally Ride ES, Montgomery County Public Schools
6. Early Learning Supervisor, Karen Karten, Somerset County Public Schools
7. Washington County Public Schools, Stacy Henson, Ed. D., Coordinator for Early Learning
8. Prekindergarten Teacher , Shari Sierra, Piney Point Elementary School, St Mary's County Public Schools
9. Executive Director of Supplemental School Programs, Kelly Hall, St Mary's County Public Schools
10. White Marsh Child Care 1, Becky Yackley, Director
11. Maryland Head Start Association, Simeon Russell, Executive Officer
12. Maryland State Child Care Association, Ms. Christina Peusch, Executive Director
13. Maryland State Family Child Care Association, Jacqueline Grant, President
14. SEIU Local 500 Child Care Division, Crystal Barksdale, Owner of Ms. Crystal's Little Rugrat's
15. Maryland Family Network, Clinton McSherry, Director of Public Policy
16. Maryland Developmental Disabilities Council, Rachel London, Esq., Deputy Director
17. Maryland PTA

18. Parents Place
19. Ready At Five, Steven R. Hicks, Executive Director
20. Kid's Campus Early Learning Center, Tracy Jost, Owner
21. Children's Center of Walkersville, Ginny Simoneau, Owner
22. Greenbelt Children's Center, Flora Gee, Director
23. The Maryland After School Association, Sharon Vance, President
24. Catholic Archdiocese of Washington, Toby Harkleroad, St. Francis International School, Silver Spring

Staff:

- Ms. Nancy Vorobey, Section Chief, Early Education, Division of Special Education/Early Intervention Services, MSDE
- Ms. Judith Walker, Branch Chief, Early Learning Branch, Division of Early Childhood Development, MSDE
- Ms. Nykia Washington, Preschool Development Grant, Project Manager, Early Learning Branch, Division of Early Childhood Development, MSDE

Workgroup meeting location:

Nancy S. Grasmick State Education Building, 200 West Baltimore St., Baltimore, MD 21201

8<sup>th</sup> Floor, conference room will be announced before each meeting (Public parking is available next door)

## **Appendix C**

May 12, 2017 Meeting Materials  
(Agenda, Handouts, Notes, Sign-in sheets)

## House Bill 516

### Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds

Friday, May 12, 2015  
1:00 pm to 3:00 pm, 8<sup>th</sup> Floor, CR 6/7

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

Purpose: House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 25. The Workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission (on Innovation and Excellence in Education) on or before September 1, 2017.”

#### Meeting #1

Meeting Outcomes: Review workgroup purpose; review and discuss the report “A Comprehensive Analysis of Prekindergarten in Maryland – January 2016” by Augenblick, Palaich and Associates.

#### Agenda:

- Welcome and Introductions by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development
- Workgroup Purpose – Rachel Hise, Principal Policy Analyst at the Maryland Dept of Legislative Services
- Presentation of “A Comprehensive Analysis of Prekindergarten in Maryland – January 2016” report – Simon Workman, Associate Director, Early Childhood Policy, Center for American Progress
- Discussion
- Next Steps

What additional data do we need?

Next meeting: TBD

Members are encouraged to bring electronic devices to the meetings. \*\*Internet password: msdespring  
Task Force Contact: Judith Walker, Judith.Walker@maryland.gov (410)767-6549

Center for American Progress



# HB 516 Workgroup

## Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds

Simon Workman  
Associate Director, Early Childhood Policy  
Center for American Progress

May 12, 2017



# January 2016 APA Prekindergarten Report

- Reviewed literature on benefits of prekindergarten
- Assessed current prekindergarten services in Maryland, including quality, funding, and capacity
- Compares Maryland to a set of peer states
- Estimates costs, benefits, and return on investment of high-quality prekindergarten at different participation levels
- Presents two funding models



# January 2016 APA Prekindergarten Report

- Capacity, funding, and quality data based on 2014-15 data
  - Included breakdowns of all EXCELS rated programs, as well as just programs at level 5 and/or accredited
- Cost of Pre-K in public school, child care center, and family child care home based on cost of quality study completed by Anne Mitchell
- ROI analysis based on longitudinal research studies, adapted for Maryland context.



# January 2016 APA Prekindergarten Report

- Estimated that MD had capacity to serve 56% of 4-year-olds in a public school setting or high-quality community setting (defined as EXCELS level 5 or accredited)
- Cost study estimated EXCELS level 5 public school program at \$12,111 per child and child care center at \$10,484 per child (both based on 6.5 hour day, 180 days per year)

Setting	No EXCELS, EXCELS Level 1 & 2	Level 3	Level 4	Level 5
Child Care Center	\$6,050	\$7,900	\$9,622	<b>\$10,484</b>
Family Home	\$4,971	\$7,218	\$9,398	<b>\$10,063</b>
Public School	N/A	N/A	\$12,111	<b>\$12,111</b>

- ROI estimated at \$4.36 return for every \$1 currently spent.



# January 2016 APA Prekindergarten Report

- Recommendations for phasing-in universal access – starting with low income families, and increasing availability of high-quality.
- Two funding models presented:
  - State/local share
    - Local contribution determined using same equalized allocation used in foundation funding formula
    - State contribution flows through LEA to public schools and community sites
  - State/local/family share
    - Family contribution based on household income – sliding scale, with lowest income paying nothing, and higher income paying larger share
    - Local contribution based on first model (funding formula), then reduced by family contribution
    - State contribution flows through LEA to public schools and community sites, LEA responsible for income verification and family fee collection



## 2017 Analysis for HB 516

- Capacity data includes child care centers and public school programs at EXCELS level 4 and 5 with a certified teacher
- Public school slots include full and ½ day programs
- Center capacity is total licensed capacity – data does not delineate specific capacity for 4-year-olds/PreK only
- Estimates of number of 4-year-olds in MD based on average of past three years kindergarten enrollment



# 2017 Analysis for HB 516: Capacity

LEA	Public PreK	Center	Total
Allegany	500	130	630
Anne Arundel	3,380	463	3,843
Baltimore City	5,256	298	5,554
Baltimore County	3,430	1,702	5,132
Calvert	360	434	794
Caroline	307	44	351
Carroll	380	880	1,260
Cecil	539	0	539
Charles	909	314	1,223
Dorchester	260	108	368
Frederick	706	841	1,547
Garrett	166	411	577
Harford	880	436	1,316
Howard	850	1,000	1,850

LEA	Public PreK	Center	Total
Kent	108	20	128
Montgomery	2,923	1,608	4,531
Prince George's	4,520	233	4,753
Queen Anne's	200	198	398
Somerset	180	143	323
St Mary's	800	0	800
Talbot	400	396	796
Washington	692	511	1,203
Wicomico	660	549	1,209
Worcester	179	179	358
School for the Deaf	19		19
<b>Total</b>	<b>28,604</b>	<b>10,898</b>	<b>39,502</b>



# 2017 Analysis for HB 516: Unmet Need

LEA	Capacity	Number of 4 year old's	Unmet Need
Allegany	630	657	27
Anne Arundel	3,843	6,373	2,530
Baltimore City	5,554	7,134	1,580
Baltimore County	5,132	8,642	3,510
Calvert	794	1,036	242
Caroline	351	422	71
Carroll	1,260	1,707	447
Cecil	539	1,114	575
Charles	1,223	1,754	531
Dorchester	368	380	12
Frederick	1,547	2,894	1,347
Garrett	577	273	-304
Harford	1,316	2,705	1,389
Howard	1,850	3,781	1,931

LEA	Capacity	Number of 4 year old's	Unmet Need
Kent	128	153	25
Montgomery	4,531	11,752	7,221
Prince George's	4,753	10,257	5,504
Queen Anne's	398	535	137
Somerset	323	227	-96
St Mary's	800	1,327	527
Talbot	796	337	-459
Washington	1,203	1,625	422
Wicomico	1,209	1,218	9
Worcester	358	467	109
School for the Deaf	19	-	-
<b>Total</b>	<b>39,502</b>	<b>66,770</b>	<b>27,268</b>



## Analysis of Maryland Prekindergarten capacity data, 2017

LEA	Public Preschool	Center	Total Capacity	Estimated 4-year-old population	Estimated Unmet Need
Allegany	500	130	630	657	27
Anne Arundel	3,380	463	3,843	6,373	2,530
Baltimore City	5,256	298	5,554	7,134	1,580
Baltimore County	3,430	1,702	5,132	8,642	3,510
Calvert	360	434	794	1,036	242
Caroline	307	44	351	422	71
Carroll	380	880	1,260	1,707	447
Cecil	539	0	539	1,114	575
Charles	909	314	1,223	1,754	531
Dorchester	260	108	368	380	12
Frederick	706	841	1,547	2,894	1,347
Garrett	166	411	577	273	-304
Harford	880	436	1,316	2,705	1,389
Howard	850	1,000	1,850	3,781	1,931
Kent	108	20	128	153	25
Montgomery	2,923	1,608	4,531	11,752	7,221
Prince George's	4,520	233	4,753	10,257	5,504
Queen Anne's	200	198	398	535	137
Somerset	180	143	323	227	-96
St Mary's	800	0	800	1,327	527
Talbot	400	396	796	337	-459
Washington	692	511	1,203	1,625	422
Wicomico	660	549	1,209	1,218	9
Worcester	179	179	358	467	109
School for the Deaf	19		19		
<b>Total</b>	<b>28,604</b>	<b>10,898</b>	<b>39,502</b>	<b>66,770</b>	<b>27,268</b>

Source: Capacity data from MSDE; 4-year-old population based on average of 2014, 2015 and 2016 kindergarten enrollment data.

- Capacity data includes centers and PreK programs at EXCELS levels 4 and 5 only. No FCC providers have a certified PreK teacher.
- Center capacity is total licensed capacity - data does not delineate specific capacity for 4 year olds/PreK only
- Public school capacity includes full and half day slots. There are 17,242 ½ day slots, converting all to full day would result in total public full day slots of 19,981 (a reduction of 8,623 statewide, resulting in total unmet need of 35,891).
- 2010 Census and 2014 population estimates indicate there were 75,455 4-year-olds statewide in 2014. The 3-year Kindergarten average calculation covers approximately 88% of this population estimate.
- 2016 APA PreK report estimates additional 27,713 slots needed, compared to 27,268 in this updated analysis

## House Bill 516

### Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds

Friday, May 12, 2017  
1:00pm to 3:00pm, 8<sup>th</sup> Floor, CR 6

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

Purpose: House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution – Chapter 25. The workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission) on Innovation and Excellence in Education) on or before September 1, 2017.”

#### Meeting #1

Meeting Outcomes: Review workgroup purpose and statement of work; review and discuss the report, “A Comprehensive Analysis of Prekindergarten in Maryland – January 2016 (Adequacy Study) by Augenblick, Palaich and Associates; and collect feedback regarding issues and questions to consider.

#### Meeting Notes:

Members in attendance: Elizabeth Kelley (Chair), Honorable Eric Ebersole, Michele Dean, Elise Burgess, Karen Karten, Stacey Henson, Shari Sierra, Kelly Hall, Becky Yackley, Simeon Russell, Christina Peusch, Crystal Barksdale, Jackie Grant, Clinton McSherry, Rachel London, Esq., Steven Hicks, Tracy Jost, Ginny Simoneau, Flora Gee, Sharon Vance, Toby Harkleroad

Members not in attendance: Honorable William Ferguson, Maryland PTA, Parent’s Place

#### Welcome and Introductions by Workgroup Chair

Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development, welcomed the workgroup and explained the ground rules for members and observers. The Workgroup members and observers introduced themselves. Ms. Kelley provided a brief overview of the purpose of the workgroup.

#### Workgroup Purpose and Statement of Work

Rachel Hise, Principal Policy Analyst at the Maryland Department of Legislative Services provided background information and described the workgroup purpose and statement of work in detail. She stated that the work of this group can help to make recommendations that will inform the work of the Commission on Innovation and Excellence in Education. The Commission has discussed an additional grant to LEAs that are providing full day PreK as an incentive to encourage LEAs to implement full day PreK. One idea is to fold PreK funding into the larger funding formula, and a per child cost for full day is needed to drop into the formula.

Presentation of “A Comprehensive Analysis of Prekindergarten in Maryland – January 2016” report  
Simon Workman, Associate Director, Early Childhood Policy at the Center for American Progress, provided background information on how the Adequacy Study was developed, the data used, and assumptions made to support the current costs in the study. He stated that data from the report would be updated with current data to include capacity data and return on investment analysis. Mr. Workman presented two funding models from the report: (1) State/local share in which all funds would be distributed through the LEA’s and (2) State/local/family share which would involve a sliding fee scale, income verification, and collection of parent fees (see page 5 of the PowerPoint presentation). Other considerations include the following: increasing the number of Pre-K slots as well as improving quality; deciding the threshold for universal access in Maryland (the threshold used in the adequacy study is 80%); determining the capacity needed to reach universal access; and what supports are needed to improve the quality of existing slots to reach capacity.

#### Issues/Questions Raised by the Workgroup

1. Current ratio of full day to half day Pre-k
2. Capacity counts should include children with disabilities
3. Opportunities for providers to improve quality (EXCELS 4 and 5)
4. Readiness for certified teachers

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5. Networking model to address capacity (including family child care)  
-Note: Mr. Workman will provide the Seattle model for including family child care
6. The need for multiple models to consider
7. The cost of tuition in community-based programs
8. Cost of tuition varies by locale  
-Note: The Commission will consider the Geographic Cost of Education Index and adjustments may be made to the base cost per child based on location. This workgroup will provide information on cost to the Commission.
9. Consider the State’s current infrastructure to determine subsidy and co-pays
10. Communication with School Finance Officers to discuss how parent fees may be collected
11. What additional data is needed and where can that data be found

#### Key Areas Addressed by the Workgroup

Judith Walker, Branch Chief, Early Learning Branch, Division of Early Childhood Development, instructed the workgroup to separate into smaller groups to discuss key considerations, concerns, and questions that the workgroup should address, and categorize those comments on posters around the room for later discussion. See separate handout for these concerns.

Closing Comments

The Honorable Eric Ebersole, House of Delegates Member, District 12, made closing comments and noted that the Commission will address a broad view of the data and recommendations.

Adjournment

Elizabeth Kelley thanked participants for attending and announced that the workgroup would not meet again this month to allow participants adequate time to gather data from their respective jurisdictions, and the workgroup would reconvene in June.

Next meeting: June 8, 2017, 9:00 am to 11:00 am, MSDE, 8<sup>th</sup> floor, room 6.

HB 516 Workgroup Meeting May 12, 2017

Questions/Concerns Provided by Workgroup Members

Professional development:

1. How to grow qualified workforce-partnerships with higher education, scholarship loan repayment programs?

EC Teacher Salary Equivalency to LEA:

1. Can we ensure equitable compensation for teachers regardless of setting?
2. We need to adjust the numbers for private provider costs so teacher salaries match the public schools or we will lose quality teachers long term.

Certified Teacher in Community Based Center/home:

1. Could family child care providers who are also certified in ECE serve as the hub or network leader?

Examples of contracts/MOUs for LEAs to use with their community based programs:

1. Can we collect examples of MOUs and contracts with child care programs that work well?
2. That the history of school readiness data shows that child care centers do a great job of getting children ready for K every year. Could community centers invoice LEAs monthly for each child for full or part day, year round care up to the full amount of \$14,000? Parents who choose public school could be part of the \$14,000 apportioned for wrap around care. **CONSIDERATION FOR LEAS WHEN DEVELOPING THEIR ROLL OUT PLANS.**
3. Flexibility to local jurisdictions to develop options that meet family needs.
4. Is there any available funding to supplement summer, a la Head Start (and some early PreK expansion grants)?
5. Services and supports available through local school systems for children with disabilities must be available to these children if they receive PreK in community programs.
6. The State needs to help increase the quality of community providers and may need to consider allowing 4 year olds in community settings at lower levels of EXCELS to accommodate the need. **LEAS WILL NEED TO CONSIDER IN TERMS OF LONG RANGE PLAN TO GET COMMUNITY BASED PROGRAMS UP TO LEVEL 5.**

Data:

1. Space in public schools – Class size. Example 2 half day classes with waiting list. There will be a space/facilities issue if half day classes become full days. Public schools moving

to half day PreK to full day PreK will need double the teachers and double the classroom space. Was this built into capacity? OUR DATA WILL ANSWER THIS.

2. Actual full day capacity is really about 31,000? WILL ANSWER WITH THIS DATA COLLECTION.
3. Do we have data that correlates level 5 participation and KRA levels of proficiency? PDG data demonstrates that students in PreK perform at the same level as the statewide average on KRA. Not all the PDG programs are at level 4 or 5.

#### Transportation for PreK Students:

1. Transportation considerations – possible increased or decreased need.

#### Sliding Income Scales:

1. ONLY NECESSARY IF GOING TO SERVE CHILDREN ABOVE 300% OF POVERTY - Sliding scales with co-pays now in Denver, Seattle, and anywhere else? What do they look like? Would the payment be tax deductible?
2. Can we run the full year, full work day numbers so we understand the impact on a family who needs care and what their contribution /burden is?
3. If/are public school slots destined to go to only low income families? Concern – regarding sliding scale – creating economic diversity in classrooms.

#### Special education:

1. Special education classrooms were probably not included and the classrooms have smaller groups and staff child ratio. Example, Montgomery County has an additional 1,600 early childhood special education placements. If you include these classrooms, it would appear that they will have slots for non special education children which are not the case. The child's IEP must meet the requirements for these PreK classrooms.
2. Make sure children in special education PreK are counted in numbers and funding included.

#### OTHER:

1. How can we make this less painful for community child care? What standards can we all meet? How did Head Start move quality along and phase it in? Can we reduce the stress, hoop jumping but still build quality? Child care = education whether 6.5 or 11 hours per day. EXCELS AND ACCREDITATION PROVIDE THE GUIDANCE TO COMMUNITY PROGRAMS TO REACH QUALITY STANDARDS OF CARE.

4. Consider – Blending/braiding of funding: State/local/Family/Child Care subsidy.  
Question – to give more children access or less children full day access? How can we model – or find other examples of braiding child care subsidy funding with public PreK funding? SUBSIDY ONLY COMES INTO PLAY IF THE PARENT/CHILD QUALIFY AND RECEIVE.
5. If all kids are below 300% receive free PreK, how much child care subsidy funding is made available? How can we model – or find other examples of braiding child care subsidy funding with public PreK funding? SUBSIDY ONLY COMES INTO PLAY IF THE PARENT/CHILD QUALIFY AND RECEIVE.
6. MOE calculation includes PreK students or funding supporting PreK is not included in calculation.
7. Has to understand how universal PreK system intersects with zero to five system. There needs to be support for family providers to learn about MD College and Career Standards and provide professional development. MOST PD COVERS THIS.
8. Can we use alternative metrics for quality besides EXCELS? I THINK THIS SHIP HAS SAILED WITH THE LEGISLATURE.
9. Is 6.5 entire day? Or does it only reflect instructional time without naps?
10. Some LEAs are serving 80% of PreK students for universal PreK now.





## **Appendix D**

June 8, 2017 Meeting Materials  
(Agenda, Handouts, Notes, Sign-in sheets)

## House Bill 516

### Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds

Thursday, June 8, 2015  
9:00 am to 11:00 am, 8<sup>th</sup> Floor, CR 6/7

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

**Purpose:** House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 25. The Workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission (on Innovation and Excellence in Education) on or before September 1, 2017.”

#### Meeting #2

**Meeting Outcomes:** Clarification of charge; Small groups develop elements for the recommendations report to the Commission

#### Agenda:

- Welcome by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development
- Review notes (May 12) from groups
- Clarification of Charge to Workgroup - Legislators
- Review data requested at May 12 meeting-Simon Workman
- Work in small groups to develop elements for the recommendations report – governance, funding flow, number of years to roll out universal PreK, capacity building
- Debrief

Next meeting: June 29, 2017, 1:00 pm, MSDE, 8<sup>th</sup> floor, room 6/7

Members are encouraged to bring electronic devices to the meetings. \*\*Internet password: msdespring  
Workgroup Contact: Judith Walker, Judith.Walker@maryland.gov (410)767-6549



## Capacity to serve all 4-year-olds at or below 185% of poverty

LEA	Current Public Preschool Capacity	FARMS-eligible 4-year-olds Currently in Informal Care	Capacity Required to Serve all FARMS eligible 4-year-olds
<b>Allegany</b>	320	55	375
<b>Anne Arundel</b>	1,820	535	2,355
<b>Baltimore City</b>	5,256	150	5,406
<b>Baltimore County</b>	1,855	524	2,379
<b>Calvert</b>	196	102	298
<b>Caroline</b>	360	19	379
<b>Carroll</b>	440	58	498
<b>Cecil</b>	340	151	491
<b>Charles</b>	608	103	711
<b>Dorchester</b>	240	17	257
<b>Frederick</b>	620	138	758
<b>Garrett</b>	180	17	197
<b>Harford</b>	520	173	693
<b>Howard</b>	480	100	580
<b>Kent</b>	107	-	107
<b>Montgomery</b>	2,620	2,398	5,018
<b>Prince George's</b>	3,980	1,827	5,807
<b>Queen Anne's</b>	60	15	75
<b>Somerset</b>	180	12	192
<b>St Mary's</b>	410	41	451
<b>Talbot</b>	200	10	210
<b>Washington</b>	700	150	850
<b>Wicomico</b>	560	75	635
<b>Worcester</b>	184	32	216
<b>School for the Deaf</b>	22	-	
<b>Total</b>	<b>22,258</b>	<b>6,702</b>	<b>28,960</b>



## Capacity Required to Serve all FARMS-eligible 4-year-olds

LEA	Public Preschool Capacity (1/2 & full-day)	FARMS-eligible 4-year-olds in Informal Care	Estimated Number of FARMS-eligible 4-year-olds	Current Full-Day Capacity	Additional Full-Day Capacity Need to serve all FARMS-eligible 4-year-olds
Allegany	500	55	555	320	235
Anne Arundel	3,380	535	3,915	1,820	2,095
Baltimore City	5,256	150	5,406	5,256	150
Baltimore County	3,430	524	3,954	1,855	2,099
Calvert	360	102	462	196	266
Caroline	307	19	326	360	-34
Carroll	380	58	438	440	-2
Cecil	539	151	690	340	350
Charles	909	103	1,012	608	404
Dorchester	260	17	277	240	37
Frederick	706	138	844	620	224
Garrett	166	17	183	180	3
Harford	880	173	1,053	520	533
Howard	850	100	950	480	470
Kent	108	-	108	107	1
Montgomery	2,923	2,398	5,321	2,620	2,701
Prince George's	4,520	1,827	6,347	3,980	2,367
Queen Anne's	200	15	215	60	155
Somerset	180	12	192	180	12
St Mary's	800	41	841	410	431
Talbot	400	10	410	200	210
Washington	692	150	842	700	142
Wicomico	660	75	735	560	175
Worcester	179	32	211	184	27
School for the Deaf	19	-	-	22	-
<b>Total</b>	<b>28,585</b>	<b>6,702</b>	<b>35,287</b>	<b>22,258</b>	<b>13,029</b>

## House Bill 516

### Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds

#### Meeting Notes: June 8, 2017

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

Purpose: House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution – Chapter 25. The workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission) on Innovation and Excellence in Education) on or before September 1, 2017.”

#### Meeting Outcomes:

Clarification of charge

Small groups develop elements for the recommendations report to the Commission

#### Meeting Notes:

Members in attendance: Elizabeth Kelley (Chair), Honorable Eric Ebersole, Michele Dean, Elise Burgess, Karen Karten, Stacey Henson, Shari Sierra, Kelly Hall, Becky Yackley, Simeon Russell, Christina Peusch, Jackie Grant, Clinton McSherry, Rachel London, Esq., Ginny Simoneau, Flora Gee, Sharon Vance, Toby Harkleroad

Members not in attendance: Honorable William Ferguson, Tracy Jost, Steven Hicks, Crystal Barksdale, Maryland PTA representative, Parent’s Place representative

#### Welcome and Introductions by Workgroup Chair

Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development, welcomed the workgroup and explained the ground rules for members and observers. The Workgroup members and observers introduced themselves. Ms. Kelley provided a brief review of the purpose of the workgroup.

#### Review Notes

Meeting notes were accepted with no changes.

#### Clarification of Charge to Workgroup - Legislators

Delegate Ebersole stated that the workgroup can offer the Kirwan Commission information that they do not have, such as are Maryland schools capturing all PreK students at 185% of poverty? How are these students recruited? He continued that HB 516 asks the workgroup to consider universal PreK and what are all the elements that need to be considered in planning for expanded PreK? Ms. Kelley added that the

recommendations must address how PreK can be phased in since actual available high quality slots need to be developed in certain locations and the availability of qualified staff must be ensured.

#### Review data requested at May 12 meeting - Simon Workman

Mr. Workman presented additional data on two new charts. The first chart listed by jurisdiction the capacity to serve all 4 year olds at or below 185% of poverty, and the number of 4 year old children in school year 2015-2016 that were in Informal Care and at or below 185% of poverty. The total state number of these students was 6,702. The second chart estimated that in that same school year, there were 35,287 4 year olds eligible for FARMS, with 22,258 available PreK slots in public schools. The number of children in Informal Care is based on parent report of students when registering for public Kindergarten. One member contributed that this data does not include children in private schools (parochial and otherwise) that are receiving FARMS and in full day PreK; this data is collected on a voluntary basis by MSDE but does not capture all of the children as many non public schools do not submit data. However, these students' parents likely would indicate that their children were in private PreK in the previous school year and NOT Informal Care. Mr. Workman shared that the final report should look at building towards universal PreK. Therefore, data predictions should look at serving all children at 185% poverty, 200% poverty, and 300% poverty, then serving 80% of all 4 year olds. West Virginia took 10 years to get to universal PreK. It is important to not get "hung up" on the data as it changes yearly but the plan over the long term will consider these adjustments.

It was clarified that 6.5 hours is a full day for PreK and this can include nap time. One member noted that in other states as full day PreK slots increase more 3 year olds are served in Head Start which is a "good thing."

#### Work in small groups to develop elements for the recommendations report – governance, funding flow, number of years to roll out universal PreK, capacity building – Ms. Walker

Ms. Walker provided instructions for the 4 small groups – each group is to fill in important elements for Governance (create a local plan, program decision making, monitor implementation of PreK), Funding Flow (funding model, accountability), and Capacity Building (professional development, program quality) for the state wide expansion of PreK. The full group will come back together at 10:30 am to share their recommendations.

#### Debrief – Ms. Kelley

Small Group Report Out: Please see handout entitled, "Forming Recommendations for Implementation Of PreK Expansion In Maryland" for notes from workgroup discussions.

#### Adjournment

Ms. Kelley thanked participants for attending and announced that the workgroup would not meet again this month on June 29, 2017, 12:00 pm to 3:00 pm, MSDE, 8<sup>th</sup> floor, room 6.

HB 516 Workgroup: June 8, 2017 Meeting

Notes From Small Discussion Groups

FORMING RECOMMENDATIONS FOR IMPLEMENTATION OF  
PREK EXPANSION IN MARYLAND

Topic 1: Governance – Create Local Plan, Program Decision Making,  
Monitor Implementation of PreK

**Option 1 -**

MSDE – should govern, there has previously been issue with county collaboration in child care provider should/needs requires MSDE oversight.

County – collaboration locally

PreK Supervisor → Instructional specialist → Cluster Model → local ECAC or Principals/PreK teacher/community based programs

Counties could send proposals to MSDE for all plans and get approval so the plans would be completely locally planned.

**Option 2 –**

Regional office → Boards per county with all stakeholders – these two groups would share financial responsibility.

PreK Expansion model – LEAs, local ECACs report

MSDE varied models based on LEAs – LEAs would create a plan to submit

IEP students should be added to plans

**Option 3 –**

Key Idea – LEA must be included in MOU with local ECAC required to take a role in evaluating PreK and reporting to state ECAC.

MSDE as oversight with a partnership with LEA – LEA is a bureaucracy and take a long time to get decisions and answers.

Can't do it without LEA as oversight. Taking the money out of the LEA would be a disconnect.

It does create a layer but there is a lot of focus on local control.

LEA needs to develop a plan with MOU process and MSDE should guide the plans and monitor the plans to expand capacity funding mechanism and streams.

MSDE should be required to monitor (It falls under general supervision of LEA).

Make it a charge that local ECAC must take a role in evaluating the local PreK programs and report back to the state ECAC to do the reporting.

**Option 4 –**

Local – Create a group, maybe from existing ECAC people.

Monitoring – state level oversight.

Build on existing Title I relationships already in place with non-public schools

Concern that public school systems may not want to be the ones to pass on funding (management, etc.)

In the legislation – very clear expectations, language to require school systems to work with non-public and community based- minimum percentage. Need professional development.

If school system is involved in governance, then they may want some say in program decisions. Will everyone accept EXCELS as the measure of quality?

Monitoring is already in place: accrediting body, licensing, Maryland EXCELS, school system/school board

Solid MOU in place between all parties, connection to LEA Master Plan that is already reviewed by MSDE. PreK must have maximum and minimum requirements, consideration of administrative costs in each region. Making sure school system is meeting Kirwan Commission requirements.

**Option 5 –**

Local collaborative group with representatives from private preschools, community based child care, Head Start, public school, etc. → plan approval by MSDE. PreK students will apply at their home elementary school and then be referred to a placement.

Create paid positions within each county for administration – size of county would determine number of staff needed. Because of differences in each county, they would best know how to determine needs of county/distinct area.

The group/person to determine child placement should be a new position.

## Topic 2: Funding Flow – Funding Model, Accountability

### Option 1 -

Child care centers, local ECAC, and schools – resource and referral

Who does RFP? Accountability and modeling.

Per child funding needs to increase – LEA and family sliding scale

### Option 2 –

Up/increase flat funding by child look at cost.

State → public school district (PreK department - early childhood person) and private community programs receive grants from MSDE (continue the model we currently have). The RFP process will ensure that the strongest applicants are serving the PreK students.

Set a cost per child.

If local ECAC was functioning, they could be the local collaborative.

MSDE could accept plans sent in with the district plans and then get approval.

Would vouchers for students be considered?

### Option 3 –

Children with IEP need to be counted in with FARMS count.

Federal, state, local, family sliding scale to pay for PreK.

Should flow to LEA and then to PreK.

Funding mechanism: funding from MSDE – then to LEA – then to PreK programs.

Would there be a sliding family scale?

Early Intervention- can be paid for by up to 20% by state funds – currently state is funding less about 13% - need more money for early intervention.

Children with IEP are required by IDEA to be given free public school in least restrictive environment. Maryland is not in compliance.

Public PreK at 185% may be at risk young children with IEP are at risk.

Funds follow child into inclusive setting. Important – funding comes from special ed to LEA with automatic federal funding.

How many 4 year olds got services publicly and how many kindergartners got no services before Kindergarten.

The 2014 Act – a child with special needs will be eligible regardless of income and must be included in the count because they must get a free and appropriate public education in least restrictive environment with their peers.

Increase flat funding.

RFPs use ECACs to distribute funds or R and Rs or LEAs.

MOUs could be monitorable.

Important to have accountability of funding.

**Option 4 –**

Funding – from State to each county or LEA or Board of representatives

OR

From State to regional office to counties to public and private PreK programs.

Reporting documents for accountability – paid county positions that answer to MSDE (newly created office).

**Option 5 –**

School system as keeper of funds and distributor with clear direction.

County government doesn't have established relationship with MSDE.

### Topic 3: Capacity Building – Professional Development, Program Quality

#### **Option 1 –**

Working with child care providers.

PreK programming PD could be done at county and invite private and vice versa.

ECAC organizes PD with community and public schools.

All inclusive PD invite, and anyone can join (both private and public providers)

System standards (accreditation) – state wide.

#### **Option 2 –**

Family child care should be included – there are over 6,000 family providers with over 50,000 children. The state should monitor, then LEAs should do the leg work and be motivated to reach out to centers and family providers to help create capacity. LEA must be convinced to do this.

Moving forward in future all settings must be at EXCELS 5. If we keep EXCELS level 5 as required how do we get more than 10% which is where we are now?

If LEA provides a certified teacher that can teach at child care in centers/family child care – fastest way to get the program to level 5. One certified teacher could oversee more than one classroom or family child care. Public LEA pays for the teacher so they get compensation and benefits. Credentialing/professional development fund helps pay for PD. LEAs should invite all child care to in-service training.

#### **Option 3 –**

Consistent high standards are across board.

Streamline a structure to consolidate/crosswalk across various accreditations.

Put a certified public school in every center – would give equal compensation.

Shared PD.

#### **Option 4 –**

ECAC as valuable knowledge resource.

Be mindful of how many entities are monitoring – how many visits, how many sets of standards to meet and possible conflicts/implications.

June 8, 2017

Require a minimum percentage of community based organizations involved in PreK delivery.

Consider the ramifications for after school or wrap around care for additional PreK children, also transportation.

Consideration to build workforce.

Cultural considerations.

**Option 5 –**

High standards must be consistent across the board for all programs.

Anyone that gets funding should meet the same high quality standards to prepare children and give same readiness skills. Can programs submit application for funding? Provided based on qualifications of program? Different amount to programs?

Can we start phasing in with a half day program? or

Are we phasing in experience for every child? or

Increasing experience for low income? Or

Hybrid?

FARMS – full day? Other children – half day?

How can we hold a public school teacher floating accountable?

Professional development needs to utilize mentorship, observing, reflection







## **Appendix E**

June 29, 2017 Meeting Materials  
(Agenda, Handouts, Notes, Sign-in sheets)

## House Bill 516

### Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds

Thursday, June 29, 2015  
12:00 pm to 3:00 pm, 8<sup>th</sup> Floor, CR 6/7

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

**Purpose:** House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 25. The Workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission (on Innovation and Excellence in Education) on or before September 1, 2017.”

#### Meeting #3

**Meeting Outcomes:** Build whole group consensus on governance and funding.

#### Agenda:

- Welcome by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development
- Approval of meeting notes (June 8)
- Review small group recommendations from June 8<sup>th</sup> meeting- Governance and Funding Flow
- Build whole group consensus on Governance and Funding Flow

Next meeting: July 10, 2017, 9:00 am to noon, MSDE, 8<sup>th</sup> floor, room 6/7

Members are encouraged to bring electronic devices to the meetings. \*\*Internet password: msdespring  
Workgroup Contact: Judith Walker, [Judith.Walker@maryland.gov](mailto:Judith.Walker@maryland.gov) (410)767-6549

## **House Bill 516**

### **Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds**

#### **Meeting Notes: June 29, 2017**

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

Purpose: House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution – Chapter 25. The workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission) on Innovation and Excellence in Education) on or before September 1, 2017.”

#### Meeting Outcomes:

Build whole group consensus on governance and funding

#### Meeting Notes:

Members in attendance: Elizabeth Kelley (Chair), Honorable Eric Ebersole, Michele Dean, Elise Burgess, Stacey Henson, Kelly Hall, Simeon Russell, Christina Peusch, Jackie Grant, Clinton McSherry, Rachel London, Esq., Flora Gee, Sharon Vance, Toby Harkleroad, Honorable William Ferguson, Tracy Jost, Steven Hicks, Crystal Barksdale, Honorable Vanessa Atterbeary

Members not in attendance: Becky Yackley, Shari Sierra, Ginny Simoneau, Karen Karten,

#### Welcome and Introductions by Workgroup Chair

Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development, welcomed the workgroup. The Workgroup members introduced themselves. Ms. Kelley invited Senator Ferguson and Delegate Atterbeary to share their expectations for the workgroup’s recommendations. Both hoped that the group would reach consensus on the recommendations and be able to help provide valuable plans to the Kirwan Commission.

#### Review Notes

Meeting notes were accepted with no changes.

#### Build Whole Group Consensus On Governance And Funding

Senator Ferguson stated that the per child cost for PreK will come through the Kirwan’s Commission’s funding formula. Under this scenario, the funding will go directly from the State to each LEA. Each LEA would need to plan for PreK in their Master Plan which is submitted to MSDE for review. Senator Ferguson recommended that a certain percentage of funding could be set aside for community based PreK programs. LEAs can grant funds to community based programs through MOUs.

Delegate Eberesole acknowledged that some LEAs may establish better partnerships than others, and that the recommendations could provide a structure to outline how LEAs work with community based programs.

Rachel Hise provided that legislation can be proposed to give MSDE authority to remediate funding problems between community based programs and LEAs. It could follow the Charter School model where the LEA has an MOU with the school.

One member proposed that community based programs must reach EXCELS level 4 or 5 in order to participate in PreK programs in order to ensure high quality programs. It was discussed that the roll out of PreK over time is important so that programs have time to move up the levels in EXCELS and to recruit certified early childhood teachers. It was also stated that teachers in community based PreK programs must be paid salaries commiserate with the salaries of PreK teachers in their LEAs.

One member shared that the Montgomery County Council is interested in funding coming to the Council so that they can coordinate the funding as part of child care. Other members said that PreK is an educational program and should not be considered child care.

It was also shared that the Kirwan Commission funding formula will provide maintenance of effort funds for the LEA so that they can hire staff to manage the PreK program.

#### Information from Chart Paper

#### Adjournment

Ms. Kelley thanked participants for attending and announced that the workgroup will meet again this month on July 10, 2017, at new time- 9:30 am to 12:00 pm, MSDE, 8<sup>th</sup> floor, room 6.

HB 516 Workgroup: June 29, 2017 Meeting

Notes from Whole Group Discussion

FORMING RECOMMENDATIONS FOR IMPLEMENTATION OF  
PREK EXPANSION IN MARYLAND

Topics: Governance, Funding Flow, & Cost Drivers

**Governance - Entity, Role, & Considerations**

1. **MSDE** – should provide oversight as well as a framework for LEA plans and MOU's

Considerations: MOU guidance and collecting the number of eligible 4-year olds

2. **LEA** – Submit plans for a diverse delivery system

3. **Child Care/Private/Head Start** – Partner with LEA's

Consideration: MOU's based on percentage of children served in diverse settings (this minimum percentage should be mandated to ensure equity)

**Funding Flow – Entity, Role, & Considerations**

State distributes funds  $\implies$  to LEA, who sub-grants funds  $\implies$  to community-based programs

Considerations: Available high quality programs (EXCELS 4 and 5)

Legislation to allow MSDE to hold back funds from LEA's if the MOU is not being executed as described (i.e. the LEA not meeting the minimum percentage described for diverse delivery)

Per pupil funding amount

Earlier registration for planning #'s

**Cost Drivers**

The major cost drivers are Teacher pay comparable to LEA and Teacher assistant salary





## **Appendix F**

July 10, 2017 Meeting Materials  
(Agenda, Handouts, Notes, Sign-in sheets)

## House Bill 516

### Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds

Monday, July 10, 2017  
9:30 am to 12:30 pm, 8<sup>th</sup> Floor, CR 6/7

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

**Purpose:** House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 25. The Workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission (on Innovation and Excellence in Education) on or before September 1, 2017.”

#### Meeting #4

**Meeting Outcomes:** Build whole group consensus on funding structure and cost drivers.

#### Agenda:

- Welcome by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development
- Approval of meeting notes (June 29th)
- Overview of West Virginia’s Universal Pre-K roll out (lessons learned)  
Dr. Michael Martirano, Interim Superintendent, Howard County Public School System
- Build whole group consensus on Funding Structure and Cost Drivers  
Dr. Simon Workman, Associate Director, Early Childhood Policy Center for American Progress

Next meeting: July 26, 2017, 12:00 noon to 3:00pm, MSDE, 8<sup>th</sup> floor, room 6/7

Members are encouraged to bring electronic devices to the meetings. \*\*Internet password: msdespring  
Workgroup Contact: Judith Walker, Judith.Walker@maryland.gov (410)767-6549

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## Maryland Pre-K Workgroup Cost Drivers

Simon Workman  
Associate Director, Early Childhood Policy  
Center for American Progress

July 10, 2017

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### Cost of Quality

- General cost drivers
  1. Qualifications – increased wages and expanded benefits
  2. Ratios – reducing ratios reduces revenue
  3. Time – add staff time for staff meetings, paid planning time, child assessment, family engagement, transition activities etc.
- Maryland EXCELS cost estimates
  - Ratios are the same at each level so not addressed.
  - Cost drivers kick in at EXCELS levels 4 and 5, level 3 is used as the base.
  - Provider cost of quality calculator used to estimate costs in 2016 APA report.

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### Cost Driver: Compensation

- Salary and benefits account for 60-80% of total expenses in a program.
- Assumption that salary and benefits increase with rating level – in order to recruit and retain qualified teachers.
- Model uses Bureau of Labor Statistics (BLS) data for Maryland from May 2014.
  - Centers: BLS used for level 3 wages. Level 4 adds 10% to BLS, Level 5 adds 10% to level 4.
  - Public schools: BLS used for all positions.

Level	Teacher	Asst Teacher	Director/Principal	Ed Coordinator
Level 3	\$31,510	\$22,570	\$53,280	\$47,952
Level 4	\$34,661	\$24,827	\$58,608	\$52,747
Level 5	\$38,127	\$27,310	\$64,469	\$58,022
Public School	\$53,940	\$27,270	\$102,830	\$67,790

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### Cost Driver: Benefits

- Mandatory Benefits
  - Federal and state mandatory benefits are included in all budgets.
  - Social Security and Medicare included at current federal rates
  - Unemployment and Workers Comp use Maryland rates.
- Additional benefits (Centers)
 

Level	Paid Holidays	Paid Leave	Other benefits (Health/Retirement)
Base (level 3)	10	10	\$1,000 per employee
Level 4	10	15	\$500 contribution retirement Total of \$3,360
Level 5	10	15	Total of \$3,695 per employee
- Additional benefits (public schools)
  - Estimated at \$15,000 per employee
    - Based on sample of urban and rural school districts in Ohio

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### Cost Driver: Staff Time

- Full day, full year programs need approx. 20% additional staff time above 40 hour week to cover teaching staff for the typical 10-11 hour day of a program.
- Quality cost drivers include additional time to cover:
  - Release time for lead/assistant teacher to complete assessments and developmental screenings, and associated record keeping
  - Release time for lesson planning
  - Family conferences and family engagement activities
  - Monthly staff meetings

Level	Additional Time
Level 3	25%
Level 4	30%
Level 5	35%

- Additional time is calculated based on assistant teacher salary

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### Non-personnel expenses

- Occupancy, education and program related expenses, and office/admin expenses are primary categories.
- PCQC includes defaults based on professional judgment and prior cost of quality studies in various states.
- Defaults adjusted as follows:
  - Occupancy costs increased to reflect cost of living in MD, relative to national numbers
  - Food/food service increased by 10% to reflect food and nutrition items in EXCELS
  - Cost of child assessment at \$30 per child
  - Education equipment cost increased to reflect ERS cost

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### Family Child Care Homes

- Small for-profit businesses, where provider's income is their net revenue after expenses.
- Direct business expenses (education supplies and materials, food, etc.) are tax deductible
- Shared business expenses (cost of maintaining their home) are reduced by the 'time-space' percent
  - Based on hours the home is used for the business and the amount of the home that is used.
  - Typical time percent is 36%, typical space percent is 50% = 18% of shared expenses counted as business expense.

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### Cost Drivers - Family Child Care Homes

- Time
  - Time for planning, recordkeeping etc. included at base level (Level 3).
  - At higher levels time accounts for child assessment, family engagement, curriculum and lesson planning.
  - Level 3 = 67 hours; Level 4 = 70 hours; Level 5 = 74 hours.
- Compensation
  - Calculations use average of center director and center teacher at each level to reflect joint role of FCC provider as teacher and director.
  - Provider pays full cost of benefits. Included at \$4,350 for health insurance and \$5,000 annual contribution to retirement plan.
  - Calculation assumes maximum of 8 children enrolled.
  - Cost per child calculated based on desired net revenue (income, health insurance and contribution to retirement) with income increasing at each quality level.

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### Calculating Cost per Child

- Three factors influence cost per child
  - Quality – EXCELS level 3, 4 or 5
  - Setting – Centers, Public Schools, Family Child Care Homes
  - Dosage – half-day (2.5 hours) or full-day (6.5 hours), school year (180 days) or full year
- To compare with public schools, per child cost calculated at full day/full year and modified to reflect school day/school year schedule (85% of full day/full year cost)

Setting	Level 3	Level 4	Level 5
Center	\$7,900	\$9,622	\$10,484
Family Home	\$7,218	\$9,398	\$10,063

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### Adequacy Study Models

- Evidence-based model
  - Model based on evidence of high-performing programs. Uses 2:15 ratio for PreK.
  - Base of \$10,514 + PreK weight of 0.40 = **\$14,720**
- Professional Judgment Model
  - Model based on panels of experts at school and district level, representing mix of school size and level, determines resources need to meet required standards.
  - Prekindergarten panel resulted in cost of \$12,524, plus \$2,121 district level costs for a total of **\$14,645**.
- Successful Schools/School District Model
  - Uses actual expenditures in school districts/schools that are meeting or exceeding state performance objectives. Did not include a PreK specific estimate. Elementary base was \$8,561 per pupil

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### Final Adequacy Study Recommendation

- APA blended the models to calculate a final weight, also accounting for federal funding.
- Final base per pupil funding of \$10,880 recommended.
- Final PreK weight of 0.29 was recommended. This is added to the base, so PreK students get 29% more funding than 'regular' student.
  - Additional weights would be added for special education (0.91) and compensatory education (0.35), in line with other K-12 students.
- Results in PreK recommendation of **\$14,035**
  - This is higher than cost of quality/EXCELS analysis (\$12,111/\$10,484/\$10,063)
  - Adequacy study recommends 2:15 ratio, rather than 2:20.
- Regional cost adjustment – the Geographic Cost of Education Adjustment (GCEI) – accounts for different wages across the state. Study recommended moving to a different way to calculate this.

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### Questions on cost drivers

- What is the right adult/ratio to use – 2:15 or 2:20?
- At what level should compensation be set?
  - Should child care center teachers receive the same compensation (salary and benefits) as kindergarten teachers? What impact does this have on other teachers in the center?
  - Should center teacher salary account for the longer year they often work?
  - How do you ensure the funding centers receive goes to teacher salaries?
  - What about assistant teacher salaries? Should they be aligned with kindergarten? What are the requirements for assistant teachers in centers vs. homes?
  - How much can this workgroup influence the Commission given PreK funding is part of overall funding formula?
- Should family child care homes be modeled at full enrollment (8 students) even though very few/if any would serve all 4-year-olds?
  - Can a family child care network/hub model work in Maryland?

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### Other Considerations

- "Seamless and diverse experience for families"
  - For children in private centers or homes, how is the rest of the day/year funded? How does the Pre-K funding blend with other subsidies in a seamless way from family perspective?
  - Where are low-income PreK kids in public school settings currently served during summer and after school?
- "Sliding income scale for family contribution"
  - Need for family income verification - who can do this?
  - Who collects the family contribution?
  - At what level do family contributions begin?

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### Example of Sliding Scale Family Contribution

SEATTLE PRE-SCHOOL PROGRAM  
2017-2018 Sliding Scale  
Estimated Annual Tuition\*

Family Income	Family Contribution	Program Fee	Annual Tuition
\$0 - \$10,000	\$0	\$1,000	\$1,000
\$10,000 - \$15,000	\$100	\$1,000	\$1,100
\$15,000 - \$20,000	\$200	\$1,000	\$1,200
\$20,000 - \$25,000	\$300	\$1,000	\$1,300
\$25,000 - \$30,000	\$400	\$1,000	\$1,400
\$30,000 - \$35,000	\$500	\$1,000	\$1,500
\$35,000 - \$40,000	\$600	\$1,000	\$1,600
\$40,000 - \$45,000	\$700	\$1,000	\$1,700
\$45,000 - \$50,000	\$800	\$1,000	\$1,800
\$50,000 - \$55,000	\$900	\$1,000	\$1,900
\$55,000 - \$60,000	\$1,000	\$1,000	\$2,000
\$60,000 - \$65,000	\$1,100	\$1,000	\$2,100
\$65,000 - \$70,000	\$1,200	\$1,000	\$2,200
\$70,000 - \$75,000	\$1,300	\$1,000	\$2,300
\$75,000 - \$80,000	\$1,400	\$1,000	\$2,400
\$80,000 - \$85,000	\$1,500	\$1,000	\$2,500
\$85,000 - \$90,000	\$1,600	\$1,000	\$2,600
\$90,000 - \$95,000	\$1,700	\$1,000	\$2,700
\$95,000 - \$100,000	\$1,800	\$1,000	\$2,800
\$100,000 - \$105,000	\$1,900	\$1,000	\$2,900
\$105,000 - \$110,000	\$2,000	\$1,000	\$3,000
\$110,000 - \$115,000	\$2,100	\$1,000	\$3,100
\$115,000 - \$120,000	\$2,200	\$1,000	\$3,200
\$120,000 - \$125,000	\$2,300	\$1,000	\$3,300
\$125,000 - \$130,000	\$2,400	\$1,000	\$3,400
\$130,000 - \$135,000	\$2,500	\$1,000	\$3,500
\$135,000 - \$140,000	\$2,600	\$1,000	\$3,600
\$140,000 - \$145,000	\$2,700	\$1,000	\$3,700
\$145,000 - \$150,000	\$2,800	\$1,000	\$3,800
\$150,000 - \$155,000	\$2,900	\$1,000	\$3,900
\$155,000 - \$160,000	\$3,000	\$1,000	\$4,000
\$160,000 - \$165,000	\$3,100	\$1,000	\$4,100
\$165,000 - \$170,000	\$3,200	\$1,000	\$4,200
\$170,000 - \$175,000	\$3,300	\$1,000	\$4,300
\$175,000 - \$180,000	\$3,400	\$1,000	\$4,400
\$180,000 - \$185,000	\$3,500	\$1,000	\$4,500
\$185,000 - \$190,000	\$3,600	\$1,000	\$4,600
\$190,000 - \$195,000	\$3,700	\$1,000	\$4,700
\$195,000 - \$200,000	\$3,800	\$1,000	\$4,800
\$200,000 - \$205,000	\$3,900	\$1,000	\$4,900
\$205,000 - \$210,000	\$4,000	\$1,000	\$5,000
\$210,000 - \$215,000	\$4,100	\$1,000	\$5,100
\$215,000 - \$220,000	\$4,200	\$1,000	\$5,200
\$220,000 - \$225,000	\$4,300	\$1,000	\$5,300
\$225,000 - \$230,000	\$4,400	\$1,000	\$5,400
\$230,000 - \$235,000	\$4,500	\$1,000	\$5,500
\$235,000 - \$240,000	\$4,600	\$1,000	\$5,600
\$240,000 - \$245,000	\$4,700	\$1,000	\$5,700
\$245,000 - \$250,000	\$4,800	\$1,000	\$5,800
\$250,000 - \$255,000	\$4,900	\$1,000	\$5,900
\$255,000 - \$260,000	\$5,000	\$1,000	\$6,000
\$260,000 - \$265,000	\$5,100	\$1,000	\$6,100
\$265,000 - \$270,000	\$5,200	\$1,000	\$6,200
\$270,000 - \$275,000	\$5,300	\$1,000	\$6,300
\$275,000 - \$280,000	\$5,400	\$1,000	\$6,400
\$280,000 - \$285,000	\$5,500	\$1,000	\$6,500
\$285,000 - \$290,000	\$5,600	\$1,000	\$6,600
\$290,000 - \$295,000	\$5,700	\$1,000	\$6,700
\$295,000 - \$300,000	\$5,800	\$1,000	\$6,800
\$300,000 - \$305,000	\$5,900	\$1,000	\$6,900
\$305,000 - \$310,000	\$6,000	\$1,000	\$7,000
\$310,000 - \$315,000	\$6,100	\$1,000	\$7,100
\$315,000 - \$320,000	\$6,200	\$1,000	\$7,200
\$320,000 - \$325,000	\$6,300	\$1,000	\$7,300
\$325,000 - \$330,000	\$6,400	\$1,000	\$7,400
\$330,000 - \$335,000	\$6,500	\$1,000	\$7,500
\$335,000 - \$340,000	\$6,600	\$1,000	\$7,600
\$340,000 - \$345,000	\$6,700	\$1,000	\$7,700
\$345,000 - \$350,000	\$6,800	\$1,000	\$7,800
\$350,000 - \$355,000	\$6,900	\$1,000	\$7,900
\$355,000 - \$360,000	\$7,000	\$1,000	\$8,000
\$360,000 - \$365,000	\$7,100	\$1,000	\$8,100
\$365,000 - \$370,000	\$7,200	\$1,000	\$8,200
\$370,000 - \$375,000	\$7,300	\$1,000	\$8,300
\$375,000 - \$380,000	\$7,400	\$1,000	\$8,400
\$380,000 - \$385,000	\$7,500	\$1,000	\$8,500
\$385,000 - \$390,000	\$7,600	\$1,000	\$8,600
\$390,000 - \$395,000	\$7,700	\$1,000	\$8,700
\$395,000 - \$400,000	\$7,800	\$1,000	\$8,800
\$400,000 - \$405,000	\$7,900	\$1,000	\$8,900
\$405,000 - \$410,000	\$8,000	\$1,000	\$9,000
\$410,000 - \$415,000	\$8,100	\$1,000	\$9,100
\$415,000 - \$420,000	\$8,200	\$1,000	\$9,200
\$420,000 - \$425,000	\$8,300	\$1,000	\$9,300
\$425,000 - \$430,000	\$8,400	\$1,000	\$9,400
\$430,000 - \$435,000	\$8,500	\$1,000	\$9,500
\$435,000 - \$440,000	\$8,600	\$1,000	\$9,600
\$440,000 - \$445,000	\$8,700	\$1,000	\$9,700
\$445,000 - \$450,000	\$8,800	\$1,000	\$9,800
\$450,000 - \$455,000	\$8,900	\$1,000	\$9,900
\$455,000 - \$460,000	\$9,000	\$1,000	\$10,000
\$460,000 - \$465,000	\$9,100	\$1,000	\$10,100
\$465,000 - \$470,000	\$9,200	\$1,000	\$10,200
\$470,000 - \$475,000	\$9,300	\$1,000	\$10,300
\$475,000 - \$480,000	\$9,400	\$1,000	\$10,400
\$480,000 - \$485,000	\$9,500	\$1,000	\$10,500
\$485,000 - \$490,000	\$9,600	\$1,000	\$10,600
\$490,000 - \$495,000	\$9,700	\$1,000	\$10,700
\$495,000 - \$500,000	\$9,800	\$1,000	\$10,800
\$500,000 - \$505,000	\$9,900	\$1,000	\$10,900
\$505,000 - \$510,000	\$10,000	\$1,000	\$11,000
\$510,000 - \$515,000	\$10,100	\$1,000	\$11,100
\$515,000 - \$520,000	\$10,200	\$1,000	\$11,200
\$520,000 - \$525,000	\$10,300	\$1,000	\$11,300
\$525,000 - \$530,000	\$10,400	\$1,000	\$11,400
\$530,000 - \$535,000	\$10,500	\$1,000	\$11,500
\$535,000 - \$540,000	\$10,600	\$1,000	\$11,600
\$540,000 - \$545,000	\$10,700	\$1,000	\$11,700
\$545,000 - \$550,000	\$10,800	\$1,000	\$11,800
\$550,000 - \$555,000	\$10,900	\$1,000	\$11,900
\$555,000 - \$560,000	\$11,000	\$1,000	\$12,000
\$560,000 - \$565,000	\$11,100	\$1,000	\$12,100
\$565,000 - \$570,000	\$11,200	\$1,000	\$12,200
\$570,000 - \$575,000	\$11,300	\$1,000	\$12,300
\$575,000 - \$580,000	\$11,400	\$1,000	\$12,400
\$580,000 - \$585,000	\$11,500	\$1,000	\$12,500
\$585,000 - \$590,000	\$11,600	\$1,000	\$12,600
\$590,000 - \$595,000	\$11,700	\$1,000	\$12,700
\$595,000 - \$600,000	\$11,800	\$1,000	\$12,800
\$600,000 - \$605,000	\$11,900	\$1,000	\$12,900
\$605,000 - \$610,000	\$12,000	\$1,000	\$13,000
\$610,000 - \$615,000	\$12,100	\$1,000	\$13,100
\$615,000 - \$620,000	\$12,200	\$1,000	\$13,200
\$620,000 - \$625,000	\$12,300	\$1,000	\$13,300
\$625,000 - \$630,000	\$12,400	\$1,000	\$13,400
\$630,000 - \$635,000	\$12,500	\$1,000	\$13,500
\$635,000 - \$640,000	\$12,600	\$1,000	\$13,600
\$640,000 - \$645,000	\$12,700	\$1,000	\$13,700
\$645,000 - \$650,000	\$12,800	\$1,000	\$13,800
\$650,000 - \$655,000	\$12,900	\$1,000	\$13,900
\$655,000 - \$660,000	\$13,000	\$1,000	\$14,000
\$660,000 - \$665,000	\$13,100	\$1,000	\$14,100
\$665,000 - \$670,000	\$13,200	\$1,000	\$14,200
\$670,000 - \$675,000	\$13,300	\$1,000	\$14,300
\$675,000 - \$680,000	\$13,400	\$1,000	\$14,400
\$680,000 - \$685,000	\$13,500	\$1,000	\$14,500
\$685,000 - \$690,000	\$13,600	\$1,000	\$14,600
\$690,000 - \$695,000	\$13,700	\$1,000	\$14,700
\$695,000 - \$700,000	\$13,800	\$1,000	\$14,800
\$700,000 - \$705,000	\$13,900	\$1,000	\$14,900
\$705,000 - \$710,000	\$14,000	\$1,000	\$15,000
\$710,000 - \$715,000	\$14,100	\$1,000	\$15,100
\$715,000 - \$720,000	\$14,200	\$1,000	\$15,200
\$720,000 - \$725,000	\$14,300	\$1,000	\$15,300
\$725,000 - \$730,000	\$14,400	\$1,000	\$15,400
\$730,000 - \$735,000	\$14,500	\$1,000	\$15,500
\$735,000 - \$740,000	\$14,600	\$1,000	\$15,600
\$740,000 - \$745,000	\$14,700	\$1,000	\$15,700
\$745,000 - \$750,000	\$14,800	\$1,000	\$15,800
\$750,000 - \$755,000	\$14,900	\$1,000	\$15,900
\$755,000 - \$760,000	\$15,000	\$1,000	\$16,000
\$760,000 - \$765,000	\$15,100	\$1,000	\$16,100
\$765,000 - \$770,000	\$15,200	\$1,000	\$16,200
\$770,000 - \$775,000	\$15,300	\$1,000	\$16,300
\$775,000 - \$780,000	\$15,400	\$1,000	\$16,400
\$780,000 - \$785,000	\$15,500	\$1,000	\$16,500
\$785,000 - \$790,000	\$15,600	\$1,000	\$16,600
\$790,000 - \$795,000	\$15,700	\$1,000	\$16,700
\$795,000 - \$800,000	\$15,800	\$1,000	\$16,800
\$800,000 - \$805,000	\$15,900	\$1,000	\$16,900
\$805,000 - \$810,000	\$16,000	\$1,000	\$17,000
\$810,000 - \$815,000	\$16,100	\$1,000	\$17,100
\$815,000 - \$820,000	\$16,200	\$1,000	\$17,200
\$820,000 - \$825,000	\$16,300	\$1,000	\$17,300
\$825,000 - \$830,000	\$16,400	\$1,000	\$17,400
\$830,000 - \$835,000	\$16,500	\$1,000	\$17,500
\$835,000 - \$840,000	\$16,600	\$1,000	\$17,600
\$840,000 - \$845,000	\$16,700	\$1,000	\$17,700
\$845,000 - \$850,000	\$16,800	\$1,000	\$17,800
\$850,000 - \$855,000	\$16,900	\$1,000	\$17,900
\$855,000 - \$860,000	\$17,000	\$1,000	\$18,000
\$860,000 - \$865,000	\$17,100	\$1,000	\$18,100
\$865,000 - \$870,000	\$17,200	\$1,000	\$18,200
\$870,000 - \$875,000	\$17,300	\$1,000	\$18,300
\$875,000 - \$880,000	\$17,400	\$1,000	\$18,400
\$880,000 - \$885,000	\$17,500	\$1,000	\$18,500
\$885,000 - \$890,000	\$17,600	\$1,000	\$18,600
\$890,000 - \$895,000	\$17,700	\$1,000	\$18,700
\$895,000 - \$900,000	\$17,800	\$1,000	\$18,800
\$900,000 - \$905,000	\$17,900	\$1,000	\$18,900
\$905,000 - \$910,000	\$18,000	\$1,000	\$19,000
\$910,000 - \$915,000	\$18,100	\$1,000	\$19,100
\$915,000 - \$920,000	\$18,200	\$1,000	\$19,200
\$920,000 - \$925,000	\$18,300	\$1,000	\$19,300
\$925,000 - \$930,000	\$18,400	\$1,000	\$19,400
\$930,000 - \$935,000	\$18,500	\$1,000	\$19,500
\$935,000 - \$940,000	\$18,600	\$1,000	\$19,600
\$940,000 - \$945,000	\$18,700	\$1,000	\$19,700
\$945,000 - \$950,000	\$18,800	\$1,000	\$19,800
\$950,000 - \$955,000	\$18,900	\$1,000	\$19,900
\$955,000 - \$960,000	\$19,000	\$1,000	\$20,000

Center for American Progress

### Example of FCC Home Hub-Network Model

- Hub is eligible to take a percentage of base per pupil funding.
- Minimum number of children covered under hub – could be 20 to align with a center/school classroom
- Hub permitted to recruit up to 5 providers per 10 slots (so minimum of 2 PreK slots in each provider)
- Hub provides coaching and professional development and has a credentialed teacher on staff.
  - FCC providers not required to have Associates Degree (required for centers) but must be “willing to commit to working toward” credential.

From Seattle Preschool Program

Center for American Progress

### References

- APA Maryland Adequacy Study: <http://www.marylandpublicschools.org/Documents/adequacystudy/AdequacyStudyReportFinal122016.pdf>
- Seattle Preschool Program Network-Hub Model RFI: <https://www.seattle.gov/Documents/Departments/DEEL/FundingOpportunities/RFIs/2017/FCCpilotInfoSessionPPT.pdf>
- Seattle Preschool Program FCC Advisory Committee Recommendations: [https://www.seattle.gov/Documents/Departments/OFF/AboutTheLevy/EarlyLearning/FCC\\_SPPPilotFinalRecommendation\\_March2016.pdf](https://www.seattle.gov/Documents/Departments/OFF/AboutTheLevy/EarlyLearning/FCC_SPPPilotFinalRecommendation_March2016.pdf)
- CAP High-Quality Child Care Tax Credit Proposal: <https://www.americanprogress.org/issues/early-childhood/reports/2015/02/119944/a-new-vision-for-child-care-in-the-united-states-3/>
- Provider Cost of Quality Calculator: [www.ecqualitycalculator.com](http://www.ecqualitycalculator.com)

**HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
EDUCATIONAL PARTNERSHIP DECLARATION**

between

*Howard County Office of Children and Families,*

*Howard County Licensed Child Care Centers*

and

*Howard County Public School System*

**Vision**

The vision of the community partnership between the *Howard County Office of Children and Families, Howard County Licensed Child Care Centers,* and *Howard County Public School System* is that all students are physically, socially, emotionally, and intellectually ready to thrive in kindergarten.

**Mission**

The mission of the community partnership between the *Howard County Office of Children and Families, Howard County Licensed Child Care Centers,* and *Howard County Public School System* (HCPSS) is to encourage collaboration and communication, and together be able to provide a range of experiences and opportunities to familiarize students with the school environment and their community while developing a readiness for school.

*This partnership agreement has been reviewed and all activities have been approved by HCPSS Offices of Risk Management, Elementary Curricular Programs, and School Administration.*

**Objectives**

The *Howard County Office of Children and Families* will participate on the Transition to Kindergarten workgroup and collaborate with HCPSS to promote the initiatives of this agreement and other school readiness strategies to local Howard County child care programs.

The *Howard County Licensed Child Care Centers,* as identified by the Maryland State Department of Education Office of Child Care *Region 6 (Howard County),* may participate in any or all the activities listed below.

- Refer families that may be eligible to Howard County Public School System Pre-K ([www.hcpss.org/schools/pre-k-programs/](http://www.hcpss.org/schools/pre-k-programs/)), and inform families of additional HCPSS resources, programs, and opportunities.

- Collaborate with the HCPSS Office of Early Childhood Programs ([www.hcpss.org/enroll/kindergarten](http://www.hcpss.org/enroll/kindergarten)) to prepare child care center students with the knowledge, skills, and behaviors necessary to participate and succeed when they begin elementary school.
- Work with child care center families to identify which elementary schools their children will be attending (<https://schoollocator.hcpss.org/SchoolLocator/>).
- Access HCPSS curriculum and instructional resources and offered professional learning opportunities, as appropriate.
- Share information about kindergarten registration and readiness opportunities with child care center families, e.g., HCPSS Road to Kindergarten, Howard County Library System's Kindergarten, Here We Come!, Howard County's Children's Discovery Fair, etc. Volunteer at county-wide school readiness events as appropriate and scheduling allows.
- Provide completed HCPSS Learning Progress Forms to the HCPSS Office of Early Childhood Programs in order to communicate information about incoming kindergarten students to applicable HCPSS teachers. The child care center will obtain parent permission prior to sharing any student information and will be available to answer questions as needed.
- Partner with the local elementary school to
  - Become a part of the school community by subscribing to the school newsletter. (<https://subscriptions.hocoschools.org/>) and keep families informed of relevant information
  - Introduce child care center teachers to the kindergarten teachers and provide opportunities for the child care center teachers to observe a kindergarten class.
  - Invite HCPSS kindergarten staff to child care center events, as appropriate.
  - Schedule a spring tour of the school for the child care center students who will be attending kindergarten the next school year.
  - Volunteer in early childhood classrooms and attend school events as appropriate and scheduling allows.
  - Write letters and/or use technology to remotely visit and learn about kindergarten.
- Host and/or participate in Learning Parties.
- Explore opportunities with the HCPSS Academic Offices (Gifted & Talented, Career and Technology Education, Work Study, etc. ([www.hcpss.org/about-us/partnerships/programs/](http://www.hcpss.org/about-us/partnerships/programs/)) to provide internship opportunities for highly motivated, qualified high school students.

*Howard County Public School System* may:

- Refer families that do not qualify for Pre-K to the Howard County CARE line ([www.howardcountymd.gov/careline](http://www.howardcountymd.gov/careline)) so that they can find other high quality programs, and inform families of additional resources, programs, and opportunities within the county.
- Lead the Transition to Kindergarten Workgroup comprised of various community stakeholders including members of the child care community.
- Collaborate with Howard County Licensed Child Care Centers to help ensure that child care center students start school with the knowledge, skills, and behaviors necessary to participate and succeed in kindergarten.
- Provide access to HCPSS curriculum and instructional resources and professional learning opportunities, as appropriate.

- Offer child care center teachers the opportunity to volunteer at various county-wide events that support transition to kindergarten and school readiness, e.g., HCPSS Road to Kindergarten, Learning Parties, Howard County's Children's Discovery Fair, etc.
- Receive and make use of Learning Progress Forms sent by child care center teachers. Contact the appropriate child care center teachers as necessary to gather additional information.
- Inform elementary schools of the opportunities to partner with local child care center(s) in ways such as:
  - Being aware of the child care centers located within the school boundaries as well as child care centers outside the boundaries that send a significant population to the school.
  - Notifying child care center families of school events appropriate for kindergarten transition during the spring and summer prior to the start of school (e.g., Parent Information Sessions, Spring Picnics, Summer Playdates, Orientation, etc.).
  - Encouraging the child care center staff and kindergarten staff to meet to share ideas and information about how best to prepare the incoming kindergarten students for success at elementary school; invite child care center administration and/or teachers to observe a kindergarten class.
  - Welcoming child care center staff to volunteer in kindergarten classrooms or at events (e.g., Learning Parties).
  - Encouraging kindergarten classes to write letters and/or use technology to remotely visit a child care center to share information about typical kindergarten environment and practices.
- Issue a press release to announce the signing of a partnership between Howard County Licensed Child Care Centers and HCPSS.
- Invite Howard County Licensed Child Care Center representatives to the Howard County Public School System Annual Partnership Celebration.
- Recognize the partnership with Howard County Licensed Child Care Centers in the *Howard County Public School System Educational Partnerships Annual Report*.
- Ensure that the partnership follows all Howard County Board of Education policies and procedures.

### **Performance Measures**

The partnership objectives above are aligned with the strategic plan of the school system, *Vision 2018: Fulfilling the Promise of Preparation* and will be evaluated using the following performance measures mutually agreed upon by the *Howard County Licensed Child Care Centers* and *Howard County Public School System*:

- Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
- Track each year the number of Howard County Licensed Child Care Center programs and teachers participating in kindergarten transition events.
- Improve Kindergarten Readiness Assessment (KRA) scores for all students, as well as certain student groups and prior care categories.

This partnership agreement emphasizes the following goals, outcomes, and strategies:

Goal 1: Students

Outcome 1.7: Schools support the social and emotional safety and well-being of all students.  
(1.7.7)

Goal 2: Staff

Outcome 2.1: Staff members experience a culture of trust, transparency, and collaboration (2.1.2)

Goal 3: Families and the Community

Outcome 3.2: HCPSS is strengthened through partnerships. (3.2.1)

HCPSS welcomes the opportunity to partner with many types of businesses and organizations. A partnership, however, does not constitute promotion or endorsement by HCPSS for any partner's causes, ideas, web sites, products, or services.

The Howard County Public School System does not discriminate on the basis of race, color, creed, gender, age national origin, religion, sexual orientation, or disability in matters affecting employment or in providing access to programs.

We, the following, do fully agree to the above stated partnership agreement between Howard County Licensed Child Care Centers and the Howard County Public School System on this the 15<sup>th</sup> day of June in the year 2017. The agreement shall remain in effect until such time that either party provides 10 days notice of its intent to terminate the partnership.

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Name, title  
Howard County Board of Education

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Steven A. Bullock, Director  
Howard County Department of  
Community Resources and Services

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Michael J. Martirano, Ed.D.  
Acting Superintendent  
Howard County Public School System

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Keri Hyde, Administrator  
Howard County Office of Children and Families

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Lisa Davis, Early Childhood Programs  
Howard County Public School System

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Mary E. Schiller, Partnerships Office  
Howard County Public School System

## House Bill 516

### Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds

#### Meeting Notes: July 10, 2017

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

Purpose: House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution – Chapter 25. The workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission) on Innovation and Excellence in Education) on or before September 1, 2017.”

#### Meeting Outcomes:

Build whole group consensus on funding structure and cost drivers

#### Meeting Notes:

Members in attendance: Elizabeth Kelley (Chair), Honorable Eric Ebersole, Stacey Henson, Simeon Russell, Christina Peusch, Jackie Grant, Clinton MacSherry, Sharon Vance, Honorable William Ferguson, Steven Hicks, Sharon Vance, Crystal Barksdale, Honorable Vanessa Atterbeary, Ginny Simoneau, Senator Jim Rosapepe, Claudia Simmons, Angela Card, Debra Barrett, Cathy Spencer

Members not in attendance: Becky Yackley, Shari Sierra, Karen Karten, Michele Dean, Elise Burgess, Flora Gee, Kelly Hall, Rachel London, Esq., Tracy Jost, Toby Harkleroad

#### Welcome and Introductions by Workgroup Chair

Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development, welcomed the workgroup. The Workgroup members introduced themselves. Ms. Kelley provided an overview of the agenda and meeting outcomes for the day.

#### Review Notes

Meeting notes were accepted with no changes.

#### Lessons Learned from West Virginia’s Universal Pre-K Roll Out

Dr. Michael Martirano, Interim Superintendent, Howard County Public Schools

Dr. Martirano provided an overview of lessons learned from Universal PreK roll out in West Virginia during his tenure there as the Superintendent. Dr. Martirano began by sharing some seminal research on the importance of the early years and access to high quality early experiences. He then provided some background on West Virginia’s process and key priorities when rolling out universal PreK. West Virginia used the NIEER Quality Standards and Benchmarks as a framework for establishing quality standards for universal PreK. West Virginia prioritized the importance of access and ensuring that every eligible child

is offered placement in a PreK program. Universal Pre-k included public schools, private programs, and religious settings, as well as leveraging Head Start funding. Dr. Martirano highlighted West Virginia's focus on access for all eligible children, equity in programs (high performing PreK programs), and collaboration. Collaborative teams (hubs) were established in all regions/geographic clusters to ensure PreK was fully implemented with community partners. West Virginia required 50% collaboration with community partners. The hubs in each geographic cluster helped to advance collaboration between public and community partners. The instructional plan consisted of 4 days per week (1500) minutes with day 5 of each week used for home visits and professional development for teachers. In order to review and respond to data, West Virginia considered the relationship to data on 3<sup>rd</sup> grade literacy as well as additional data components including school attendance, ESY & extended day learning, school readiness, and high quality instruction. West Virginia had an 81% participation rate in universal PreK. Dr. Martirano concluded by highlighting the importance of collaboration and ensuring an intentional and well-planned roll out process.

#### Build Whole Group Consensus on Funding Structure and Cost Drivers

Dr. Simon Workman, Associate Director, Early Childhood Policy Center for American Progress

Dr. Workman presented information regarding cost drivers and explained the cost drivers that were considered in the Pre-K Adequacy Study. The general cost drivers identified were qualifications, ratios, and time. Salary & benefits accounted for 60% of the total expenses in a program. Dr. Workman also highlighted non-personnel expenses that were considered in the study as well as other considerations including calculating the cost per child and a sliding scale family contribution.

Senator Jim Rosapepe raised questions about the disparity in pay between teachers in community-based settings and public schools, disparity in cost per child for each setting (public vs. private), and other cost drivers that were used in the study

Delegate Ebersole raised the point that there should be a clear case as to why the recommendation will be to increase funds for PreK (cost per child); and the return on investment. Delegate Ebersole also stressed that we must be clear on policy questions vs. funding questions. Policy recommendations inform the funding formula outcome. This workgroup will be the "ceiling" and should aim high. The Kirwan Commission recommends and the Legislature ultimately decides.

Other members of the Workgroup raised the following considerations regarding funding and cost drivers:

- Transportation and construction costs
- Layering funding similar to the Head Start–Child Care partnership model
- Building on the existing Pre-K Expansion (PDG) model
- What are the complexities of a sliding fee scale?

The Workgroup presented/discussed four (4) funding models for consideration and further discussion (attached). Ms. Kelley informed the Workgroup to be prepared to discuss the funding model options at the next meeting.

Clinton MacSherry stated that he will go back to the Kirwan Commission to find out what questions does the Workgroup definitely need to respond to in order to present a product that will be useful to the Commission.

Adjournment

Ms. Kelley thanked participants for attending and announced that the workgroup will meet again this month on July 26, 2017, 12:00 noon to 3:00 pm, MSDE, 8<sup>th</sup> floor, room 6.

# MEETING SIGN-IN SHEET: MEMBERS

<b>Project:</b>	Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds	<b>Meeting Date:</b>	Monday, July 10, 2017 <del>Thursday, June 29, 2017,</del> noon to 3 pm 9:30-12:30
<b>Facilitator:</b>	Elizabeth Kelley	<b>Place/Room:</b>	MSDE, 8 <sup>th</sup> floor, conference rm 6/7

Name	Title	Company	Phone	Fax	E-Mail
Cathy Spencer, PhD	Asst. Superintendent	Archdiocese of Washington	301-853-4590		spencerc@adw.org
Simon Workum	Asst. Dir. ECP	CAP	202-599-7698		sworkum@america.gov.org
Clinton Macsherry	Dir. of Public Policy	Md Family Network	410-370-9429		cmacsherry@marylandfamilynetwork.org
Stacy Henson	Coordinator for Early Learning	WCPS	301-766-8722		hensoste@weps.k12.md.us
Claudia Simmons	Prog. Supv.	MCPS	301-230-0676		Claudia_v_simmons@mcpsmd.org
Chris Reusch	Executive Dir.	MSCCA / MDPEYC	410-820-9196		mscca@comcast.net
Jacqueline Grant	President	MSFCCA	240-994-0292		jacqueline-n.grant@gmail.com
Sharon Vance	President	MdAA	410-504-7340		slevance@gmail.com
Ginny Smirnan	Owner	Children's Center of Walkersville	301-898-5143		ccwalkersville.com
Angela Card	Director	Louise Center for MHS	240-750-5473		acard@tourcenter.org
Debra Barrett	Regional Dir.	Y Balto. Co. Health	410-248-0372 x123		debrabarrette@ymaryland.org
MARTINAWB	Superintendent	NCPSG			michael-martinawb@ncpsg.org
Eric Ebersole	Deputy	State			
Yvonna Anthony	Deputy	State			
Liz Kelley		MSDE			
Judy Walker	MSDE EC Branch Ch	MSDE			
Jim Rosapepe	Senator	State			
Crystal Barksdale	Family Child Provider	SEIU	410-838-6856		mscrystal@little.rugrats@gmail.com
Bill Ferguson	State Senator (46D)	MDGA	410-841-3600		bill.ferguson@senate.state.md.us



## **Appendix G**

**July 26, 2017 Meeting Materials  
(Agenda, Handouts, Notes, Sign-in sheets)**

House Bill 516

Workgroup to Study the Implementation of Universal Access  
to Prekindergarten for 4-Year-Olds

Wednesday, July 26, 2017  
12:00 pm to 3:00 pm, 8<sup>th</sup> Floor, CR 6/7  
(Bring Your Own Lunch)

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

**Purpose:** House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 25. The Workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission (on Innovation and Excellence in Education) on or before September 1, 2017.”

Meeting #5

**Meeting Outcomes:** Build whole group consensus on Workgroup recommendations to include in report.

**Agenda:**

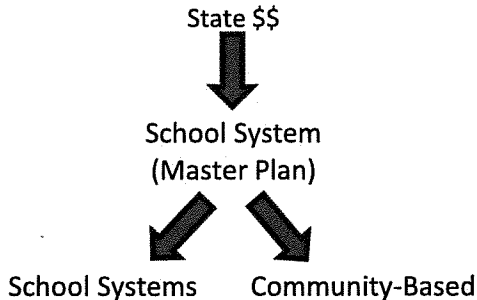
- Welcome by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development
- Approval of meeting notes (July 10th)
- Review and clarify Governance and Funding Model Options. Propose recommended option.
- Discuss and build group consensus on remaining recommendations to include in the report.

Draft report will be sent out for feedback the week of July 31<sup>st</sup>.

Members are encouraged to bring electronic devices to the meetings. \*\*Internet password: msdespring  
Workgroup Contact: Judith Walker, Judith.Walker@maryland.gov (410)767-6549

## Universal PreK Funding Models

### Option 1

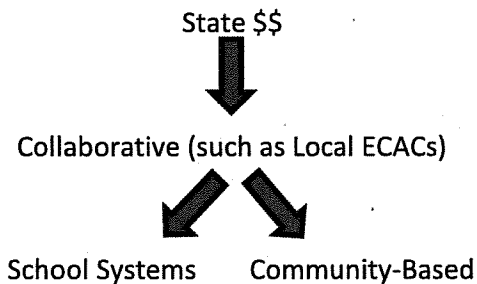


In this funding model, the funds will come from the State directly to the Local School Systems (LSS). Each LSS develops a master plan for how universal PreK will be implemented. MSDE will monitor the master plans. The LSS distributes funds to community-based programs.

#### Considerations:

- Opportunity to address local demographics
- Use of MOUs to ensure a mixed delivery system
- Encourages collaboration and accountability
- Potential for consistency with curriculum, professional development, data sharing & use, and family engagement
- School system provides monitoring and technical assistance for all classrooms and teachers
- School system could hire all PreK teachers- public and private-consistency with pay and benefits

### Option 2

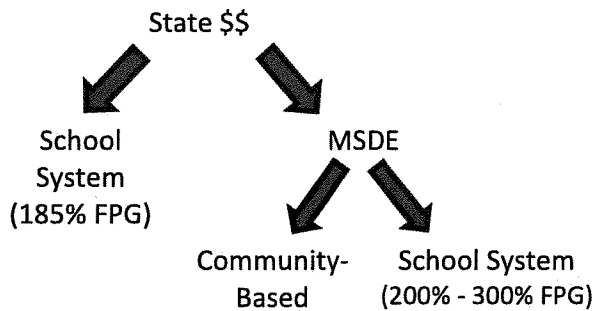


In this funding model, the funds will be distributed, per jurisdiction, by a collaborative (such as the Local ECAC). The Local ECAC or other collaborative provides oversight and distributes funds to both the LSS and community-based programs.

#### Considerations:

- Which entity distributes the funds to the ECAC? (i.e. Board of Education, Local Government, etc.)
- Clarify the role of the ECAC (or other collaborative)
- Monitoring and technical assistance (who will be responsible for these tasks)
- Use of MOUs to ensure a mixed delivery system
- Encourages collaboration
- What is the current capacity of Local ECAC's? (each ECAC looks different and functions at different levels)
- Equity among LEA and community-based providers (one entity is not "controlling" the funds for the other, etc.)

**Option 3 (current model)**

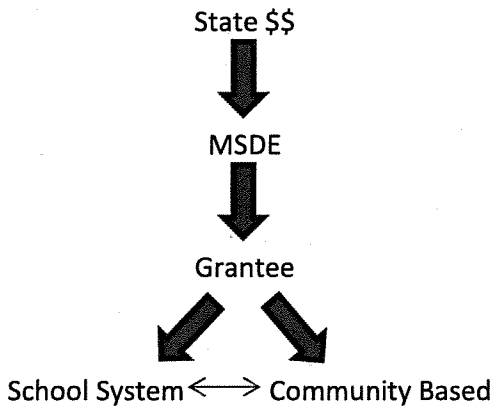


In this funding model, the funds will come from the State to the Local School System (LSS) and MSDE. MSDE will distribute funds to community-based programs and LSS slots beyond 185%.

**Considerations:**

- Consistency of monitoring and technical assistance will require additional PreK Monitors for MSDE. Potential Regional monitoring approach (similar to OCC licensing) would require approximately 65 Regional Pre-k Monitors to maintain a 1:50 ratio (National best practice)
- Additionally MSDE will need to increase staff and contractors to meet the volume of requests for support to achieve EXCELS Level 4 and 5 and accreditation
- How to ensure consistency in program quality across LSS and community-based programs?
- Clarify the role of MSDE for both settings, if applicable
- May not encourage collaboration - MSDE, LSS, and community-based

**Option 4**



In this funding model, the funding will come from the State to MSDE. MSDE will administer grants to both LSS and community-based programs. MSDE will provide monitoring and technical assistance to all grantees.

**Considerations:**

- Maintains current structure being used to administer the PreK Expansion Grants and makes all LSS funding grant-based
- Potential Regional monitoring approach (similar to OCC licensing) would require approximately 65 Regional Pre-k Monitors to maintain a 1:50 ratio (National best practice)
- Additionally MSDE will need to increase staff and contractors to meet the volume of requests for support to achieve EXCELS Level 4 and 5 and accreditation
- Creates equity in funding distribution (MSDE issues grants); volume of grants will create lag in process

### **Definition of a High Quality Prekindergarten Program**

*High-Quality Preschool Program* means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) Staff with high qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through the Maryland Approved Alternative Preparation Program (MAAPP), a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, as well as teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff which includes individualized professional development plans and coaching;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with, at a minimum, one teacher with high qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program with an instructional day of no less than the local school system's established length of day for K-5;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the Maryland Early Learning Standards;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities
- (i) Instructional staff salaries are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and involves screening and referrals
- (l) Evidence-based health and safety standards.

\*\*Adapted from the standards used to define high quality PreK for the Federal Pre-K Expansion Grant and the National Institute of Early Education Research (NIEER) Quality Standards and Benchmarks

## **Senate Bill 516**

### **Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds**

#### **Statement of Work**

##### Purpose:

House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution - Chapter 25. The Workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission (on Innovation and Excellence in Education) on or before September 1, 2017.”

##### Charge

The Workgroup is charged with making “recommendations regarding an implementation plan based on Augenblick, Palaich and Associates January 2016 report submitted in accordance with Chapter 2 of the acts of the general Assembly of 2014 to make quality, full-day prekindergarten universally available to children who are 4 years old, including:

1. a mixed delivery system of public and private providers meeting the high quality requirement;
2. a sliding income scale for family contribution;
3. capacity of existing high quality providers and credentialed staff;
4. a plan to increase capacity of high quality providers and staff;
5. the impact on school space;
6. the impact by jurisdiction;
7. the potential for school systems to partner with private providers or Head Start centers to increase capacity; and
8. any options to merge various funding streams for prekindergarten to provide a seamless and diverse experience for families.”

##### Report Submission

The recommendations shall be submitted to the Commission on Innovation and Excellence in Education on or before September 1, 2017.

## **House Bill 516**

### **Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds**

#### **Meeting Notes: July 26, 2017**

Nancy S. Grasmick State Education Building  
Maryland State Department of Education  
200 West Baltimore St., Baltimore, MD 21201

**Purpose:** House Bill 516 “Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds,” was passed by both chambers and enacted under Article II, Section 17(b) of the Maryland Constitution – Chapter 25. The workgroup will “study and make recommendations regarding certain matters; requiring the Workgroup to report its findings and recommendations to a certain Commission) on Innovation and Excellence in Education) on or before September 1, 2017.”

#### **Meeting Outcomes:**

Build whole group consensus on workgroup recommendations to include in report

#### **Meeting Notes:**

**Members in attendance:** Elizabeth Kelley (Chair), Honorable Eric Ebersole, Stacey Henson, Christina Peusch, Jackie Grant, Clinton MacSherry, Sharon Vance, Steven Hicks, Crystal Barksdale, Honorable Vanessa Atterbeary, Ginny Simoneau, Senator Jim Rosapepe, Michelle Dean, William Dixon, Simon Workman, Kathy Emby, Shari Sierra, Karen Karten, Flora Gee, Kelly Hall, Rachel London, Esq., Tracy Jost, Toby Harkleroad,

**Members not in attendance:** Becky Yackley, Elise Burgess, Honorable William Ferguson, Simeon Russell

#### **Welcome and Introductions by Workgroup Chair**

Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development, welcomed the workgroup. The Workgroup members introduced themselves. Ms. Kelley provided an overview of the agenda and meeting outcomes for the day.

#### **Review Notes**

The meeting notes from July 10<sup>th</sup> were accepted with the change that Simon Workman is not a PhD

#### **Review of Governance and Funding Model Options**

Elizabeth Kelley facilitated a discussion of the 4 proposed funding model options (see attached). Ms. Kelley provided an overview of the options and considerations. The workgroup members asked questions and offered additional considerations for each model.

## **Option 1**

### **Questions and Considerations:**

If the School system distributes the funds to community-based programs, then who determines the number of Pre-K slots allotted to community based programs and the number of slots the school system will retain?

A suggestion was made to use the MOU as a vehicle to set a minimum percentage of slots that must go to community-based classrooms.

Simon workman interjected that there are some States which contract a certain number of slots to community based programs.

If the school system hires and pays the salary and fringe benefits for the Lead Teacher placed in a community based program, then who assumes liability for the Teacher as he/she is technically an employee of the school system, but works in the community-based site?

Will the school system provide a substitute teacher if the teacher is absent? (No, in current PDG example)

Some workgroup members shared that their district considered a model similar to this in the past, but decided against it because of the potential liability.

How would this model impact the community-based programs' budget since that largest part of their budget (teacher salary and benefits) would no longer an issue? Will community-based programs get a reduced per student amount?

Community program workgroup members reiterated the other costs outside of teacher salary that are required such as rent, utilities, insurance, fringe benefits for non PreK staff, lunch, field trips, quality enhancements, accreditation fees, comprehensive services (screenings), program evaluation, and some supplies and consumables.

Who provides instructional support, school system instructional support staff or other? Does the school system have the capacity (staff) to provide instructional support to community-based classrooms?

A question was asked regarding capital improvements and construction costs. Workgroup members reiterated that these funds will not include capital improvements.

Senator Jim Rosapepe added although it is not a topic for the charge of this group, this is a topic that should be revisited at a later time as it will have impact in the future.

## **Option 2**

### **Questions and Considerations:**

Some Workgroup members asked questions about responsibility and liability for this model. Their questions included: Would the ECAC members be legally responsible? Do they have a board? Can they be sued?

It was stated that each ECAC is structured and operates differently; some through the local government, others through the school system, and some others operate through a combination.

How are ECAC's currently appointed or assigned?

Some workgroup members suggested using the Resource Centers instead of using the ECAC

A suggestion was made that if an Intermediary (such as an ECAC) is used, then it should be flexible and allow for the unique circumstances of each jurisdiction

A suggestion was made to create some other governing body and not use an ECAC or Resource Center at all

### **Option 3**

#### **Questions and Considerations:**

Ms. Kelley explained that this model is currently the way that the Preschool Development Grant (PDG) is issued.

Workgroup members expressed concerns about consistency in quality and monitoring for all PreK programs. There needs to be consistency in program quality across school system and community-based programs.

A suggestion was made to ensure a percentage of set aside funds for community-based programs that will be distributed to community-based programs by MSDE.

### **Option 4**

#### **Questions and Considerations:**

MSDE should provide oversight for all PreKindergarten

Concerns were expressed about Pre-K funds remaining grants. It was suggested that the initial roll out can begin as grant/RFP process (i.e. years 1 and 2), but will eventually phase it out.

Workgroup members reiterated the point that phase-in is key

Other workgroup members suggested that using the word “grant” can make it appear to be optional and we do not want jurisdictions’ to think that participating is optional; while still recognizing that the capacity of local school systems to scale up varies tremendously.

The question was raised about setting a possible legislative mandatory threshold for participation. It was noted that Kirwan will mandate that Pre-K be accessible for all

Workgroup members noted that it is important to ensure that PreK is universal and presenting it as “optional’ would not achieve this.

Workgroup members raised questions about mandatory set-asides for community-based programs. A point was raised about all jurisdictions not having community-based programs. It was then clarified that the set aside would only apply to the extent that there is capacity. After which, another workgroup member suggested that the percentage be set by jurisdiction (per local data) instead of a blanket percentage.

After discussion of each model that workgroup participants were asked to identify governance structure and funding model they thought would work best.

After discussing the results of the participants’ decisions and continuing to clarify certain considerations, the workgroup agreed that MSDE should have oversight and provide guidance on establishing a mixed

delivery system, collaboration between the local school system and community-based programs should be an important component, the MOU should be used as a vehicle to ensure collaboration, there should be a phased roll-out that is flexible, and the definition of high quality be accepted with a few clarifications to address the length of the instructional day and a more detailed explanation of comprehensive services.

The group was also reminded to not forget family child care homes and considerations such as a hub model or even the Judy Centers facilitating the hub for family child care homes to participate.

Build Whole Group Consensus on the Remaining Recommendations to include in the Report

Judy Walker led a discussion on the other recommendations to include in the report, per the statement of work. Workgroup members suggested using funds for children with special needs, using subsidy funds to support wrap around care, and use of Title I funds per ESSA, opportunities to partner with Head Start

Members of the Head Start community addressed the group with updates in reference to the potential to partner with Head Start:

- All Head Start programs must be full-day by 2021
- 50% of Head Start programs must be full-day by 2018
- Considerations for 3 year-olds who age out of Early Head Start at age 3, but are not yet eligible to participate in a Prekindergarten program for 4-year-olds.

Delegate Atterbeary reminded the group of the Kirwan Commission's charge and focus of this group to address Universal PreK for 4-year-olds

Delegate Ebersole reminded the group that the Kirwan Commission will ultimately make the decisions

Upon conclusion of this discussion, Judy Walker informed the group that a draft of the report would be distributed for review and comment the week of July 31<sup>st</sup> and the response time would be relatively quick due to the MSDE internal review process before the report can be submitted to the Commission by the September 1<sup>st</sup> deadline.

Adjournment

Ms. Kelley announced this is the last workgroup meeting and thanked the members for their participation.

## MEETING SIGN-IN SHEET: MEMBERS

**Project:** Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year Olds

**Meeting Date:** Wednesday, July 26, 2017  
12:00 noon to 3:00pm

**Facilitator:** Elizabeth Kelley

**Location:** MSDE, 8<sup>th</sup> floor conference rm 6/7

Name	Title	Company	Phone	E-Mail
Simon Workman	Assoc. Dir. ECP	Center for American Programs	202-597- 9698	sworkman@american-programs.org
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Michelle Dean	Teacher MCPS	MCPS	304 839 4356	michelle-A-Dean@mcpsmd.org
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Sharon Vance	President	MDAA	410 504 7340	Sharon.Vance@maryland.gov
Crystal Barksdale	Secretary owner	SEIU Childcare	443-838 6836	mscrystalslittlemagistrate@gmail.com
<del>Monica Ortiz</del>	<del>Policy Officer ECE</del>	<del>MC DHHS</del>		<del>MONICA.ORTIZ@montgomerycountymd.gov</del>
<del>Charlene Williams</del>	<del>Dir Head Start</del>	<del>MC DHHS</del>		<del>charlene.williams@mc</del>
Kelly Hall	Ex Dir.	SMCPS	301-475- 5511 ext 3236	kmhall@smcps.org
Shari Sierra	Prekindergarten Teacher	SMCPS	301 994 2205	Slsierra@smcps.org



## **Appendix H**

### **House Bill 516 Fiscal and Policy Note**

**HB 516**

**Department of Legislative Services**  
Maryland General Assembly  
2017 Session

**FISCAL AND POLICY NOTE**  
**Third Reader - Revised**  
(Delegate Atterbeary, *et al.*)

House Bill 516  
Ways and Means

Budget and Taxation

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**Workgroup to Study the Implementation of Universal Access to Prekindergarten  
for 4-Year-Olds**

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This emergency bill establishes a Workgroup to Study the Implementation of Universal Access to Prekindergarten for four-year-olds. The Maryland State Department of Education (MSDE) must designate a chair of the workgroup and provide staff. By September 1, 2017, the workgroup must report its findings and recommendations to the Commission on Innovation and Excellence in Education.

The bill terminates one year from the date it is enacted.

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**Fiscal Summary**

**State Effect:** Any expense reimbursements for workgroup members and staffing costs for MSDE are assumed to be minimal and absorbable within existing budgeted resources.

**Local Effect:** None.

**Small Business Effect:** None.

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**Analysis**

**Bill Summary:** The workgroup is required to estimate the number and proportion of eligible children who are four years old currently being served by publicly funded kindergarten programs using the free and reduced-price meal eligibility data for kindergarten through second grade as a proxy. It must also make recommendations regarding an implementation plan, based on Augenblick, Palaich and Associates' January 2016 *A Comprehensive Analysis of Prekindergarten in Maryland* report, to make

quality, full-day prekindergarten universally available to children who are four years old, including (1) a mixed delivery system of public and private providers meeting the high-quality requirement; (2) a sliding income scale for family contribution; (3) capacity of existing high-quality providers and credentialed staff; (4) a plan to increase capacity of high-quality providers and staff; (5) the impact on school space; (6) the impact by jurisdiction; (7) the potential for school systems to partner with private providers or Head Start centers to increase capacity; and (8) any options to merge various funding streams for prekindergarten to provide a seamless and diverse experience for families.

The bill specifies some representatives that must be included in the workgroup; otherwise, MSDE must determine the workgroup's composition. A member of the workgroup may not receive compensation but is entitled to reimbursement for expenses under the standard State travel regulations, as provided in the State budget.

**Current Law/Background:** Chapter 288 of 2002, the Bridge to Excellence in Public Schools Act, required each local school system to make publicly funded prekindergarten available to economically disadvantaged four-year-old children in the State. To qualify as economically disadvantaged, a child must be from a family whose income is at or below 185% of federal poverty guidelines. If vacancies remain after economically disadvantaged children have been enrolled, local school systems may make prekindergarten available to other children that exhibit a lack of readiness for school. The State provides funding to school systems to support the program through the State compensatory education formula.

Chapter 2 of 2014 expanded prekindergarten services to additional eligible four-year-old children from families whose income is at or below 300% of federal poverty guidelines by establishing a competitive grant program to provide funding to qualified public and private prekindergarten providers. Since fiscal 2015, the State budget has included \$4.3 million for the expansion program. In 2014, Maryland was also awarded a federal grant that provides \$15 million annually through fiscal 2019 to continue the expansion of public prekindergarten. In its grant application, the State committed to matching funds of \$3,672,000 in fiscal 2018 and \$7,344,000 in fiscal 2019 to provide access to high-quality prekindergarten to families with incomes *between 200% and 300%* of federal poverty guidelines. Pursuant to Chapters 683 and 684 of 2016, the Governor must include an appropriation in the budget for the amount that the State committed to fund as the State match to the federal grant in addition to the amount required under current law for the State Prekindergarten Expansion Grant Program. The proposed fiscal 2018 budget contains a total of \$16.0 million in federal funds and \$8.0 million in State funds to support public prekindergarten expansion.

Chapter 288 of 2002 required the State to contract with a consultant to conduct a follow-up study of the adequacy of education funding in the State approximately 10 years after its enactment. The concept of adequacy is based on determining the level of resources that is

adequate for all public school students to have the opportunity to achieve academic proficiency standards. Legislation in 2011 and 2012 delayed the beginning of the study and required additional reports to be included in the study, such as a cost-benefit analysis of prekindergarten expansion. Work on the adequacy study began in June 2014, when a contract was awarded to Augenblick, Palaich, and Associates (APA) and its team of researchers that included Picus Odden and Associates and the Maryland Equity Project.

APA's report on prekindergarten expansion in the State was finalized in January 2016. The report recommended that the State offer universal, full-day prekindergarten for four-year-olds in Maryland, by providing funding for 80% of Maryland's four-year-olds to attend either a public prekindergarten program or a private program that has received a rating of Level 5 in Maryland EXCELS (the State's tiered Quality Rating Improvement System for licensed child care centers, family child care providers, and public prekindergarten programs) or has national or state accreditation. The report noted that the 80% target is at the higher end of what is considered "universal," when comparing with other states that have implemented universal prekindergarten. However, after considering the importance of prekindergarten, as evidenced by the literature review included in the report, and an analysis of the return on investment, the report concluded that increased investment in quality prekindergarten is justified.

Chapter 701 of 2016 established the Commission on Innovation and Excellence in Education to review APA's adequacy study and related reports and, among other charges, make recommendations on expanding prekindergarten, including special education prekindergarten. The commission must make recommendations to the Governor and the General Assembly by December 2017.

According to MSDE, 52,908 four-year-old children were enrolled in prekindergarten during the 2014-2015 school year (the latest information readily available). Baltimore, Montgomery, and Prince George's counties had the highest enrollments, along with Baltimore City. Approximately half of the children were in public prekindergarten programs, with the remainder in private child care centers (40.9%) or family child care homes (8.8%).

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### **Additional Information**

**Prior Introductions:** None.

**Cross File:** SB 581 (Senators Ferguson and King) - Budget and Taxation.

**Information Source(s):** Maryland State Department of Education; Department of Legislative Services

HB 516/ Page 3

**Fiscal Note History:**  
mm/rhh

First Reader - February 13, 2017  
Third Reader - March 20, 2017  
Revised - Amendment(s) - March 20, 2017

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Analysis by: Jennifer K. Botts

Direct Inquiries to:  
(410) 946-5510  
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## **Appendix I**

A Comprehensive Analysis of Prekindergarten in Maryland  
(link in report)

## **Appendix J**

### **Definition of High Quality Prekindergarten**

## **Definition of a High Quality Prekindergarten Program**

*High-Quality Preschool Program* means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) Staff with high qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through the Maryland Approved Alternative Preparation Program (MAAPP), a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, as well as teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff which includes individualized professional development plans and coaching;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with, at a minimum, one teacher with high qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day, Full-Year program with an instructional day of no less than 6.5 hours for a minimum of 180 days.
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the Maryland Early Learning Standards;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities
- (i) Instructional staff salaries are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services which include both screening and referral services covering at least vision, hearing speech and language, health and physical development for children and community partnerships that promote families' access to services that support their children's learning and development. Additional support services include parenting support, physical and mental health wellness services, and early intervention for children with disabilities' and/or special health care needs.
- (l) Evidence-based health and safety standards.
- (m) All programs must be published at Quality Check Level 4 or 5 in Maryland EXCELS, Maryland's Tiered Quality Rating and Improvement System (TQRIS). Programs published at Level 4 will have one year to obtain Level 5.

\*\*Adapted from the standards used to define high quality PreK for the Federal Pre-K Expansion Grant and the National Institute of Early Education Research (NIEER) Quality Standards and Benchmarks

## **Appendix K**

**Sample MOUs to support LEA and Community-based Collaboration**

**Howard County Public School System  
Montgomery County Public Schools  
Sample MOU included in Preschool Development Grant RFP**

**HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
EDUCATIONAL PARTNERSHIP DECLARATION**

between

*Howard County Office of Children and Families,*

*Howard County Licensed Child Care Centers*

and

*Howard County Public School System*

**Vision**

The vision of the community partnership between the *Howard County Office of Children and Families, Howard County Licensed Child Care Centers, and Howard County Public School System* is that all students are physically, socially, emotionally, and intellectually ready to thrive in kindergarten.

**Mission**

The mission of the community partnership between the *Howard County Office of Children and Families, Howard County Licensed Child Care Centers, and Howard County Public School System* (HCPSS) is to encourage collaboration and communication, and together be able to provide a range of experiences and opportunities to familiarize students with the school environment and their community while developing a readiness for school.

*This partnership agreement has been reviewed and all activities have been approved by HCPSS Offices of Risk Management, Elementary Curricular Programs, and School Administration.*

**Objectives**

The *Howard County Office of Children and Families* will participate on the Transition to Kindergarten workgroup and collaborate with HCPSS to promote the initiatives of this agreement and other school readiness strategies to local Howard County child care programs.

The *Howard County Licensed Child Care Centers*, as identified by the Maryland State Department of Education Office of Child Care Region 6 (Howard County), may participate in any or all the activities listed below.

- Refer families that may be eligible to Howard County Public School System Pre-K ([www.hcpss.org/schools/pre-k-programs/](http://www.hcpss.org/schools/pre-k-programs/)), and inform families of additional HCPSS resources, programs, and opportunities.

- Collaborate with the HCPSS Office of Early Childhood Programs ([www.hcpss.org/enroll/kindergarten](http://www.hcpss.org/enroll/kindergarten)) to prepare child care center students with the knowledge, skills, and behaviors necessary to participate and succeed when they begin elementary school.
- Work with child care center families to identify which elementary schools their children will be attending (<https://schoollocator.hcpss.org/SchoolLocator/>).
- Access HCPSS curriculum and instructional resources and offered professional learning opportunities, as appropriate.
- Share information about kindergarten registration and readiness opportunities with child care center families, e.g., HCPSS Road to Kindergarten, Howard County Library System's Kindergarten, Here We Come!, Howard County's Children's Discovery Fair, etc. Volunteer at county-wide school readiness events as appropriate and scheduling allows.
- Provide completed HCPSS Learning Progress Forms to the HCPSS Office of Early Childhood Programs in order to communicate information about incoming kindergarten students to applicable HCPSS teachers. The child care center will obtain parent permission prior to sharing any student information and will be available to answer questions as needed.
- Partner with the local elementary school to
  - Become a part of the school community by subscribing to the school newsletter. (<https://subscriptions.hocoschools.org/>) and keep families informed of relevant information
  - Introduce child care center teachers to the kindergarten teachers and provide opportunities for the child care center teachers to observe a kindergarten class.
  - Invite HCPSS kindergarten staff to child care center events, as appropriate.
  - Schedule a spring tour of the school for the child care center students who will be attending kindergarten the next school year.
  - Volunteer in early childhood classrooms and attend school events as appropriate and scheduling allows.
  - Write letters and/or use technology to remotely visit and learn about kindergarten.
- Host and/or participate in Learning Parties.
- Explore opportunities with the HCPSS Academic Offices (Gifted & Talented, Career and Technology Education, Work Study, etc. ([www.hcpss.org/about-us/partnerships/programs/](http://www.hcpss.org/about-us/partnerships/programs/)) to provide internship opportunities for highly motivated, qualified high school students.

Howard County Public School System may:

- Refer families that do not qualify for Pre-K to the Howard County CARE line ([www.howardcountymd.gov/careline](http://www.howardcountymd.gov/careline)) so that they can find other high quality programs, and inform families of additional resources, programs, and opportunities within the county.
- Lead the Transition to Kindergarten Workgroup comprised of various community stakeholders including members of the child care community.
- Collaborate with Howard County Licensed Child Care Centers to help ensure that child care center students start school with the knowledge, skills, and behaviors necessary to participate and succeed in kindergarten.
- Provide access to HCPSS curriculum and instructional resources and professional learning opportunities, as appropriate.

- Offer child care center teachers the opportunity to volunteer at various county-wide events that support transition to kindergarten and school readiness, e.g., HCPSS Road to Kindergarten, Learning Parties, Howard County's Children's Discovery Fair, etc.
- Receive and make use of Learning Progress Forms sent by child care center teachers. Contact the appropriate child care center teachers as necessary to gather additional information.
- Inform elementary schools of the opportunities to partner with local child care center(s) in ways such as:
  - Being aware of the child care centers located within the school boundaries as well as child care centers outside the boundaries that send a significant population to the school.
  - Notifying child care center families of school events appropriate for kindergarten transition during the spring and summer prior to the start of school (e.g., Parent Information Sessions, Spring Picnics, Summer Playdates, Orientation, etc.).
  - Encouraging the child care center staff and kindergarten staff to meet to share ideas and information about how best to prepare the incoming kindergarten students for success at elementary school; invite child care center administration and/or teachers to observe a kindergarten class.
  - Welcoming child care center staff to volunteer in kindergarten classrooms or at events (e.g., Learning Parties).
  - Encouraging kindergarten classes to write letters and/or use technology to remotely visit a child care center to share information about typical kindergarten environment and practices.
- Issue a press release to announce the signing of a partnership between Howard County Licensed Child Care Centers and HCPSS.
- Invite Howard County Licensed Child Care Center representatives to the Howard County Public School System Annual Partnership Celebration.
- Recognize the partnership with Howard County Licensed Child Care Centers in the *Howard County Public School System Educational Partnerships Annual Report*.
- Ensure that the partnership follows all Howard County Board of Education policies and procedures.

### **Performance Measures**

The partnership objectives above are aligned with the strategic plan of the school system, *Vision 2018: Fulfilling the Promise of Preparation* and will be evaluated using the following performance measures mutually agreed upon by the *Howard County Licensed Child Care Centers* and *Howard County Public School System*:

- Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
- Track each year the number of Howard County Licensed Child Care Center programs and teachers participating in kindergarten transition events.
- Improve Kindergarten Readiness Assessment (KRA) scores for all students, as well as certain student groups and prior care categories.

This partnership agreement emphasizes the following goals, outcomes, and strategies:

Goal 1: Students

Outcome 1.7: Schools support the social and emotional safety and well-being of all students.  
(1.7.7)

Goal 2: Staff

Outcome 2.1: Staff members experience a culture of trust, transparency, and collaboration (2.1.2)

Goal 3: Families and the Community

Outcome 3.2: HCPSS is strengthened through partnerships. (3.2.1)

HCPSS welcomes the opportunity to partner with many types of businesses and organizations. A partnership, however, does not constitute promotion or endorsement by HCPSS for any partner's causes, ideas, web sites, products, or services.

The Howard County Public School System does not discriminate on the basis of race, color, creed, gender, age national origin, religion, sexual orientation, or disability in matters affecting employment or in providing access to programs.

We, the following, do fully agree to the above stated partnership agreement between Howard County Licensed Child Care Centers and the Howard County Public School System on this the 15<sup>th</sup> day of June in the year 2017. The agreement shall remain in effect until such time that either party provides 10 days notice of its intent to terminate the partnership.

\_\_\_\_\_  
Name, title  
Howard County Board of Education

\_\_\_\_\_  
Steven A. Bullock, Director  
Howard County Department of  
Community Resources and Services

\_\_\_\_\_  
Michael J. Martirano, Ed.D.  
Acting Superintendent  
Howard County Public School System

\_\_\_\_\_  
Keri Hyde, Administrator  
Howard County Office of Children and Families

\_\_\_\_\_  
Lisa Davis, Early Childhood Programs  
Howard County Public School System

\_\_\_\_\_  
Mary E. Schiller, Partnerships Office  
Howard County Public School System

# **CHILD CARE MEMORANDUM OF AGREEMENT**

**between**

**Montgomery County Public Schools**

**and**

**Academy Child Development Center**

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## **I. PROJECT DESCRIPTION**

The purpose of this agreement is to increase the number of children in Montgomery County who enter kindergarten fully ready to learn. The project will improve the quality of education services that are available to low-income families in Montgomery County by providing prekindergarten education services to 4-year-olds from families with household incomes at or below 300 percent of the Federal Poverty Guidelines. The services described herein accord with the conditions in which the United States Department of Education awarded a Preschool Development Expansion Grant to the Maryland State Department of Education (MSDE).

## **II. ROLES AND RESPONSIBILITIES**

The persons responsible for executing this agreement are as follows:

For Academy Child Development Center: Marilyn C. Fleetwood, President, Academy Child Development Center, Inc.

For MCPS: Deann M. Collins, Director, Division of Title I and Early Childhood Programs and Services

## **III. GENERAL UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS**

A. The Academy Child Development Center agrees to the following with respect to staffing:

1. All teachers in the classrooms supported by the grant will have received specialized training in early childhood education and meet state certification standards for early childhood education.
2. All teachers will be state-certified capable of managing all classroom responsibilities.
3. All assistant teachers will hold a minimum of a high school diploma, but preferably a Child Development Associate or equivalent training (i.e., Level 4 in the MSDE Credentialing Program).
4. All teachers and classroom assistants will participate in annual professional development activities as well as any professional development meetings that MCPS recommends on the basis of the results of classroom observation visits.

5. All class sizes will be limited to no more than 20 children for 4-year-olds, with a staff to student ratio of 1:10.

B. The Academy Child Development Center agrees to the following with respect to services:

1. Provide a full-day session of six (6) hours.
2. Offer a curriculum that meets MSDE standards and indicators.
3. Offer additional support services such as technical support for special needs, English for Speakers of Other Languages, parent training, physical and mental health, and wellness services.
4. Screen all children for services covering vision, hearing, speech, language, health, and physical development within 45 days of enrollment, making referrals as appropriate.
5. Advise parents of services offered through Child Find, the MCPS special needs early identification program. Encourage parents to avail themselves of Child Find services when appropriate.
6. All children will be given equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.
7. Staff members will monitor and track the progress of all children through a variety of evaluation tools, including but not limited to MSDE standards, questionnaires, self-appraisals, etc., to establish standardized methods of data collection between the prekindergarten program and public school kindergarten.
8. The program offered will participate and publish at a level five (5) in the Maryland EXCELS program.

C. The Academy Child Development Center agrees to the following with respect to MCPS:

1. Comply with all MCPS rules and procedures that govern the delivery of early childhood educational services.
2. Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
3. Employ standardized methods to facilitate comparison between the prekindergarten program and public school kindergarten.

D. MCPS agrees to the following:

1. Refer 4-year-old children who might benefit from the Academy Child Development Center, Inc. preschool program.

2. Provide technical assistance and consultation services related to kindergarten readiness, curriculum, professional development, school readiness, and services for student subgroups.
3. Provide information about Child Find and work with staff members to coordinate a smooth transition of children and families from the prekindergarten program of Academy Child Development Center to kindergarten in MCPS.
4. Screen children for English language proficiency and provide guidance to ensure that children entering kindergarten receive appropriate services and support for their English language learning.

#### **IV. SPECIFIC UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS**

##### **A. Site visits by MCPS staff and/or MSDE staff:**

1. MSDE will conduct a minimum of two observation visits per year to identify the need for professional development and provide technical assistance and consultation services for the 10 Quality Benchmarks for High-Quality Preschool Education as adopted by the *Task Force on Universal Preschool Education*.
2. The observation will encompass:
  - Staffing and instruction to include administration of assessments, curriculum review, and data collection instruments.
  - Service delivery, i.e., the skill with which screening and intervention services for prekindergarten students are administered.
  - Equipment, materials, and supplies (e.g., classroom furniture, materials of instruction including MSDE approved resources to support the Maryland State Curriculum, books, and supplies for family literacy activities).
  - General conditions of the facilities.
3. MCPS agrees to the following with regard to site visits:
  - MSDE will conduct an observation visit between October 1 and February 28 in each year that the child care provider receives grant funding.
  - MSDE will conduct a second observation visit, if necessary, between the months of March and May.
  - MSDE may use a formal observation protocol when conducting the observations.
  - Feedback from the observation will be shared with Academy Child Development Center of each site visit. A written report will be provided.

- All children enrolled in the Academy Child Development Center program who enter MCPS kindergarten classes will be monitored; their skills upon entering kindergarten will be measured as will the progress they make during their first and second years of school.
- MCPS will report the results of kindergarten assessments performed on all children who were enrolled in the Academy Child Development Center program.

#### B. Upholding State and Countywide Educational Standards

The Academy Child Development Center agrees to the following:

- Meet the 10 Quality Benchmarks for High-Quality Preschool Education.
- Attend informational meetings and other colloquia at the end of the school year that informs providers of what they must tell parents about enrolling their children in kindergarten.
- Discuss with MCPS the results of follow-up studies of the progress/readiness that children graduating from their programs demonstrate on the kindergarten readiness assessments.
- Participate in other informational meetings that MCPS may organize for subgrantees or cosponsor in collaboration with county government agencies.

#### V. MODIFICATIONS

This Memorandum of Agreement (MOA) may be modified at any time by written consent of all parties involved. None of the provisions of this MOA are intended for the benefit of any third party, and no such third party shall have the right to enforce the provisions of this MOA.

#### VI. EFFECTIVE DATE

This MOA is effective on July 1, 2016, and is in effect until June 30, 2017, or until otherwise modified.

#### VII. MISCELLANEOUS

- This Agreement constitutes the entire agreement between the parties and supersedes all previous agreements and understandings relating to the subject matter hereof.
- This MOA shall be governed by, subject to, and construed according to the laws of the State of Maryland.
- The parties agree to comply with all applicable federal and state laws, regulations, and policies regarding (a) protection of student privacy, including but not limited to the Family Educational Rights and Privacy Act (FERPA); (b) all legal requirements prohibiting discrimination, including employment discrimination, against any person on

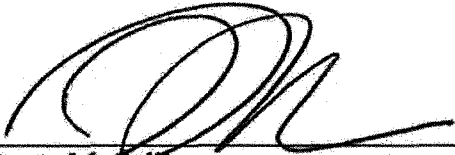
the basis of race, color, religious creed, gender, gender identity, marital status, national origin, ancestry, disability, sexual orientation, or genetic status; and (c) Maryland laws regarding registered sex offenders and criminal background checks for individuals with direct, unsupervised, and uncontrolled access to children.

- Any disputes regarding the services referenced in this MOA shall be governed by applicable federal, state, and local laws, as well as MCPS policies and regulations.

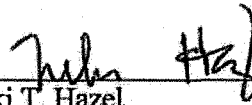
### VIII. SIGNATORIES

The undersigned agree to execute the objectives pertinent to their agency that are outlined in this plan and to send a copy of this agreement to MSDE.

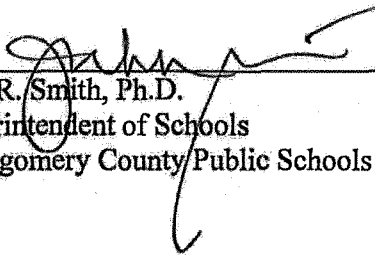
The undersigned hereby execute this MOA on behalf of their agencies, instrumentalities, organizations, corporations, or groups.



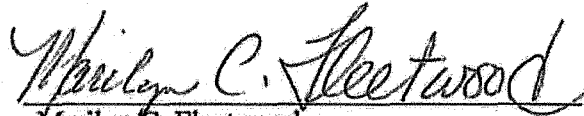
Deann M. Collins  
Director, Division of Title I and  
Early Childhood Programs  
Montgomery County Public Schools



Niki T. Hazel  
Director, Department of Elementary  
Curriculum and Districtwide Programs  
Montgomery County Public Schools



Jack R. Smith, Ph.D.  
Superintendent of Schools  
Montgomery County Public Schools



Marilyn C. Fleetwood  
President, Academy Child Development  
Center, Inc.

**MEMORANDUM OF UNDERSTANDING**

between

\_\_\_\_\_ County Public Schools (\_CPS)

and

(Name of Center here)

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**I. PROJECT DESCRIPTION**

The purpose of this project is to expand access to high quality prekindergarten education and increase the number of children in Sample County who enter kindergarten fully ready to learn. The project will improve the quality of education services that are available to low-income families in Sample County by providing prekindergarten education services to 4-year-olds from families with household incomes at or below 200 percent of the Federal Poverty Guidelines. The services described herein accord with the conditions in which the United States Department of Education awarded a Preschool Development Grant to the Maryland State Department of Education (MSDE).

**II. ROLES AND RESPONSIBILITIES**

The persons responsible for executing this agreement are as follows:

For AXB Child Development Center: Staff Person, Title

For \_CPS: Staff Person, Title

**III. GENERAL UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS**

A. The AXB Child Development Center agrees to the following with respect to staffing:

1. All teachers in the classrooms supported by the grant will have received specialized training in early childhood education and will meet state certification standards for early childhood education.
2. All assistant teachers will hold a minimum of a high school diploma, but preferably a Child Development Associate or equivalent training (i.e., Level 4 in the MSDE Credentialing Program).
3. All teachers and classroom assistants will participate in annual professional development activities as well as any professional development meetings held by SCPS that align with the goals of the grant.
4. All class sizes will be limited to no more than 20 children for 4-year-olds, with a staff to student ratio of 1:10.

B. The AXB Child Development Center agrees to the following with respect to services:

1. Provide a full-day session of six point five (6.5) hours.
2. Offer a state approved curriculum that meets MSDE standards and indicators.
3. Offer additional support services such as technical support for children with special needs, English for Speakers of Other Languages, parent training, physical and mental health, and wellness services.
4. Screen all children for services covering vision, hearing, speech, language, health, and physical development, making referrals as appropriate.
5. Advise parents of services offered through Child Find and the \_CPS special needs early identification program. Encourage parents to avail themselves to Child Find services when appropriate.
6. All children will be given equitable access to, and equitable participation in, activities with assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.
7. Staff members will monitor and track the progress of all children through a variety of evaluation tools, including but not limited to MSDE standards, questionnaires, self-appraisals, etc., to establish standardized methods of data collection between the prekindergarten program and public school kindergarten.

C. The AXB Child Development Center agrees to the following with respect to \_CPS:

1. Comply with all \_CPS rules and procedures that govern the delivery of early childhood educational services.
2. Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
3. Employ standardized methods to data collection to facilitate comparison between the prekindergarten program and public school kindergarten.
4. Participate in informational meetings that \_CPS may organize for sub-grantees or cosponsor in collaboration with county government agencies
5. Attend informational meetings and other events at the end of the school year to promote successful transition to kindergarten.

D. SCPS agrees to the following:

1. Refer eligible 4-year-old children to AXB Child Development Center, Inc.
2. Provide technical assistance and consultation services related to kindergarten readiness, curriculum, professional development, school readiness, and services for student subgroups.

3. Offer professional development opportunities to grant funded teachers
4. Provide information about Child Find and work with staff members to coordinate a smooth transition of children and families from the prekindergarten program of AXB Child Development Center to kindergarten in \_CPS.
5. Screen children for English language proficiency and provide guidance to ensure that children entering kindergarten receive appropriate services and support for their English language learning.
6. Establish and maintain open communication between the community-based program and the public school system to support students and families.

#### IV. SPECIFIC UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

- All children enrolled in the AXB Child Development Center program who enter \_CPS kindergarten classes will be monitored; their skills upon entering kindergarten will be measured as will the progress they make during their first and second years of school.
- \_CPS will provide AXB Child Development Center with the results of kindergarten assessments performed on all children who were enrolled in the AXB Child Development Center prekindergarten program during the previous school year.

#### V. MODIFICATIONS

This Memorandum of Understanding (MOU) may be modified at any time by written consent of all parties involved. None of the provisions of this MOU are intended for the benefit of any third party, and no such third party shall have the right to enforce the provisions of this MOU.

#### VI. EFFECTIVE DATE

This MOU is effective on July 1, 2017, and is in effect until June 30, 2018, or until otherwise modified.

#### VII. MISCELLANEOUS

This Agreement constitutes the entire agreement between the parties and supersedes all previous agreements and understandings relating to the subject matter hereof.

- This MOU shall be governed by, subject to, and construed according to the laws of the State of Maryland.
- The parties agree to comply with all applicable federal and state laws, regulations, and policies regarding (a) protection of student privacy, including but not limited to the Family Educational Rights and Privacy Act (FERPA); (b) all legal requirements prohibiting discrimination, including employment discrimination, against any person on the basis of race, color, religious creed, gender, gender identity, marital status, national origin, ancestry, disability, sexual orientation, or genetic status; and (c) Maryland laws regarding registered sex offenders and criminal background

checks for individuals with direct, unsupervised, and uncontrolled access to children.

- Any disputes regarding the services referenced in this MOU shall be governed by applicable federal, state, and local laws, as well as \_CPS policies and regulations.

**VIII. SIGNATORIES**

The undersigned agree to execute the objectives pertinent to their agency that are outlined in this plan and to send a copy of this agreement to MSDE by November 1, 2017.

The undersigned hereby execute this MOU on behalf of their agencies, instrumentalities, organizations, corporations, or groups.

_____ Signature, title	_____ Date	_____ Signature, title	_____ Date
_____ Signature, title	_____ Date	_____ Signature, title	_____ Date

DRAFT

## **Appendix L**

### **Sliding Fee Scale Examples**

**A Comprehensive Analysis of Pre-K in Maryland (pp. 85-89)**  
**Seattle Preschool Program Sliding Fee Scale**  
**Hamm-Childcare Report (p. 9)**

District	60 Percent Coverage (Local Contribution)	70 Percent Coverage (Local Contribution)	80 Percent Coverage (Local Contribution)
Howard	\$8,043,185	\$10,547,848	\$13,052,510
Kent	\$773,081	\$1,013,820	\$1,254,558
Montgomery	\$30,765,741	\$40,346,248	\$49,926,756
Prince George's	\$15,823,986	\$20,751,604	\$25,679,222
Queen Anne's	\$1,239,934	\$1,626,052	\$2,012,170
Saint Mary's	\$2,760,808	\$3,620,529	\$4,480,249
Somerset	\$750,896	\$984,727	\$1,218,557
Talbot	\$2,124,376	\$2,785,910	\$3,447,445
Washington	\$2,251,539	\$2,952,672	\$3,653,805
Wicomico	\$1,481,570	\$1,942,933	\$2,404,297
Worcester	\$2,727,665	\$3,577,065	\$4,426,465
<b>Local Total</b>	<b>\$131,742,872</b>	<b>\$172,767,841</b>	<b>\$213,792,810</b>
<b>State Total</b>	<b>\$139,164,762</b>	<b>\$182,500,921</b>	<b>\$225,837,080</b>
<b>State and Local Total</b>	<b>\$270,907,633</b>	<b>\$355,268,761</b>	<b>\$439,629,890</b>

Source: APA calculations based on MSDE data.

While the funding split between state and local varies by each county, when looking at the total funding numbers, the State pays 51 percent of total costs and local school districts pay 49 percent of total costs.

Under this model, the study team recommends disbursements to public prekindergarten sites and high-quality (EXCELS Level 5 and accredited) private prekindergarten providers be made through the local school districts. Under this structure the State share would be passed through the school district to the providers, creating a streamlined process for providers who would then receive funding from a single source.

The benefits of this model are:

- It is relatively easy to administer and to budget.
- Provider funding is based on provider quality levels, which are determined via a well-respected QRIS, Maryland EXCELS.
- Funding allocations are aligned with Maryland's current K-12 funding system.
- Public and private providers are funded through a single system.
- Prekindergarten costs are shared between the State and school districts, encouraging both jurisdictions to support the prekindergarten expansion.

**Model 2: State-Local-Family Share**

The second model builds on Model 1, but adds contributions from families participating in high-quality prekindergarten, based on means testing. Adding a means tested family contribution into the sources of revenue creates two complications: First, from a modeling point of view, there is a need to estimate household income distributions by county and apply those distributions to the estimated number of

four-year-olds in each county. Second, from an administration point of view, there would be a need for family income verification in order to accurately determine the individual family contribution.

Regarding the need for family income verification, while it is clear that household income must be verified for this funding model to work, it is unclear which level of government should be responsible for the verification. For the purposes of creating this model, the study team assumes that local school districts would conduct the verifications, and that the resulting family contributions would flow to the school districts to offset the costs of the local contribution.

Regarding the need to obtain estimates of household income distributions by county, the study team used two U.S. Census sources to obtain income distributions by county: (1) the American Community Survey (ACS) 2014 Estimated Household Income Table for Maryland Counties and (2) a similar Table for 2009, for the smallest eight counties in the State (for which 2014 data was not available). (The estimate of the number of four-year-olds by county is taken from Table 10 in Section II of this report.)

The study team selected four income categories for this model: (1) Under \$74,999 (approximately 300 percent of FPL for a family of four), (2) \$75,000 to \$99,999, (3) \$100,000 to \$149,999, and (4) \$150,000 and above. As shown in Table 44, below, just over 50 percent of Maryland four-year-olds fall into the lowest income tier, 13 percent fall into Tier 2, 18 percent are in Tier 3, and 18 percent fall into the highest income tier.

**TABLE 44: ESTIMATED NUMBER OF FOUR-YEAR-OLDS AT DIFFERENT HOUSEHOLD INCOME LEVELS, BY COUNTY**

District	Number of 4-Year-Olds	Number of 4-Year-Olds in Households Below 300% of FPL (approx. \$74,999)	Number of 4-Year-Olds in Households \$75,000 – \$99,999	Number of 4-Year-Olds in Households \$100,000 – \$149,999	Number of 4-Year-Olds in Households Above \$150,000
Allegany	921	703	83	106	28
Anne Arundel	7,072	2,938	1,114	1,425	1,595
Baltimore City	10,440	7,581	1,097	994	768
Baltimore	7,863	4,255	1,064	1,374	1,170
Calvert	1,144	457	162	275	250
Caroline	411	253	76	68	14
Carroll	2,119	918	329	422	451
Cecil	1,293	792	140	244	117
Charles	1,954	820	302	442	391
Dorchester	411	278	62	48	24
Frederick	3,077	1,361	465	697	554
Garrett	375	264	57	39	16
Harford	3,158	1,473	480	638	568
Howard	3,905	1,229	532	857	1,287
Kent	250	146	42	37	24
Montgomery	13,010	4,996	1,628	2,522	3,863
Prince George's	11,419	5,902	1,588	2,192	1,737
Queen Anne's	616	252	110	152	102
Saint Mary's	1,394	631	201	311	250
Somerset	326	235	38	33	21

District	Number of 4-Year-Olds	Number of 4-Year-Olds in Households Below 300% of FPL (approx. \$74,999)	Number of 4-Year-Olds in Households \$75,000 – \$99,999	Number of 4-Year-Olds in Households \$100,000 – \$149,999	Number of 4-Year-Olds in Households Above \$150,000
Talbot	475	245	81	85	63
Washington	1,888	1,274	225	230	160
Wicomico	1,282	835	169	187	90
Worcester	652	385	98	98	71
<b>Totals</b>	<b>75,455</b>	<b>38,223</b>	<b>10,143</b>	<b>13,475</b>	<b>13,615</b>

Source: For the 16 largest counties plus the City of Baltimore, Household Income Distribution was obtained from the U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates. For the 8 smallest counties, Household Income Distribution was obtained from Public Use Microdata Areas (PUMAs) that provide most detail from the 2009 American Community Survey (ACS) for which current year demographic-economic data is available.

Maryland has shown a commitment to fully fund prekindergarten for families whose household income is under 300 percent of FPL (approximately \$74,999 or below, for a family of four). For this reason, this model assumes that no family contribution would be required from this group of families. There is no direct guidance in the literature or in practice for setting the level of tuition required of families whose household income is above 300 percent of FPL. Therefore, for the purposes of this model, families with combined household incomes between \$75,000 and \$99,999 are required to pay around 10 percent of the cost of high-quality prekindergarten (\$10,484, based on the cost of quality for an EXCELS Level 5 child care center). Families with combined household incomes between \$100,000 and \$149,999 are required to pay 33 percent of the cost. Finally, families with combined household incomes above \$150,000 are required to pay 66 percent of the cost.

In order to calculate the total family contribution under each of the three scenarios (60, 70 and 80 percent of population served), it is necessary to estimate the number of four-year-olds who would participate from each income level. The study team believes there are strong incentives for families from the higher income households (above 300 percent) to participate in prekindergarten as even the highest earners would receive a subsidy for prekindergarten. However, it is unlikely that all four-year-olds would participate at these levels. With this in mind, the study team has built the following family participation rates into the estimates for those families above 300 percent of FPL: In the 60 percent scenario, 65 percent of higher-income families participate. In the 70 percent scenario, 75 percent of higher-income families participate. And finally, in the 80 percent scenario, 85 percent of higher-income families participate.

Table 45 shows the results of this model, identifying the total family contribution for each county, and the revised local contribution, net of this family contribution.

**TABLE 45: FAMILY CONTRIBUTION AND REVISED LOCAL CONTRIBUTION REQUIRED UNDER MODEL 2 TO SERVE 60, 70, OR 80 PERCENT OF FOUR-YEAR-OLDS IN HIGH-QUALITY PREKINDERGARTEN, BY COUNTY**

District	60% Coverage		70% Coverage		80% Coverage	
	Revised Local Contribution	Family Contribution	Revised Local Contribution	Family Contribution	Revised Local Contribution	Family Contribution
Allegany	\$770,944	\$422,181	\$1,077,534	\$487,132	\$1,384,125	\$552,083
Anne Arundel	\$1,388,576	\$11,101,649	\$3,570,109	\$12,809,595	\$5,751,642	\$14,517,541
Baltimore City	\$4,041,876	\$6,416,833	\$6,311,532	\$7,404,038	\$8,581,188	\$8,391,244
Baltimore	\$9,144,771	\$9,047,384	\$13,417,936	\$10,439,289	\$17,691,101	\$11,831,195
Calvert	\$16,835	\$1,847,660	\$313,187	\$2,131,916	\$609,539	\$2,416,171
Caroline	\$424,558	\$266,033	\$598,681	\$306,961	\$772,804	\$347,889
Carrroll	(\$468,635)	\$3,188,920	(\$112,136)	\$3,679,523	\$244,363	\$4,170,126
Cecil	\$561,057	\$1,166,499	\$919,560	\$1,345,960	\$1,278,063	\$1,525,422
Charles	\$54,721	\$2,946,008	\$535,921	\$3,399,239	\$1,017,122	\$3,852,471
Dorchester	\$311,316	\$256,524	\$448,677	\$295,989	\$586,038	\$335,454
Frederick	\$308,287	\$4,359,332	\$1,091,126	\$5,029,998	\$1,873,964	\$5,700,665
Garrett	\$425,830	\$195,072	\$589,170	\$225,084	\$752,509	\$255,095
Harford	\$506,201	\$4,299,657	\$1,341,269	\$4,961,143	\$2,176,336	\$5,622,629
Howard	(\$10,832)	\$8,054,017	\$1,254,751	\$9,293,096	\$2,520,334	\$10,532,176
Kent	\$552,554	\$220,527	\$759,366	\$254,454	\$966,177	\$288,381
Montgomery	\$6,686,415	\$24,079,326	\$12,562,411	\$27,783,838	\$18,438,406	\$31,488,349
Prince George's	\$2,044,892	\$13,779,095	\$4,852,649	\$15,898,955	\$7,660,406	\$18,018,816
Queen Anne's	\$367,155	\$872,780	\$618,998	\$1,007,053	\$870,842	\$1,141,327
Saint Mary's	\$805,525	\$1,955,283	\$1,364,432	\$2,256,096	\$1,923,340	\$2,556,909
Somerset	\$556,169	\$194,728	\$760,041	\$224,686	\$963,913	\$254,644
Talbot	\$1,594,459	\$529,917	\$2,174,468	\$611,443	\$2,754,476	\$692,968
Washington	\$867,143	\$1,384,395	\$1,355,293	\$1,597,379	\$1,843,442	\$1,810,363
Wicomico	\$542,221	\$939,349	\$859,070	\$1,083,864	\$1,175,918	\$1,228,379
Worcester	\$2,121,422	\$606,243	\$2,877,553	\$699,512	\$3,633,685	\$792,780
<b>Family Total</b>		\$98,129,411		\$113,226,244		\$128,323,076
<b>Revised Local</b>	\$33,613,460		\$59,541,597		\$85,469,734	
<b>State Total</b>	\$139,164,762		\$182,500,921		\$225,837,080	
<b>Family, State, and Local Total</b>		\$270,907,633		\$355,268,761		\$439,629,890

Source: APA calculations

While the funding split between state, local, and family varies by each county, when looking at the total funding numbers, the state pays 51 percent of totals costs, local school districts pay 12 percent, and family contributions make up 36 percent.

Under this model, local school districts would be responsible for verifying family income and collecting the family contribution. As in Model 1, state funds would flow through the school districts, and then the school districts would be responsible for disbursing the family contribution, the state contribution, and the local contribution, directly to the high-quality prekindergarten provider. In this way, the provider does not have to collect tuition directly from families and they would receive funding from one single source (the school district).

The benefits of this model include the following:

- The system is relatively easy to administer, once family income information is available.
- Provider funding is based on provider quality levels, which are determined via a well-respected QRIS, Maryland EXCELS.
- Funding allocations are aligned with Maryland's current K-12 funding system.
- Families contribute according to their ability to pay, with a significant number of families receiving prekindergarten services for free.
- Costs are shared between the State, local school districts, and participating families, encouraging all stakeholders to support the prekindergarten expansion.

This takes the sliding scale discussed on page 85-88 of the APA report, and then shows how much families would pay at each of the income tiers, and using either the \$10,886 cost per child from the APA PreK report, or the \$14,035 figure from the final APA adequacy study.

Family Income	\$0-\$74,999 (approx. 300% FPL)	\$75,000 - \$99,000	\$100,000- \$149,000	\$150,000 and above
Income bracket distribution of families with 4-year-old children	51%	13%	18%	18%
Family contribution as share of Prekindergarten costs	0%	10%	33%	66%
Approx. annual family contribution (based on \$10,886 cost per child)	\$0	\$1,089	\$3,592	\$7,185
Approx. annual family contribution (based on \$14,035 per child)	\$0	\$1,404	\$4,632	\$9,263



## SEATTLE PRESCHOOL PROGRAM

2017-2018 Sliding Scale  
Estimated Annual Tuition\*

Household Size	Household Income																
	\$45,000	\$55,000	\$65,000	\$75,000	\$85,000	\$95,000	\$105,000	\$115,000	\$125,000	\$135,000	\$145,000	\$155,000	\$165,000	\$175,000	\$185,000	\$195,000	\$205,000
2	FREE	\$862	\$2,211	\$3,582	\$4,931	\$6,302	\$7,673	\$9,021	\$10,173	\$10,173	\$10,173	\$10,173	\$10,173	\$10,173	\$10,173	\$10,173	\$10,173
3	FREE	FREE	\$398	\$1,482	\$2,565	\$3,648	\$4,732	\$5,816	\$6,899	\$7,983	\$9,066	\$10,149	\$10,173	\$10,173	\$10,173	\$10,173	\$10,173
4	FREE	FREE	FREE	\$110	\$1,017	\$1,902	\$2,809	\$3,693	\$4,599	\$5,506	\$6,391	\$7,298	\$8,203	\$9,088	\$9,995	\$10,173	\$10,173
5	FREE	FREE	FREE	FREE	FREE	\$663	\$1,437	\$2,211	\$2,963	\$3,737	\$4,511	\$5,284	\$6,036	\$6,810	\$7,584	\$8,359	\$9,110
6	FREE	FREE	FREE	FREE	FREE	FREE	\$420	\$1,084	\$1,746	\$2,433	\$3,096	\$3,760	\$4,445	\$5,108	\$5,772	\$6,457	\$7,120
7	FREE	FREE	FREE	FREE	FREE	FREE	FREE	\$221	\$818	\$1,393	\$1,991	\$2,587	\$3,185	\$3,781	\$4,379	\$4,975	\$5,572
8	FREE	FREE	FREE	FREE	FREE	FREE	FREE	FREE	\$66	\$598	\$1,128	\$1,659	\$2,189	\$2,742	\$3,272	\$3,803	\$4,334

\*These are guidelines only; final tuition amount will be determined by the Seattle Preschool Program. The maximum tuition is \$10,173 (In red).

The High-Quality Child Care Tax Credit would recognize that families across the income spectrum struggle with child care costs, and it would be available to most low-income and middle-class families. Eligibility would extend to up to 400 percent of the federal poverty line, or about \$97,000 in annual income for a family of four. The tax credit would use a sliding scale to determine the family's share of the costs, ranging from 2 percent of total income for families living near the poverty line to 12 percent for families earning above 250 percent of the poverty line. (see Table 3) The family contribution for families with multiple young children may need to be adjusted to ensure that accessing the tax credit remains affordable.

**TABLE 3**  
**High-quality Child Care Tax Credit amounts at different family income levels for children younger than age 3**

Income as a percentage of FPL	Upper bound income for family of four	High-quality Child Care Tax Credit*	Family payment as a percentage of income	Family contribution**
Up to 133 percent	\$32,253	\$13,340	2%	\$660
133–150 percent	\$36,375	\$11,840	6%	\$2,160
150–200 percent	\$48,500	\$10,080	8%	\$3,920
200–250 percent	\$60,625	\$7,900	10%	\$6,100
250–300 percent	\$72,750	\$5,240	12%	\$8,760
300–400 percent	\$97,000	\$2,360	12%	\$11,640

\*Tax credit for family at the upper bound of each poverty level.

\*\*Family contribution based on family of four at upper bound of each poverty level.

Source: Poverty levels based on Office of the Assistant Secretary for Planning and Evaluation, 2015 Poverty Guidelines (U.S. Department of Health and Human Services, 2015), available at <http://aspe.hhs.gov/poverty/15poverty.cfm>.

The proposed tax credit complements a previous CAP proposal that calls for making universal, voluntary preschool available to all children ages 3 and 4.<sup>53</sup> CAP's preschool proposal would extend high-quality early education to all 3- and 4-year-old children and provide a benefit worth \$10,000 per child—a benefit that is comparable to the High-Quality Child Care Tax Credit proposal. However, preschool operates on an academic schedule, ending in the afternoon and closing for the summer months. Working families may need additional child care to accommodate their work schedules. Thus, the High-Quality Child Care Tax Credit would provide a smaller child care benefit of up to \$5,000 for supplemental child care. This benefit would extend to families earning up to 200 percent of the poverty line, or \$48,500 for a family of four, who might not be able to access preschool without child care to cover work hours during the evening or summer. (see Table 4) This income eligibility threshold provides parity with the High-Quality Child Care Tax Credit available to families with younger children when coupled with CAP's proposed preschool program.

## **Appendix M**

### **Master Plan on Professional Development with Status Updates**

**Report on Developing a Master Plan on  
Professional Development for Teachers and  
Providers of Early Childhood Education**

**Submitted by the Maryland State Department of Education in fulfillment of the  
requirements of Chapter 377 (SB677)**

**MARYLAND STATE DEPARTMENT OF EDUCATION**

Jack R. Smith, Ph.D.  
Interim Superintendent of Schools

Guffrie M. Smith, Jr.  
President, Maryland State Board of Education

Larry Hogan  
Governor

Rolf Grafwallner, Ph.D.  
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## Overview: The Need for a Highly Qualified and Expanded Early Childhood Workforce

In FY2015, in Maryland, there were 364,488 children, birth through four years old. Each year, approximately 67,000 five-year olds enter kindergarten. Their readiness for kindergarten is key to their success in school and in life. Their readiness is directly related to the quality of early care and education experiences they have had before they reach kindergarten. The quality of those experiences depends directly on the skill of the children's early care and education teachers.

Families and policymakers agree that lead teachers in every classroom and in every early care and education setting should meet basic competency standards in caring for very young children. For teachers in public pre-kindergarten (pre-K), the requirement is a four-year degree and Maryland certification in early childhood education. It is the goal of the Maryland State Department of Education ("Department") and the Maryland Higher Education Commission ("Commission") to raise professional standards for all caregivers and teachers of young children in all settings. The standard set nationally by the U.S. Department of Education and by the National Institute of Early Education Research (NIEER) is to have a four-year degree in early childhood education.

Looking ahead to full implementation of the federal Preschool Development Grant, Maryland faces a critical shortage in teaching personnel with these qualifications. While at the present time there is little difficulty filling vacancies in publicly funded pre-K classrooms for four-year olds in elementary schools, the significant expansion of pre-K slots in the near future will create shortages in the supply of pre-K teachers who have a four-year degree and a Maryland certification in early childhood education, as it is currently required in State regulations.

The majority of young children from birth through age four are at home, in informal (unregulated) care, and/or are enrolled in regulated early childhood education programs such as home- and center-based child care, nursery schools, or Head Start. During the year immediately preceding kindergarten (five year olds), the breakdown of prior care, based on parent self-report, is as follows<sup>1</sup>:

Publicly funded pre-K	37.3 %
Home and informal care	22.7
Nursery school (private)	14.6
Licensed child care center	13.2
Head Start	5.8
Family child care	4.6
Kindergarten (repeating)	1.7
Total	99.9

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<sup>1</sup>Maryland State Department of Education (2015). 2014-15 Kindergarten Readiness Assessment. Retrieved from: [http://www.marylandpublicschools.org/MSDE/newsroom/publications/school\\_readiness.htm](http://www.marylandpublicschools.org/MSDE/newsroom/publications/school_readiness.htm)

The minimum qualifications for teachers in private pre-K settings are less rigorous than for public pre-K teachers. Child care center teachers are required to have 90 clock hours of prescribed training, plus 45 hours of caring for infants and toddlers, that:

- Incorporates Maryland's Early Learning Standards;
- Advances children's readiness for the Ready for Kindergarten Comprehensive Assessment System (R4K);
- Includes instruction in Maryland's Family Engagement Framework;
- Aligns with *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals*; and
- Reflects appropriate content from *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy – Birth to Age Eight*.

In family child care, providers must be 18 years of age and must have completed 24 hours of pre-service training.

Federally funded Early Head Start and Head Start (EHS/HS) programs throughout Maryland have difficulty attracting and retaining qualified child care teachers. Over the last ten years, the US Department of Health and Human Services has increased requirements for all EHS/HS positions in programs it funds, and the Child Development Associate (CDA) is now the minimum requirement for child care teachers in EHS/HS. The CDA requires one full year working with children, 120 clock hours of training, a reviewed portfolio, and an assessment. Head Start requires that the teacher in each classroom have one of the following:

- A CDA credential that is appropriate to the age of the children being served;
- A State-awarded certificate for preschool teachers that meets or exceeds the requirements for a CDA credential;
- An associate, bachelor, or advanced degree in early childhood education;
- An associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children;
- A bachelor or advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or;

Across the state, the demand for qualified staff in infant care, including EHS, and home visiting, particularly in Title 1 school attendance areas, exceeds the supply. Of particular concern is the shortage of staff that has experience caring for infants and toddlers. Teacher certification is awarded for Pre-K through third grade, but Maryland does not offer a certification for teaching children under the age of three with the exception of the Special Education certificate, birth to age 8.

The main deterrent to attracting and retaining highly qualified talent in both public and private early care and education settings outside of the public pre-K system is the compensation. Salaries, commensurate with education, vary greatly between public school teachers and child care teachers in private settings. The average salary in Maryland for a center-based child care

teacher is \$26,172 for 12 months. For 10 months, a public elementary school teacher earns on average \$64,248 (Data from *Demographics 2015*, published by Maryland Family Network).

### **Legislative Mandate**

During the legislative session 2015, the General Assembly passed Senate Bill 677 requiring the Department, the Commission, and representatives from institutions of higher education in the State that offer early childhood education programs to develop a master plan addressing the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce.

The master plan shall focus on:

1. Establishing a continuum of high-quality professional development options in early childhood education for current and prospective providers of early childhood education, including family child care providers, child care center-based providers, and Early Head Start and Head Start staff.
2. Retaining current teachers and providers in the field of early education.
3. Implementing a professional development system that utilizes a nationally recognized early childhood education certificate program that accepts prior learning experience.
4. Creating Early Childhood Education bachelor's degree programs at institutions of higher education in the State that focus on educating children both with and without disabilities from birth to age 8.
5. Ensuring that regular, ongoing joint training of elementary school staff and early childhood education program staff is available for those programs that receive public prekindergarten funding.
6. Attracting individuals to the field of early childhood education.

MSDE and MHEC established a workgroup with representation from:

- institutions of higher education that offer early childhood education programs;
- early childhood education associations; and
- MSDE divisions that oversee professional development or teacher education for early childhood educators in Maryland.

The workgroup was assembled and proceeded with its work from July 2015 to November 2015. The group met four times to examine the legislative charges and to work toward developing the master plan. The workgroup was staffed by both the Department and the Commission.

### **Establish a Continuum of Professional Development Options for Current and Prospective Providers**

**[SB 677(Section 1(b)(2))]**

To increase the number of people who have completed an undergraduate initial certification program in early childhood education and are Maryland certified teachers four-year degree in early childhood education and are Maryland certified teachers, the Department and Commission recommend the expansion and enhancement of the current pathways to an undergraduate degree in early childhood education and certification for everyone along the continuum who is working in or aspires to work in the early care and education field.

**Pathway from High School**

The current Career and Technology Education (CTE) program for high school students includes an early childhood/child care track that gives students high school credits that are recognized in many community colleges as credits toward an Associate of Arts in Science (AAS) in Early Childhood Education. As part of the CTE, students take child development courses and are placed in working child care settings to observe skilled caregivers and practice what they have learned in class.

**Recommendations:**

- Work with local school systems to align high school early childhood education CTE program standards with the requirements of the CDA credential and which align with course content and standards of the community college early childhood education programs.
- Provide technical assistance to all high school CTE programs in child development to upgrade and align their standards and programs to meet the CDA credentialing requirements.
- Encourage all high school programs to collaborate with community colleges to collect data each year on the number of students from each school system that are earning post-secondary credits through the high school child development programs credits.
- Provide career mentoring to ensure intense support in navigating education/career paths for high school students in the CTE child development programs, specifically focusing on each childhood careers and post-secondary early childhood education programs.
- Expand opportunities for CTE high school students to interface with mentors through paid and unpaid internships within their local child care settings, both public and private.

**Pathway from the Field**

The majority of individuals working in the field of early childhood education are employed by one of the State's 2,500 licensed child care centers, where caregivers are qualified to teach young children if they have a minimum of 6 semester hours or 90 clock hours of approved coursework in early care and education and at least one year of experience working with young children. (Source: *Demographics 2015*, published by Maryland Family Network)

The preparation for teaching in a licensed child care center is defined by the Core of Knowledge standards which include six major domains of learning:

- Child Development;
- Curriculum;
- Health, Safety, and Nutrition;
- Professionalism;
- Special Needs; and
- Community.

The Department approves trainers of Core of Knowledge courses. Non-credit courses at higher education institutions align their courses with Core of Knowledge content. Credit courses in early childhood education programs at higher education institutions embed the Core of Knowledge content within the courses where applicable.

Maryland’s main strategy to improve the qualifications of working child care teachers is the Maryland Child Care Credentialing Program, a career-ladder system of six levels. At Level 6 are teachers with at least two years of work experience in a supervised early childhood program, and four-year degrees or higher and those who are completing a degree. Child care teachers at Level 6 are eligible to participate in the Maryland Approved Alternative Preparation Program (MAAPP), described in the section, Pathway from a Four-Year Institution, below.

The Department offers training vouchers for those credentialed professionals at Level 2 and higher. They receive one-time and annual bonuses for various accomplishments. For instance, a family child care provider who becomes credentialed at Level 4+ receives an annual \$600 bonus.

In Maryland, between 2011 and 2014, there was a 94 percent increase in child care teachers who moved up to Levels 5 and 6 on the career ladder. However, the total number of child care teachers on those levels is 5 percent of the total child care workforce and 27 percent of those who are credentialed.

**2014 Numbers of Credentials Awarded**

LEVEL	REQUIREMENTS	# OF CREDENTIALS ISSUED
1	Licensing requirements	742
2	45 clock hours	480
3	90 clock hours	1,438
4	135 clock hours	802
4+	Family Child Care accreditation and/or some college	50
5	Associate of Arts Degree and/or some college	554
6	Bachelor’s, Master’s, or PhD	779

To remain in the Maryland Child Care Credentialing Program, child care teachers are required to take ongoing professional development courses from Department-approved trainers in the

community or in two- or four-year higher education institutions. The training requirements are 12 clock hours per year for Levels 1 through 3, and 24 clock hours per year for Levels 4 and above.

As the second strategy for improving teacher qualifications, the Department provides scholarships for child care professionals from the Child Care Career and Professional Development Fund (CCCPDF). The program intends to provide incentives for child care providers to pursue an associate and/or a bachelor degree in early childhood education. Each participant's books, fees, and tuition are paid directly to the college they attend, and not all colleges in Maryland participate in the CCCPDF program.

**CCCPDF Scholarships Awarded**

<b>Year</b>	<b>Number of Participants</b>	<b>Number of Institutions</b>
2015/2016	304	18
2014/2015	303	17
2013/2014	224	17
2012/2013	238	17
2011/2012	400	17
2010/2011	549	17

The Commission offers the Howard P. Rawlings Guaranteed Access Grant is a need based program that is for high school seniors who have completed a college preparatory program; see link for details [http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog\\_ga.asp](http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog_ga.asp). Also, the Commission offers the 2+2 Transfer Scholarship which is designed to assist and encourage transfer students from Maryland community colleges to attend a 4-year institution within the State; see link for details [http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog\\_2\\_plus\\_2.asp](http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_2_plus_2.asp).

**Retain Current Teachers and Providers in the Field of Early Childhood Education  
[SB 677(Section1(c)(2))]**

**Recommendations:**

- Expand and increase the amount of the training voucher and credentialing bonus to encourage providers to continue their professional development.
- Examine other state and international systems of high-quality early care and education, from birth to pre-K, and report on the mechanisms used to ensure salary parity with K-12 teaching staff.
- Continue to expand the number of approved online professional development courses, especially those that offer job-embedded coaching in addition to the online experience.

- Establish a system of high quality training for the existing workforce, aligned with the Maryland credential and current requirements that is easily identified as a pathway to a degree program.

**Implement a Professional Development System that Utilizes a Nationally Recognized Certificate Program that Accepts Prior Experience**  
**[SB 677(Section 1(b)(3))]**

**Pathway from Community College to Four-Year College**

There are 21 early childhood teacher education programs in Maryland's community colleges (Source: Maryland Higher Education Commission Academic Program Inventory). Teacher candidates who enroll in community colleges have the option to pursue an Associate of Arts in Science (AAS) in Early Childhood Education or an Associate of Arts in Teaching (AAT) in Early Childhood Education degree. To become a certified teacher, the AAS or AAT degree-holder must continue at a four-year college in early childhood education to earn a Bachelor's degree and a Maryland teaching certificate in early childhood education.

All community colleges offer credit courses in early childhood education which can be used for the 120 hours for the CDA required coursework. Most community colleges offer non-credit early childhood education courses that also count toward the 120 hours for the CDA. The CDA credential is widely used and portable nationally and internationally. Its online version, CDA 2.0, was recently developed by the Council for Professional Recognition and includes prior learning experiences. The CDA compares with Maryland's Credentialing Level 4.

**Recommendations:**

- Pilot the CDA credential as a prerequisite before attendance at a higher education institution in a degree-seeking program for early childhood education for the existing workforce who does not have post-secondary degrees. This will require the facilitation of the acceptance of the CDA at two- and four-year post-secondary institutions as credit toward the AAS, AAT, BA, or BS degree.
- Ensure that coursework and clinical work in early childhood AAS and AAT programs are robust for ages birth through age three, and that they provide training experiences in diverse child care environments with children from birth to age three, including child with disabilities and English language learners.
- Ensure that field experiences offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.
- Ensure early childhood programs demonstrate candidate knowledge of brain development in young children.
- Examine and revise policies governing the transfer of credits from the AAT in early childhood education to the four- year college early childhood education programs in order to enhance the smooth and consistent transfer of credits for all AAT students. This is currently done by the wide AAT Oversight Committee.

### **Pathway from Four-Year Institutions**

At Maryland's four-year colleges and universities, there are 13 Bachelor of Arts and Bachelor of Science in Early Childhood Education degree programs (Source: Maryland Higher Education Commission Academic Program Inventory).

Teachers who complete a Maryland Approved Program with an accredited bachelor's or master's initial certification preparation program are eligible for certification in a variety of areas, dependent upon additional certification requirements. Maryland colleges and universities offer accredited programs in various certification areas. Bachelor's programs will include courses in liberal arts or general studies to help provide a well-rounded education. Additionally, teacher candidates choose a certification area or major within the education program that determines their requirements. Certification areas offered by Maryland universities for early childhood education include:

- Early Childhood Education (Pre-K to grade 3); and
- Special Education (Birth to age 8; Birth to age 21).

Candidates are required to complete an educator preparation program that includes coursework and clinical experience, and they will have must earn passing scores on teaching licensure examinations in order to receive certification in a specific area.

Certification in special education covers child development from birth to age eight for special educators who have been prepared to work with young children, including infants and toddlers with disabilities and those eligible to receive Individualized Education Programs (IEP) as preschoolers or in primary grades.

Recently, several institutions of higher education have developed dual certification programs for both general early childhood education and special education for children from birth to age eight. Those teacher preparation programs can include a combination of general education and special education courses along with clinical experiences, or a four-year program that offers a blended curriculum and several field experiences. Both delivery models are outcome-based and ensure that program completers have demonstrated competence on both the Council for Exceptional Children (CEC) standards and the National Association for the Education of Young Children (NAEYC) standards.

In the private sector, qualification as an early childhood teacher in a nursery school requires a four-year degree in any field and includes a minimum of six semester hours or 90 clock hours of approved early childhood training. Maryland offers the Maryland Approved Alternative Preparation Program (MAAPP) for early childhood educators. The program, which is funded by the federal Race to the Top Early Learning Challenge (RTT-ELC) grant, was created to provide a pathway for college graduates who did not complete the post-graduate certification requirements for an early care and education degree and are working full time at a licensed child care or nursery school facility. MAAPP is a way for college graduates with four-year degrees in childhood education or a related field to obtain the Professional Equivalency Certificate (PEC) over two years and to be eligible for hire as a State-certified early childhood teacher.

Recommendations:

- Determine the feasibility of continuing the MAAPP by completing a cost-benefit analysis and the overall impact of the program.
- Ensure that their internships offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.
- Ensure early childhood programs demonstrate candidate knowledge of brain development in young children.

**Create a Bachelor Degree Program that Focuses on Education Children with and Without Disabilities from Birth to Age 8**  
**[SB 677(Section 1(b)(1))]**

Recommendations:

- Encourage teacher education programs at four-year colleges and universities to plan and develop programs that provide dual certification in special and general education in early childhood education. A Maryland certified teacher's 21<sup>st</sup> century competencies must include a solid understanding of typical and atypical behavior, executive functioning skills, and managing classrooms with diverse learners. The blended curriculum of a dual certification program, frequent field experiences, with two focus areas – birth to five and K to Grade 3 – will offer a state-of-the-art approach to teacher preparation and, where implemented, should replace the traditional pre-K to Grade 3 and early childhood education Special Education teacher education programs.<sup>2</sup>
- Identify resources and provide support to colleges and universities who explore and design these dual certification programs in early childhood/special education.
- Ensure that dual certification programs offer an integrated curriculum, meet the CEC and NAEYC standards, including clinical and field experiences in all age groups from birth to third grade, in both general education and special education settings, and include Maryland-specific requirements;
- Ensure that the dual certification program offers two specialty tracks – birth to five and kindergarten to third grade;
- Develop candidate competencies in early development, early childhood mental health, and behavioral management;

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<sup>2</sup>The Department presented recommendations to the Professional Standards and Teacher Education Board (PSTEB) regarding the development of degree programs that provide dual certification in special and early childhood education to support the achievement of children from birth to grade three. PSTEB requested that teacher preparation programs for Early Childhood Education in four-year colleges and universities be surveyed to ascertain their interest in offering or revising an existing dual certification program. The Department is identifying resources to provide incentives to institutions of higher education to develop or revise dual certification programs.

- Ensure programs demonstrate candidate knowledge of brain development in early childhood education programs at the Bachelor levels;
- Ensure that all new dual certification programs meet the Department's program approval requirements;
- Continue providing planning grants to assist higher education institutions to develop and upgrade dual certification programs;
- Establish a peer-to-peer technical assistance network to help institutions of higher education to put a new or refined dual certification plan in place; and
- Ensure that coursework and clinical work in teacher education programs are robust for the age span, birth through age three, and that they provide training experiences in diverse classrooms that include children with disabilities and English language learners, and are in child care environments with children from birth through age three. Field experiences should also offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.

**Ensure the Availability of Joint Training for All Publicly Funded Pre-K Staff  
[SB 677(Section 1(b)(4))]**

As Maryland expands Pre-K programs that include eligible high quality child care, Head Start, and nursery schools as "qualified vendors," joint professional development activities between public school and privately operated pre-K programs are critical to maintain consistency and quality. Given that all school systems are moving toward the implementation of Maryland's College and Career-ready Standards, joint staff development plans must reflect the need for more rigorous curricula for teaching staff.

**Recommendations:**

- Develop a professional development and coaching program for all publicly funded pre-K teachers and kindergarten through second grade teachers based on *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy-Birth to Age 8*.
- Establish a grant mechanism to ensure ongoing joint training between elementary school staff and early childhood education staff, including those working with infants and toddlers, and with a focus on students with special needs and English language learners.
- Ask local early childhood advisory councils to propose to local boards of education procedures for transition activities from early childhood programs to kindergarten.
- Expand Early Learning Leadership Academies, including a focus on supporting students with disabilities.
- Disseminate models of joint staff development programs in newsletters and during conferences.

**Attract Individuals to the Field of Early Childhood Education**  
**[SB 677(Section1(c)(1))]**

Recommendations:

- Establish and update the Maryland Early Childhood Career portal on the Department's website.
- Establish a statewide job board to advertise internships and paid positions. This will enhance child care providers' efforts to find qualified applicants.
- Develop a guide to provide those interested in early childhood teaching a clear understanding of the career paths available in Maryland and the prerequisites for various positions.
- Continue the promotion and financial support of scholarship options for child care teachers to complete an AAS, AAT, BA, or BS degree through the Child Care Career and Professional Development Fund.
- Create a public awareness campaign to promote the value of quality early childhood teaching staff and quality child care programs.

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## Appendices

- Appendix A: Senate Bill 677
- Appendix B: Work group Statement of Work
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- Appendix G: Task Force on Teacher Education in Early Childhood Report
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Report is available online:

[http://www.marylandpublicschools.org/MSDE/divisions/child\\_care/pubs.html](http://www.marylandpublicschools.org/MSDE/divisions/child_care/pubs.html)

# **Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education (requirement of Chapter 377)**

## **Summary of Recommendations and Status Updates**

**March 2017**

### **Pathway from High School**

Career and Technology Education (CTE) program for high school students

Recommendations:

- Work with local school systems to align high school early childhood education CTE program standards with the requirements of the CDA credential and also align with the course content and standards of community college early childhood education programs.
- Provide technical assistance to all high school CTE programs in child development to upgrade and align their standards and programs to meet CDA credentialing requirements.
- Encourage all high school programs to collaborate with community colleges to collect data each year on the number of students from each school system that are earning post-secondary credits through the high school child development programs credits.
- Provide career mentoring to ensure intense support in navigating education/career paths for high school students in CTE child development programs, specifically focusing on childhood career and post-secondary early childhood education programs.
- Expand opportunities for CTE high school students to interface with mentors through paid and unpaid internships within child care settings, both public and private.

### Activities-

- ✓ On December 4, 2015, Traci Verzi presented on professional development for early learning providers to CTE directors. The presentation included information on the CDA.
- ✓ Jeanne Marie Holly and Traci Verzi had staff from the CDA present on October 27, 2016 meeting for high school EC faculty across the state.
- ✓ Baltimore City is moving to align their EC curriculum to the CDA program so that graduates are prepared to apply for the CDA. Ms. Holly is planning a collaborative workgroup to develop a statewide EC curriculum, aligned to the CDA, for use statewide by high schools.
- ✓ To better train high school students, teachers need more training in EC. The plan is for a statewide interagency EC committee to create an EC program of study for the consumer science teachers, and then MSDE can issue a Request for Proposals for a college to train teachers and upgrade the EC curriculum; the grant would be over 3 years.
- ✓ All CTE monitoring visits include the collection of student data, included in the final report. In 2015, 12,295 students participated in EC education, and 2,757 were concentrators (meaning they completed the whole program). A small percentage of the 2,757 earn community college credit.
- ✓ All EC programs have internships. The local EC interagency committee ensures that the internship programs are of high quality.

## **Retain Current Teachers and Providers in the Field of Early Childhood Education**

### Recommendations:

- Expand and increase the amount of the training voucher and credentialing bonus to encourage providers to continue their professional development.
- Examine other state and international systems of high-quality early care and education, from birth to pre-K, and report on the mechanisms used to ensure salary parity with K-12 teaching staff.
- Continue to expand the number of approved online professional development courses, especially those that offer job-embedded coaching in addition to the online experience.
- Establish a system of high quality training for the existing workforce, aligned with the Maryland credential and current requirements that is easily identified as a pathway to a degree program.

### Activities-

- ✓ MSDE is exploring the Early Ed Alliance online professional development program. This program is offered in conjunction with Early Childhood National Centers.
- ✓ MSDE has approached the Administration for Children and Families (ACF/HHS) regarding the interest other states may have in training for coaches and if ACF is interested in funding the development of training models for coaches that would be available to all states.
- ✓ DECD has contracted with a consultant to develop an online self reflection tool that would enable providers to establish what trainings they need based on the Workforce Competencies Framework.
- ✓ A consultant is onboard to produce a 45-hour pre-service online course targeted at child care service providers for school age children.
- ✓ Maryland Family Network, through an MSDE grant, is working with twenty family child care providers who do not have a college degree to obtain the CDA with college credits. Courses are taught by an instructor approved by the community college. This pilot could open doors to other similar opportunities.

## **Nationally Recognized Certificate Program that Accepts Prior Experience Pathway from Community College to Four-Year College**

### Recommendations:

- Pilot the CDA credential as a prerequisite before attendance at a higher education institution in a degree-seeking program for early childhood education for the existing workforce who does not have post-secondary degrees. This will require the facilitation of the acceptance of the CDA at two- and four-year post-secondary institutions as credit toward the AAS, AAT, BA, or BS degree.

- Ensure that coursework and clinical work in early childhood AAS and AAT programs are robust for ages birth through age three, and that they provide training experiences in diverse child care environments with children from birth to age three, including children with disabilities and English language learners.
- Ensure that field experiences offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.
- Ensure early childhood programs demonstrate candidate knowledge of brain development in young children.
- Examine and revise policies governing the transfer of credits from the AAT in early childhood education to the four- year college early childhood education programs to enhance the smooth and consistent transfer of credits for all AAT students. This is currently done by the AAT Oversight Committee.

Activities –

- ✓ See bullet five in previous section.
- ✓ See attached letter from the Maryland Consortium of Early Childhood Faculty and Administrators.

**Pathway from Four-Year Institutions**

Recommendations:

- Determine the feasibility of continuing the MAAPP by completing a cost-benefit analysis and the overall impact of the program.
- Ensure that internships offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.
- Ensure early childhood programs demonstrate candidate knowledge of brain development in young children.

Activities –

- ✓ MSDE was unable to negotiate a reasonable contract with a vendor to continue the MAAPP.
- ✓ See attached letter from the Maryland Consortium of Early Childhood Faculty and Administrators.

**Create a Bachelor Degree Program that Focuses on Education Children with and Without Disabilities from Birth to Age 8**

Recommendations:

- Encourage teacher education programs at four-year colleges and universities to plan and develop programs that provide dual certification in special and general education in early childhood education. A Maryland certified teacher's 21<sup>st</sup> century competencies must

include a solid understanding of typical and atypical behavior, executive functioning skills, and managing classrooms with diverse learners. The blended curriculum of a dual certification program, frequent field experiences, with two focus areas – birth to five and K to Grade 3 – will offer a state-of-the-art approach to teacher preparation and, where implemented, should replace the traditional pre-K to Grade 3 and early childhood education Special Education teacher education programs.<sup>1</sup>

- Identify resources and provide support to colleges and universities who explore and design these dual certification programs in early childhood/special education.
- Ensure that dual certification programs offer an integrated curriculum, meet the CEC and NAEYC standards, including clinical and field experiences in all age groups from birth to third grade, in both general education and special education settings, and include Maryland-specific requirements;
- Ensure that the dual certification program offers two specialty tracks – birth to five and kindergarten to third grade;
- Develop candidate competencies in early development, early childhood mental health, and behavioral management;
- Ensure programs demonstrate candidate knowledge of brain development in early childhood education programs at the Bachelor levels;
- Ensure that all new dual certification programs meet the Department’s program approval requirements;
- Continue providing planning grants to assist higher education institutions to develop and upgrade dual certification programs;
- Establish a peer-to-peer technical assistance network to help institutions of higher education to put a new or refined dual certification plan in place; and
- Ensure that coursework and clinical work in teacher education programs are robust for the age span, birth through age three, and that they provide training experiences in diverse classrooms that include children with disabilities and English language learners, and are in child care environments with children from birth through age three. Field experiences should also offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.

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<sup>1</sup>The Department presented recommendations to the Professional Standards and Teacher Education Board (PSTEB) regarding the development of degree programs that provide dual certification in special and early childhood education to support the achievement of children from birth to grade three. PSTEB requested that teacher preparation programs for Early Childhood Education in four-year colleges and universities be surveyed to ascertain their interest in offering or revising an existing dual certification program. The Department is identifying resources to provide incentives to institutions of higher education to develop or revise dual certification programs.

Activities –

- ✓ A request for proposals (RFP) entitled “Create a Bachelor’s Degree Teacher Education Program that Prepares Teachers to Educate Children with and without Disabilities from Birth to Age 8,” was issued on November 11, 2016 with a due date of December 22, 2016. The RFP was emailed to directors of Teacher Preparation programs at four year colleges in Maryland. One college inquired with questions but did not submit a proposal, and no other colleges submitted a proposal.

**Ensure the Availability of Joint Training for All Publicly Funded Pre-K Staff**

Recommendations:

- Develop a professional development and coaching program for all publicly funded pre-K teachers and kindergarten through second grade teachers based on *Supporting Every Young Learner: Maryland’s Guide to Early Childhood Pedagogy-Birth to Age 8*.
- Establish a grant mechanism to ensure ongoing joint training between elementary school staff and early childhood education staff, including those working with infants and toddlers, and with a focus on students with special needs and English language learners.
- Ask local early childhood advisory councils to propose to local boards of education procedures for transition activities from early childhood programs to kindergarten.
- Expand Early Learning Leadership Academies, including a focus on supporting students with disabilities.
- Disseminate models of joint staff development programs in newsletters and during conferences.

Activities –

- ✓ Coaching videos are embedded in the Guide to Pedagogy and also posted on the DECD website.
- ✓ The Preschool Development Grant (PDG) requires that local school systems sign MOUs with community based preschool programs in their jurisdictions. The MOUs must include joint professional development and transition activities for the preschoolers and their families. PDG specialists monitor to ensure that these activities are implemented.
- ✓ Joint technical assistance programs for public schools and community based providers were offered by the Family Engagement Coalition, Ready at Five, PDG specialists, and the State Early Childhood Advisory Council’s Research Advisory Group.
- ✓ Models of joint staff development programs were highlighted in various Partners Newsletters.

**Attract Individuals to the Field of Early Childhood Education**

Recommendations:

- Establish and update the Maryland Early Childhood Career portal on the Department’s website.

- Establish a statewide job board to advertise internships and paid positions. This will enhance child care providers' efforts to find qualified applicants.
- Develop a guide to provide those interested in early childhood teaching a clear understanding of the career paths available in Maryland and the prerequisites for various positions.
- Continue the promotion and financial support of scholarship options for child care teachers to complete an AAS, AAT, BA, or BS degree through the Child Care Career and Professional Development Fund.
- Create a public awareness campaign to promote the value of quality early childhood teaching staff and quality child care programs.

Activities –

- ✓ DECD unveiled a new website in winter 2016 which is more user-friendly.
- ✓ The job board on the DECD web site was up in late fall 2016.
- ✓ The Guide to Early Childhood Careers was disseminated in hard copy to various early childhood organizations and two and four year colleges in summer 2016, and is available on the DECD website.
- ✓ Information on the Child Care Career and Professional Development Fund scholarships is available through the two and four year Maryland colleges, and in the Partners Newsletter.

MSDE in partnership with early childhood organizations and the colleges is continuing to work to implement the recommendations listed above.

The full report is available at - <http://earlychildhood.marylandpublicschools.org/prek-grade-2/professional-development/professional-development-master-plan>