

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

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

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.

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.

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%).

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

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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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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/), and inform families of additional HCPSS resources, programs, and opportunities.

- Collaborate with the HCPSS Office of Early Childhood Programs (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/) 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) 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 15th 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

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

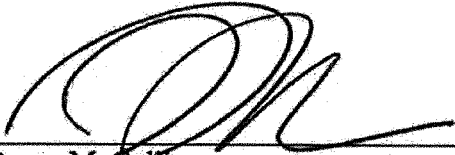
the basis of race, color, religious creed, gender, gender identity, marital status, national origin, ancestry, disability, sexual orientation, or genetic status; and (c) Maryland laws regarding registered sex offenders and criminal background checks for individuals with direct, unsupervised, and uncontrolled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

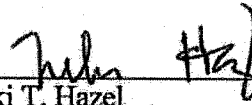
VIII. SIGNATORIES

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.

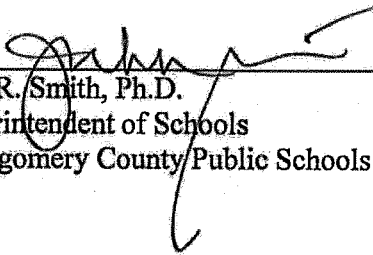
The undersigned hereby execute this MOA on behalf of their agencies, instrumentalities, organizations, corporations, or groups.




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)

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
Local Total	\$131,742,872	\$172,767,841	\$213,792,810
State Total	\$139,164,762	\$182,500,921	\$225,837,080
State and Local Total	\$270,907,633	\$355,268,761	\$439,629,890

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
Totals	75,455	38,223	10,143	13,475	13,615

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
Carroll	(\$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
Family Total		\$98,129,411		\$113,226,244		\$128,323,076
Revised Local	\$33,613,460		\$59,541,597		\$85,469,734	
State Total	\$139,164,762		\$182,500,921		\$225,837,080	
Family, State, and Local Total		\$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	\$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	\$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	\$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	\$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	\$7,120	
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	\$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	\$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 4.⁵³ 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

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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)	1.7
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 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 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;
- Develop candidate competencies in early development, early childhood mental health, and behavioral management;

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.

- 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
- Appendix C: July 16, 2015 Meeting Materials
- Appendix D: September 9, 2015 Meeting Materials
- Appendix E: October 5, 2015 Meeting Materials
- Appendix F: November 6, 2015 Meeting Materials
- Appendix G: Task Force on Teacher Education in Early Childhood Report
- Appendix H: Child Care Credentialing Levels
- Appendix I: Maryland Approved Alternative Teacher Preparation Programs (MAAPP)
- Appendix J: Pathways to Careers in Early Childhood
- Appendix K: Early Care Teacher Requirements by Position
- Appendix L: Maryland Associate and Bachelor Degrees in Teacher Education
- Appendix M: Maryland Early Childhood Career Options
- Appendix N: Career and Technology Education Program of Study

Report is available online:

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 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.¹

- 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.

¹The 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>