



# Office of Child Care (OCC) Advisory Council Special Meeting

Division of Early Childhood (DEC)

June 27, 2025

PRESENTED BY

---

Sarah Neville Morgan, Co-Chair  
Christina Peusch, Co-Chair



## Presentation Outline

1. Educational Programs in Nonpublic Nursery School (Family)
2. Early Childhood Educator Career Ladder for Eligible Private (State Funded) Prekindergarten Providers

# Educational Programs in Nonpublic Nursery School (Family)

**Purpose:** *COMAR 13A.15.01, 13A.15.04, 13A.15.13, and (New Chapter) 13A.15.16 Educational Programs in Nonpublic Nursery School - Family*

- The proposed amendments and new chapter would allow family child care programs to operate as a nonpublic nursery school.
- As a result, family child care providers would also be eligible to participate in an approved preparation program and therefore in public prekindergarten.



# Educational Programs in Nonpublic Nursery School (Family)

## NEW Revisions Proposed - **REMOVING** the following:

- Approval to Operate an Educational Program - General Requirements
  - **Removing A(3)**, which stated: *If the provider has enrolled children under the age of two (2) the provider has a staff member that meets the requirements of .06.02A, E(2), and F of this subtitle.*
- Personnel Qualifications
  - **Removing D**, which stated: *The educational program shall have an approved additional adult, as specified in regulation COMAR 13A.15.06.04, to care and supervise for children not enrolled in the approved educational program.*

# Educational Programs in Nonpublic Nursery School (Family) Continued

## **NEW Revisions Proposed:** Regulation .06A

- Previously said the program had to have an administrator, which created some ambiguity as to whether a second person had to be involved.
- As a result, the text was changed to state the following:
  - Educational Program Administrator
    - **The family child care provider shall serve** as the educational program administrator who is responsible for the day-to-day administration of the educational program.
  - Teachers
    - **The family child care provider shall serve** as the teacher to implement the educational program in each class.

# Overview & Intent

## House Bill (HB) 1441 (Legislative Session 2024)

Maryland State Department of Education (MSDE) is required to establish an **Early Childhood Educator Career Ladder** for **eligible private (state funded) prekindergarten providers**. The career ladder is a structured framework developed to:

- **Transform** early childhood education as a high-status profession.
- **Attract** high-performing students to pursue the high-status Early Childhood Education Teaching profession.
- **Retain** high-quality early childhood education teachers who gain additional responsibility, authority, status, and compensation as they gain additional expertise.

## Eligible Participants

The career ladder is designed for:

- **Teachers** and
- **Assistant Teachers**

Employed by **eligible private prekindergarten providers** participating in Maryland's publicly funded early childhood programs.

# Core Components of the Career Ladder

## Compensation & Advancement

- Compensation increases with advancement through ladder levels.
- Educators should be adequately compensated for their work at all levels.
- Opportunities for job-embedded professional development and mentorship are integrated.



## ECE Career Ladder for Maryland's Publicly Funded Pre-K Community-Based Private Providers

| Early Childhood Educator Career Ladder Levels      | Qualification Requirements   | Ongoing Requirements  |
|--|--|---|
| <b>Level 1:</b> Early Childhood Teaching Assistant | <div> <div> <b>Option 1:</b> <ul style="list-style-type: none"> <li>High school diploma <b>AND</b></li> <li>On or before July 1, 2027:               <ul style="list-style-type: none"> <li>Earn and maintain a CDA with Preschool designation <b>OR</b></li> <li>Hold an Associate Degree in ECE or Child Development</li> </ul> </li> </ul> </div> <div> <b>Option 2:</b> <ul style="list-style-type: none"> <li>As of July 1, 2024, have 15 years of documented experience in ECE for at least:               <ul style="list-style-type: none"> <li>20hrs per week, <b>AND</b></li> <li>180 days per year</li> </ul> </li> </ul> </div> </div>   | <b>N/A</b>  |
| <b>Level 2:</b> Prekindergarten Lead Teacher       | <p>To qualify as a lead teacher, an individual must meet <b>ONE</b> of the four pathways:</p> <ol style="list-style-type: none"> <li>Hold a bachelor's degree in ECE/Child Development, or a related field from an institution of higher education accredited by an institutional accrediting association recognized by the U.S. Department of Education, <b>OR</b></li> <li>Hold a foreign bachelor's degree in ECE/Child Development, or a related field (verified for U.S. equivalency) *, <b>OR</b></li> <li>Hold a bachelor's degree in an unrelated field from an institution of higher education accredited by an institutional accrediting association approved by the U.S. Department of Education*, <b>OR</b></li> <li>As of July 1, 2024, have 10 years of documented ECE experience for at least:           <ul style="list-style-type: none"> <li>20hrs per week, <b>AND</b></li> <li>180 days per year(*) (**)</li> </ul> </li> </ol> <p>* If the individual qualifies under any pathway other than option one (1), they must also receive a minimum score on the CLASS assessment (as set by MSDE) to qualify.</p> <p>** If the individual qualifies under pathway four (4), on or before July 1, 2030, they must earn an associate's degree in early childhood education.</p> <p>NOTE: If a candidate for lead teacher already completed their associate's degree in early childhood education, then they have satisfied the last requirement**. At that point, they just need to have 10 years of documented experience and pass the CLASS assessment*.</p> | <p>Complete 20 hours annually of professional development in:</p> <ul style="list-style-type: none"> <li>ECE instruction,</li> <li>Developmentally appropriate practice, <b>AND</b></li> <li>Any other professional skill areas deemed essential by MSDE</li> </ul> |
| <b>Level 3:</b> Early Childhood Consulting Teacher | <ul style="list-style-type: none"> <li>Must be a Lead Teacher in good standing.</li> <li>Starting in 2027–2028, hold or be pursuing Early Childhood Education Certification,</li> <li>Lead other early childhood educators in an effective and disciplined way to improve the curriculum and instruction of prekindergarten students,</li> <li>Demonstrate the skills and knowledge to mentor early childhood assistant teachers and new prekindergarten lead teachers, including by helping them to meet the educational and certification qualifications necessary to qualify for and maintain status on the career ladder</li> <li>Supervise and support prekindergarten lead teachers, if practicable through prekindergarten provider hubs, in one or more sites in order to improve developmentally appropriate instructional practices for prekindergarten students.</li> </ul>   | <b>N/A</b>  |

# Responsibilities of Private Providers

## A. Implementation Planning

- Establish internal tracking systems for educator qualifications, experience, and professional development.
- Create or partner with professional development providers offering CDA, Associate, and Bachelor's programs.

## B. Support Structures

- Develop or join Prekindergarten Provider Hubs to:
  - Coordinate mentorship programs
  - Facilitate CLASS assessments
  - Support cross-site collaboration and supervision

# Responsibilities of Private Providers (continued)

## C. Compliance Monitoring

- Report annually to MSDE on:
  - Educator advancement
  - Compensation alignment with ladder levels
  - Professional development participation

## Communications & Interest Holder Engagement

- MSDE Division of Early Childhood shall host provider information sessions and Q&A forums throughout FY2026.
- Develop materials that reflect your community and all families to support outreach and compliance.

## Resources and Technical Assistance

- State-funded stipends or tuition assistance for degree-seeking educators
- CLASS assessment training & preparation for providers and educators
- Mentorship toolkit for Level 3 educators

## Conclusion

Maryland's Early Childhood Educator Career Ladder establishes a professional pathway that values experience, supports growth, and enhances quality across Maryland's private prekindergarten settings.

Timely preparation, investment in educator development, and support will ensure implementation and positive outcomes for children, families, and educators.