HB 516 Workgroup Meeting May 12, 2017

Questions/Concerns Provided by Workgroup Members

IMPACT ON CHILD CARE

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

2. Has to understand how universal PreK system intersects with zero to five system.

3. Can we ensure equitable compensation for teachers regardless of setting?

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

5. Can we use alternative metrics for quality besides EXCELS?

6. 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.

7. Can we collect examples of MOUs and contracts with child care programs that work well?

8. How can we model – or find other examples of braiding child care subsidy funding with public PreK funding?

IMPACT ON PUBLIC SCHOOLS

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?

2. Transportation considerations – possible increased or decreased need.

3. Do we have data that correlates level 5 participation and KRA levels of proficiency?

4. 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.

5. Is 6.5 entire day? Or does it only reflect instructional time without naps?

6. Some LEAs are serving 80% of PreK students for universal PreK now.

SLIDING INCOME SCALES

1. 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.

OTHER:

1. 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.

2. 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.

3. 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. There needs to be support for family providers to learn about MD College and Career Standards and provide professional development.

4. Consider – Blending/braiding of funding: State/local/Family/Child Care subsidy. Question – to give more children access or less children full day access?

5. Flexibility to local jurisdictions to develop options that meet family needs.

6. Is there any available funding to supplement summer, a la Head Start (and some early PreK expansion grants)?

7. If all kids are below 300% receive free PreK, how much child care subsidy funding is made available?

8. Services and supports available through local school systems for children with disabilities must be available to children if they receive PreK in community programs.

9. MOE calculation includes PreK students or funding supporting PreK is not included in calculation.

10. Make sure children in special education PreK are counted in numbers and funding included.

11. Actual full day capacity is really about 31,000?