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December 16, 2015

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Joan Carter Conway, Chair
2 West Miller Senate Office Building
11 Bladen Street
Annapolis, Maryland 21401

The Honorable Sheila E. Hixson, Chair
131 House Office Building
6 Bladen Street
Annapolis, MD 21401

RE: Report on Shortage of Child Care Providers (MSAR #10510)

Dear Governor Hogan, Senator Conway and Delegate Hixson:

Senate Bill 677 - Education - Professional Development for Teachers and Providers of Early Childhood Education - Master Plan of 2015 requires the Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) to submit to the Governor, Senate Education, Health, and Environment Affairs Committee and the House Ways and Means Committee a master plan to address the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce.

The MSDE convened a workgroup that included representatives from early childhood teacher education programs from two and four year institutions, Head Start, and early childhood professional development trainers. During the four meetings, the workgroup reviewed and discussed current early childhood associates' and bachelors' teacher education programs, professional development offered to early learning providers following a career pathway, and the Career and Technology Early Childhood Program in Maryland high schools.

In summary, the workgroup recommends that:

- MSDE collaboratively plan and develop degree programs with four-year colleges to increase the number of teacher education programs that provide dual certification in special and general education in early childhood education for children from birth to grade 3;
- MSDE develop a professional development program that emphasizes skill development and training for child care teachers working with infants and toddlers;
- MSDE work with local school systems on the alignment of high school Career and Technology Education program in Early Childhood Education/Childcare with the requirements of the Child Development Associate credential and course

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The Honorable Sheila E. Hixson, Chair

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content/standards alignment to the community college early childhood education programs.

- Early Learning Leadership Academies be continued, including a focus on supporting students with disabilities (IT/Preschool Special Education); and
- A statewide job board be established to advertise internships and paid positions designed to enhance child care providers' efforts to find qualified applicants.

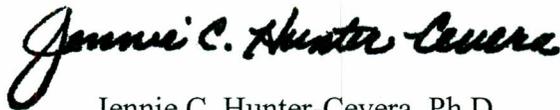
The Division of Early Childhood Development has begun work to implement the workgroup's recommendations in collaboration with the early childhood providers and other early childhood organizations.

Should you have questions or need additional information, please contact Dr. Rolf Grafwallner, Assistant State Superintendent, Division for Early Childhood Development, at (410) 767-0342 or by email at rolf.grafwallner@maryland.gov.

Sincerely,

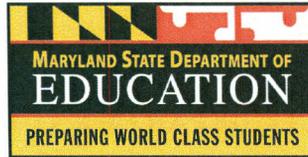


Rolf Grafwallner, Ph.D.
Assistant State Superintendent of Schools
Division of Early Childhood Development



Jennie C. Hunter-Cevera, Ph.D.
Acting Secretary
Maryland Higher Education Commission

C: Dr. Jack Smith, Ph.D
Senate Bill 677 Work Group Members



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

(MSAR #10510)

**Submitted by the Maryland State Department of Education in fulfillment of the
requirements of Chapter 377 (SB 677, 2015)**

MARYLAND STATE DEPARTMENT OF EDUCATION

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Governor

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

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Maryland Teacher Education Program, Dr. Nancy Grasmick, Presidential Scholar,
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Representative of a nonprofit which provides Professional Development for Child Care
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Representative from LEA Human Resources, Ms. Tammatha Woodhouse, Principal at
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Staff: Dr. Roann Tsakalas, Maryland State Department of Education

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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 (f “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 follows¹:

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)	<u>1.7</u>
Total	99.9

¹Maryland State Department of Education (2015). 2014-15 Kindergarten Readiness Assessment. Retrieved from: 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

Year	Number of Participants	Number of Institutions
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. 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.

**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 Programs that Focus 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 21st 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.²
- 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;

²The 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.

- 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.

**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.

Resources

- Barnett, Steve. Carolan, Megan. (2014, February). *(Almost) Everything You Wanted to Know about Pre-K in the Federal Budget*. Retrieved from <http://preschoolmatters.org/2013/04/12/almost-everything-you-wanted-to-know-about-pre-k-in-the-federal-budget/>
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Appendices

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Report is available online:

http://www.marylandpublicschools.org/MSDE/divisions/child_care/pubs.html