Appendix A

House Bill 516

Chapter 25

(House Bill 516)

AN ACT concerning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(e)   A member of the Workgroup:

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

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

(f)   The Workgroup shall:

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

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

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

     (ii)   a sliding income scale for family contribution;

     (iii)   capacity of existing high quality providers and credentialed staff;

     (iv)   a plan to increase capacity of high quality providers and staff;

     (v)   the impact on school space;

     (vi)   the impact by jurisdiction;

     (vii)   the potential for school systems to partner with private providers or Head Start centers to increase capacity; and

     (viii)   any options to merge various funding streams for prekindergarten to provide a seamless and diverse experience for families.

     (g)   On or before September 1, 2017, the Workgroup shall report its findings and recommendations to the Commission on Innovation and Excellence in Education.

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

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

Appendix B

Statement of Work

Senate Bill 516

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

Statement of Work

<u>Purpose:</u>

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

<u>Charge</u>

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

1. a mixed delivery system of public and private providers meeting the high quality requirement;

2. a sliding income scale for family contribution;

3. capacity of existing high quality providers and credentialed staff;

4. a plan to increase capacity of high quality providers and staff;

5. the impact on school space;

6. the impact by jurisdiction;

7. the potential for school systems to partner with private providers or Head Start centers to increase capacity; and

8. any options to merge various funding streams for prekindergarten to provide a seamless and diverse experience for families."

<u>Report Submission</u>

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

<u>Meeting Dates</u>

- Meeting1: Friday, May 12, 2015, 1:00 pm to 3:00 p.m.

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

- Meeting schedule: Dates to be determined.

<u>Membership</u>

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

2. House of Delegates Member, the Honorable Eric Ebersole, District 12

3. Senate Member, the Honorable William Ferguson, District 46

4. Prekindergarten Teacher, Michele Dean, Paige ES, Montgomery County Public Schools

5. Principal, Elise Burgess, Sally Ride ES, Montgomery County Public Schools

6. Early Learning Supervisor, Karen Karten, Somerset County Public Schools

7. Washington County Public Schools, Stacy Henson, Ed. D., Coordinator for Early Learning

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

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

10. White Marsh Child Care 1, Becky Yackley, Director

11. Maryland Head Start Association, Simeon Russell, Executive Officer

12. Maryland State Child Care Association, Ms. Christina Peusch, Executive Director

13. Maryland State Family Child Care Association, Jacqueline Grant, President

14. SEIU Local 500 Child Care Division, Crystal Barksdale, Owner of Ms. Crystal's Little Rugrat's

15. Maryland Family Network, Clinton McSherry, Director of Public Policy

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

17. Maryland PTA

18. Parents Place

19. Ready At Five, Steven R. Hicks, Executive Director

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

21. Children's Center of Walkersville, Ginny Simoneau, Owner

22. Greenbelt Children's Center, Flora Gee, Director

23. The Maryland After School Association, Sharon Vance, President

24. Catholic Archdiocese of Washington, Toby Harkleroad, St. Francis International School, Silver Spring

Staff:

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

Workgroup meeting location:

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

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

Appendix C

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

House Bill 516

Workgroup to Study the Implementation of Universal Access

to Prekindergarten for 4-Year-Olds

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

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

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

Meeting #1

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

Agenda:

➤ Welcome and Introductions by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development

➤ Workgroup Purpose – Rachel Hise, Principal Policy Analyst at the Maryland Dept of Legislative Services

➤ Presentation of "A Comprehensive Analysis of Prekindergarten in Maryland – January 2016" report – Simon Workman, Associate Director, Early Childhood Policy, Center for American Progress

➤ Discussion

➤ Next Steps

       What additional data do we need?

Next meeting: TBD

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

Center for American Progress

HB 516 Workgroup

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

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

May 12, 2017

1

January 2016 APA Prekindergarten Report

- Reviewed literature on benefits of prekindergarten

- Assessed current prekindergarten services in Maryland, including quality, funding, and capacity

- Compares Maryland to a set of peer states

- Estimates costs, benefits, and return on investment of high-quality prekindergarten at different participation levels

- Presents two funding models

January 2016 APA Prekindergarten Report

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

January 2016 APA Prekindergarten Report

- Estimated that MD had capacity to serve 56% of 4-year-olds in a public school setting or high-quality community setting (defined as EXCELS level 5 or accredited)

- Cost study estimated EXCELS level 5 public school program at $12,111 per child and child care center at $10,484 per child (both based on 6.5 hour day, 180 days per year)

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

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

January 2016 APA Prekindergarten Report

- Recommendations for phasing-in universal access – starting with low income families, and increasing availability of high-quality.

- Two funding models presented:

  - State/local share

    - Local contribution determined using same equalized allocation used in foundation funding formula

    - State contribution flows through LEA to public schools and community sites

  - State/local/family share

    - Family contribution based on household income – sliding scale, with lowest income paying nothing, and higher income paying larger share

    - Local contribution based on first model (funding formula), then reduced by family contribution

    - State contribution flows through LEA to public schools and community sites, LEA responsible for income verification and family fee collection

2017 Analysis for HB 516

- Capacity data includes child care centers and public school programs at EXCELS level 4 and 5 with a certified teacher

- Public school slots include full and ½ day programs

- Center capacity is total licensed capacity – data does not delineate specific capacity for 4-year-olds/PreK only

- Estimates of number of 4-year-olds in MD based on average of past three years kindergarten enrollment

2017 Analysis for HB 516: Capacity

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

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

2017 Analysis for HB 516: Unmet Need

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

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

Analysis of Maryland Prekindergarten capacity data, 2017

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

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

- Capacity data includes centers and PreK programs at EXCELS levels 4 and 5 only. No FCC providers have a certified PreK teacher.

- Center capacity is total licensed capacity - data does not delineate specific capacity for 4 year olds/PreK only

- Public school capacity includes full and half day slots. There are 17,242 ½ day slots, converting all to full day would result in total public full day slots of 19,981 (a reduction of 8,623 statewide, resulting in total unmet need of 35,891).

- 2010 Census and 2014 population estimates indicate there were 75,455 4-year-olds statewide in 2014. The 3-year Kindergarten average calculation covers approximately 88% of this population estimate.

- 2016 APA PreK report estimates additional 27,713 slots needed, compared to 27,268 in this updated analysis

House Bill 516

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

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

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

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

Meeting #1

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

Meeting Notes:

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

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

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

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

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

Issues/Questions Raised by the Workgroup

1. Current ratio of full day to half day Pre-k

2. Capacity counts should include children with disabilities

3. Opportunities for providers to improve quality (EXCELS 4 and 5)

4. Readiness for certified teachers

5. Networking model to address capacity (including family child care)
   -Note: Mr. Workman will provide the Seattle model for including family child care

6. The need for multiple models to consider

7. The cost of tuition in community-based programs

8. Cost of tuition varies by locale
   -Note: The Commission will consider the Geographic Cost of Education Index and adjustments may be made to the base cost per child based on location. This workgroup will provide information on cost to the Commission.

9. Consider the State's current infrastructure to determine subsidy and co-pays

10. Communication with School Finance Officers to discuss how parent fees may be collected

11. What additional data is needed and where can that data be found

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

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

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

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

HB 516 Workgroup Meeting May 12, 2017

Questions/Concerns Provided by Workgroup Members

Professional development:

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

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

Certified Teacher in Community Based Center/home:
   1. Could family child care providers who are also certified in ECE serve as the hub or network leader?

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

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

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

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

Transportation for PreK Students:
1. Transportation considerations – possible increased or decreased need.

Sliding Income Scales:

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

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

OTHER:

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

4. Consider – Blending/braiding of funding: State/local/Family/Child Care subsidy. Question – to give more children access or less children full day access? How can we model – or find other examples of braiding child care subsidy funding with public PreK funding? SUBSIDY ONLY COMES INTO PLAY IF THE PARENT/CHILD QUALIFY AND RECEIVE.

5. If all kids are below 300% receive free PreK, how much child care subsidy funding is made available? How can we model – or find other examples of braiding child care subsidy funding with public PreK funding? SUBSIDY ONLY COMES INTO PLAY IF THE PARENT/CHILD QUALIFY AND RECEIVE.

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

7. Has to understand how universal PreK system intersects with zero to five system. There needs to be support for family providers to learn about MD College and Career Standards and provide professional development. MOST PD COVERS THIS.

8. Can we use alternative metrics for quality besides EXCELS? I THINK THIS SHIP HAS SAILED WITH THE LEGISLATURE.

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

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

MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds	Meeting Date:	Friday, May 12, 2017, 1 to 3 pm
Facilitator:	Elizabeth Kelley	Place/Room:	MSDE, 8th floor, conference rm 6/7

Name	Title	Company	Phone	Fax	E-Mail
Michele Dean	PreK Teacher	MCPS	304 839 4356		Michele_A_Dean@mcpsmd.org
Karen Karten	EC Coordinator	SCPS	410 651-1275		KKarten@somerset.k12.md.us
Simeon Russell	Ex. Officer	MHSA	301-7449472		execdir@md-hsa.org
Flora Gee	Director	Greenbelt Children's Center	301-345-8830	301-345-0874	flora@greenbeltchildrens
Rachel London	Deputy Director	MDDD Council	410-767-3786		RLondon@md-council.
Crystal Barksdale	Secretarial Provider	SEIU	443-838-6852	410-525-6335	mscrystalslittle rugrats@gmail.
Jacqueline Grant	President	MSFCCA	240 9940292		jacqueline.m. grant@gmail.com
Steven Hicks	Executive Dir	Ready At Five	410/ 788-5725	410/ 788-5115	steven@readyatfive
Rachel Hise					

MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds		Meeting Date:	Friday, May 12, 2017, 1 to 3 pm
Facilitator:	Elizabeth Kelley		Place/Room:	MSDE, 8th floor, conference rm 6/7

Name	Title	Company	Phone	Fax	E-Mail
Stacy Henson	Coordinator of Early Learning	WCPS	301-766-8722		hensosta@wcps.k12.md.us
Shawn Rose	VP	MSCCA	301-717-3709		shawn@rockspring ep.cor
Shari Sierra	Pre Kindergarten Teacher	SMCPS	301 994 2205		SISierra@smcps.org
(Kelly Hall) Glenna Edwards	Exec. Director Principal	Smcps	301-994 2205		gledwards@smcps.org
Sharon Vance	President	Maryland After School Association	410.504.7340		sleevance@gmail.com
Tracy Jost	Owner	Kid's Campus	301-412 4577		tracyjost@comcast.net
Eric Ebersole	State Delegate	MD Leg.	443 668 7362		eric.ebersole@house.state.md.us.
Tobias Harkleroad	Principal	St. Francis Int'l School	301-434-2344		tharkleroad@sfismd.org
Clinton Macsherry	Director of Public Policy	Md. Family Network	410-370-9429		cmacsherry@marylandfamilynetwork.org

Appendix D

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

House Bill 516

Workgroup to Study the Implementation of Universal Access

to Prekindergarten for 4-Year-Olds

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

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

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

Meeting #2

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

Agenda:

➤ Welcome by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development

➤ Review notes (May 12) from groups

➤ Clarification of Charge to Workgroup - Legislators

➤ Review data requested at May 12 meeting-Simon Workman

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

➤ Debrief

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

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

Center for American Progress

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

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

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

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

House Bill 516

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

Meeting Notes: June 8, 2017

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

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

Meeting Outcomes:

Clarification of charge
Small groups develop elements for the recommendations report to the Commission

Meeting Notes:

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

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

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

Review Notes
Meeting notes were accepted with no changes.

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

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

<u>Review data requested at May 12 meeting - Simon Workman</u>

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

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

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

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

<u>Debrief – Ms. Kelley</u>
Small Group Report Out: Please see handout entitled, "Forming Recommendations for Implementation Of PreK Expansion In Maryland" for notes from workgroup discussions.

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

HB 516 Workgroup: June 8, 2017 Meeting

Notes From Small Discussion Groups

FORMING RECOMMENDATIONS FOR IMPLEMENTATION OF

PREK EXPANSION IN MARYLAND

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

Option 1 -

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

County – collaboration locally

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

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

Option 2 –

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

PreK Expansion model – LEAs, local ECACs report

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

IEP students should be added to plans

Option 3 –

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

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

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

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

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

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

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

Option 4 –

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

Monitoring – state level oversight.

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

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

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

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

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

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

Option 5 –

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

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

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

Topic 2: Funding Flow – Funding Model, Accountability

Option 1 -

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

Who does RFP? Accountability and modeling.

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

Option 2 –

Up/increase flat funding by child look at cost.

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

Set a cost per child.

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

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

Would vouchers for students be considered?

Option 3 –

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

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

Should flow to LEA and then to PreK.

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

Would there be a sliding family scale?

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

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

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

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

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

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

Increase flat funding.

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

MOUs could be monitorable.

Important to have accountability of funding.

Option 4 –

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

OR

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

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

Option 5 –

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

County government doesn't have established relationship with MSDE.

Topic 3: Capacity Building – Professional Development, Program Quality

Option 1 –

Working with child care providers.

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

ECAC organizes PD with community and public schools.

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

System standards (accreditation) – state wide.

Option 2 –

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

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

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

Option 3 –

Consistent high standards are across board.

Streamline a structure to consolidate/crosswalk across various accreditations.

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

Shared PD.

Option 4 –

ECAC as valuable knowledge resource.

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

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

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

Consideration to build workforce.

Cultural considerations.

Option 5 –

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

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

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

Are we phasing in experience for every child? or

Increasing experience for low income? Or

Hybrid?

FARMS – full day? Other children – half day?

How can we hold a public school teacher floating accountable?

Professional development needs to utilize mentorship, observing, reflection

MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds		Meeting Date:	Thursday, June 8, 2017, 9 am to 11 am
Facilitator:	Elizabeth Kelley		Place/Room:	MSDE, 8th floor, conference rm 6/7

Name	Title	Company	Phone	Fax	E-Mail
Tracy Henson	Coordinator for Early Learning	WCPS	301-766-8722		hensosta@ wcps.k12. md.us
Eric Ebersole	State Delegate		410 841 3328		eric-ebersoyer @hru.state.md.us
Tobias Harkleroad	Principal	SFIS	301-434-2344		tharkleroad@ sfismd.org
Elise Burgess	Principal	MCPS	301 353 0994		elise_m_burgess@ mcpsmd.org
Clinton Macsherry	Director of Public Policy	MFN	410-659-7701 x126		cmacsherry@maryland familynetwork.org
Rachel London	Deputy Director	MDDC	410-767-3786		RLondon@md-council.org
Sharon Vance	Pres	MdAA	410-504-7340		Sharon.vance@ maryland.gov
Ginny Simmons	Owner	CCW	301-898-5143		ccwaltersville@gmail.com
Simon Workman	Assoc. Dir ECE	CAP			sworkman@americanprogress.org
Simeon Riversol	Exec office	MHSA	301-744-9472		steedir@md-hsa.org
Rebecca Yackler	Director	White Marsh Child Care Ctr	410 931 0555	410-931-9718	byackler@ hotmail.com
Flora Gee	Director	GbH Ch. Ctr	on file		

MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds	Meeting Date:	Thursday, June 8, 2017, 9 am to 11 am
Facilitator:	Elizabeth Kelley	Place/Room:	MSDE, 8th floor, conference rm 6/7

Name	Title	Company	Phone	Fax	E-Mail
Shari Sierra	Prekindergarten Teacher	Smcps	301 9040292		SIsierra@smcps.org
Kelly Hall	Ex. Director	SMCPS	301-475-5511 ext 32136		Kmhall@smcps.org

MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds	Meeting Date:	Thursday, June 8, 2017, 9 am to 11 am
Facilitator:	Elizabeth Kelley	Place/Room:	MSDE, 8th floor, conference rm 6/7

Name	Title	Company	Phone	Fax	E-Mail
Michele Dean	Teacher PreK	MCPS	304839 4356		Michele_A_Dean@mcpsmd.org
Karen Karten	EC Coordinator	SCPS	410 651-1275		KKarten@somerset.K12.MD.US

Appendix E

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

House Bill 516

Workgroup to Study the Implementation of Universal Access

to Prekindergarten for 4-Year-Olds

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

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

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

Meeting #3
Meeting Outcomes: Build whole group consensus on governance and funding.

Agenda:

➤ Welcome by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development

➤ Approval of meeting notes (June 8)

➤ Review small group recommendations from June 8th meeting- Governance and Funding Flow

➤ Build whole group consensus on Governance and Funding Flow

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

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

House Bill 516

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

Meeting Notes: June 29, 2017

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

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

Meeting Outcomes:

Build whole group consensus on governance and funding

Meeting Notes:

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

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

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

Review Notes
Meeting notes were accepted with no changes.

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

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

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

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

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

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

Information from Chart Paper

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

HB 516 Workgroup: June 29, 2017 Meeting

Notes from Whole Group Discussion

FORMING RECOMMENDATIONS FOR IMPLEMENTATION OF

PREK EXPANSION IN MARYLAND

Topics: Governance, Funding Flow, & Cost Drivers

Governance - Entity, Role, & Considerations

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

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

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

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

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

Funding Flow – Entity, Role, & Considerations

State distributes funds ⟹ to LEA, who sub-grants funds ⟹ to community-based programs

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

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

Per pupil funding amount

Earlier registration for planning #'s

Cost Drivers

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

MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds	Meeting Date:	Thursday, June 29, 2017, noon to 3 pm
Facilitator:	Elizabeth Kelley	Place/Room:	MSDE, 8th floor, conference rm 6/7

Name	Title	Company	Phone	Fax	E-Mail
Flora Gee	Director	MDAEYC Greenbelt Children's Center	301-345-8830	301-345 0874	flora@greenbeltchildrens center.com
Steven Hicks	Exec Dir	Ready At Five	410/7885725		steven@readyatfive.org
Tracy Jost	Owner	Kids Campus	301-412-4577		tracyjost@comcast.net
Chris Peusch	Exec Dir	MSCCA/MDAEYC	410 820 9196		mscca1@comcast.net
Tobias Harkleroad	Principal	SFIS/ADW/ MCC	301-434-2344		tharkleroad@ sfis.md.org
Stacy Henson	Coordinator of Early Learning	Washington Co. Pub Schools	301-766-8722		hensosta@.wbps. K12.md.us
Rachel Hise	Lead Analyst	Dept of Legislative Services	410-946-5510		rach@mlis.state.md.us
Sharon Vance	President	Md AK	410 504-7340		sleevance@ gmail.com
Elise Burgess	Principal	MCPS	609 238 2720		elise_m_burgess@ mcpsmd.org
Crystal Barked	Provider Scc.	SeIu	443-838 6852		mscrystalslittly rugrats@gm

MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds	Meeting Date:	Thursday, June 29, 2017, noon to 3 pm
Facilitator:	Elizabeth Kelley	Place/Room:	MSDE, 8th floor, conference rm 6/7

Name	Title	Company	Phone	Fax	E-Mail
Jacqueline Grant	President	MSFCCA	2409940292		jacquline.ngrant@gmail.con
Kelly Hall	Ex. Director	SMCPS	301-475-5511 ext 32136		Kmhall@smcps.org
Michele Dean	Teacher-PreK	MCPS	304.835.4356		michele_a_dean@mcpsmd.org
Bill Ferguson	State Senator 46th Dist	Gen. Assembly	410-841-3600		bill@billforbaltimor.com
Clinton Macsherry	Dir. of Public Policy	MD Family Network	410-370-9429		cmacsherry@marylandfamilynetwork.org
Rachel London	Deputy Director	MD DD Council	410-767-3786		RLondon@md-council.org
Eric Ebersole	Delegate	D/2	410 841 3328		
Vanessa Atterbeary	Delegate	D13	410 841-817		
Elizabeth Kelley	Asst St Sup	MSDE			
Crystal Burkel	Sec. SEIU	SEIU	443-835-6854	410-525-0335	mscrystalslittlerugrats@gmail.

Appendix F

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

House Bill 516

Workgroup to Study the Implementation of Universal Access

to Prekindergarten for 4-Year-Olds

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

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

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

Meeting #4
Meeting Outcomes: Build whole group consensus on funding structure and cost drivers.

Agenda:

➢ Welcome by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development

➢ Approval of meeting notes (June 29th)

➢ Overview of West Virginia's Universal Pre-K roll out (lessons learned)
    Dr. Michael Martirano, Interim Superintendent, Howard County Public School System

➢ Build whole group consensus on Funding Structure and Cost Drivers
    Dr. Simon Workman, Associate Director, Early Childhood Policy Center for American Progress

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

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

Center for American Progress

Maryland Pre-K Workgroup Cost Drivers

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

July 10, 2017

Center for American Progress

Cost of Quality

- General cost drivers
  1. Qualifications – increased wages and expanded benefits
  2. Ratios – reducing ratios reduces revenue
  3. Time – add staff time for staff meetings, paid planning time, child assessment, family engagement, transition activities etc.

- Maryland EXCELS cost estimates
  - Ratios are the same at each level so not addressed.
  - Cost drivers kick in at EXCELS levels 4 and 5, level 3 is used as the base.
  - Provider cost of quality calculator used to estimate costs in 2016 APA report.

Center for American Progress

Cost Driver: Compensation

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

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

Center for American Progress

Cost Driver: Benefits

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

Level	Paid Holidays	Paid Leave	Other benefits (Health/Retirement)
Base (level 3)	10	10	$1,000 per employee
Level 4	10	15	$500 contribution to retirement Total of $3,360
Level 5	10	15	Total of $3,696 per employee

- Additional benefits (public schools)
  - Estimated at $15,000 per employee
    - Based on sample of urban and rural school districts in Ohio

Cost Driver: Staff Time

Center for American Progress

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

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

- Additional time is calculated based on assistant teacher salary

Non-personnel expenses

Center for American Progress

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

Family Child Care Homes

Center for American Progress

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

Cost Drivers - Family Child Care Homes

Center for American Progress

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

Calculating Cost per Child

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

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

Adequacy Study Models

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

Final Adequacy Study Recommendation

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

- Regional cost adjustment – the Geographic Cost of Education Adjustment (GCEI) – accounts for different wages across the state. Study recommended moving to a different way to calculate this.

Questions on cost drivers

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

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Other Considerations

- "Seamless and diverse experience for families"
  - For children in private centers or homes, how is the rest of the day/year funded? How does the Pre-K funding blend with other subsidies in a seamless way from family perspective?
  - Where are low-income PreK kids in public school settings currently served during summer and after school?

- "Sliding income scale for family contribution"
  - Need for family income verification – who can do this?
  - Who collects the family contribution?
  - At what level do family contributions begin?

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Example of Sliding Scale Family Contribution

SEATTLE PRESCHOOL PROGRAM
2017-2018 Sliding Scale
Estimated Annual Tuition

- City administers program - collects tuition and reimburses providers directly.

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Example of Sliding Scale Family Contribution

- CAP tax credit proposal

TABLE 2
High-quality Child Care Tax Credit amounts at different family income levels for children younger than age 3

Center for American Progress

Example of FCC Home Hub-Network Model

Hub Responsibility
- Contracts with state/locality
- Recruits network of FCC providers
- Serves as fiscal agent
- Provides technical assistance to network to keep in compliance with state requirements

Providers
- Commit slots to PreK program
- Participate in technical assistance/PD
- Contracts and works with Hub to ensure compliance with PreK standards
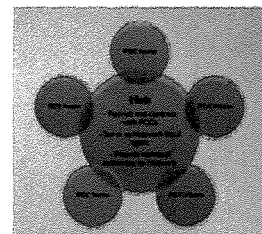
From Seattle Preschool Program

Center for American Progress

Example of FCC Home Hub-Network Model

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

From Seattle Preschool Program

Center for American Progress

References

- APA Maryland Adequacy Study:
  http://www.marylandpublicschools.org/Documents/adequacystudy/AdequacyStudyReportFinal1 12016.pdf
- Seattle Preschool Program Network-Hub Model RFI:
  https://www.seattle.gov/Documents/Departments/DEEL/FundingOpportunities/RFIs/2017/FCCpil otInfoSessionPPT.pdf
- Seattle Preschool Program FCC Advisory Committee Recommendations:
  https://www.seattle.gov/Documents/Departments/OFEAboutTheLevy/EarlyLearning/FCC-SPPPilotFinalRecommendation-March2016.pdf
- CAP High-Quality Child Care Tax Credit Proposal: https://www.americanprogress.org/issues/early-childhood/reports/2015/09/02/119944/a-new-vision-for-child-care-in-the-united-states-3/
- Provider Cost of Quality Calculator: www.ecequalitycalculator.com

HOWARD COUNTY PUBLIC SCHOOL SYSTEM
EDUCATIONAL PARTNERSHIP DECLARATION

between

Howard County Office of Children and Families,

Howard County Licensed Child Care Centers

and

Howard County Public School System

Vision

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

Mission

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

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

Objectives

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

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

- Refer families that may be eligible to Howard County Public School System Pre-K (www.hcpss.org/schools/pre-k-programs/), 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
  o Become a part of the school community by subscribing to the school newsletter. (https://subscriptions.hocoschools.org/) and keep families informed of relevant information
  o Introduce child care center teachers to the kindergarten teachers and provide opportunities for the child care center teachers to observe a kindergarten class.
  o Invite HCPSS kindergarten staff to child care center events, as appropriate.
  o Schedule a spring tour of the school for the child care center students who will be attending kindergarten the next school year.
  o Volunteer in early childhood classrooms and attend school events as appropriate and scheduling allows.
  o 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:
  o 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.
  o 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.).
  o 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.
  o Welcoming child care center staff to volunteer in kindergarten classrooms or at events (e.g., Learning Parties).
  o 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

House Bill 516

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

Meeting Notes: July 10, 2017

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

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

Meeting Outcomes:

Build whole group consensus on funding structure and cost drivers

Meeting Notes:

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

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

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

Review Notes
Meeting notes were accepted with no changes.

Lessons Learned from West Virginia's Universal Pre-K Roll Out
Dr. Michael Martirano, Interim Superintendent, Howard County Public Schools

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

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

Build Whole Group Consensus on Funding Structure and Cost Drivers
Dr. Simon Workman, Associate Director, Early Childhood Policy Center for American Progress

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

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

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

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

  -Transportation and construction costs

  -Layering funding similar to the Head Start–Child Care partnership model

  -Building on the existing Pre-K Expansion (PDG) model

  -What are the complexities of a sliding fee scale?

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

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

Adjournment

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

MEETING SIGN-IN SHEET: MEMBERS

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

Name	Title	Company	Phone	Fax	E-Mail
Cathy Spencer, PhD	Asst. Superintendent	Archdiocese of Washington	301-853 4590		spencerc@adw.org
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MARTIRANO	Superintendent	HCPSS			michael_martirano@hcps
Eric Ebersole	Delegate	State			
Vanessa Attobery	Delegate	State			
Liz Kelley		MSDE			
Judy Walker	MSDE EL Branch Ch	MSDE			
Jim Rosapepe	Senator	State			
Crystal Barksdale	Family Child Provider SEIU	SEIU	443-838 6856		mscrystalslittle rugrats@gmail.u
Bill Ferguson	Rep. State Senator (46D)	MDGA	410-841-3600		bill.ferguson@senate. state.md.us

MEETING SIGN-IN SHEET: OBSERVERS

Project:	Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year Olds	Meeting Date:	Monday, July 10, 2017 9:30am to 12:30pm
Facilitator: Elizabeth Kelley		**Location:** MSDE, 8th floor conference rm 6/7	

Name	Title	Company	Phone	E-Mail
Tiffany Johnson Clark	Dept. Dir. of Gov't Rel.	MSDE	410·767 0090	tiffany.clark@ maryland.gov
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Melissa Broome	Legislative Director	City Schools	443 525 3038	McBroome@bcps.k12.md.us
Monica Ortiz	Policy officer for ECE	MC DHHS	240-777-1867	Monica.ortiz@montgomerycountymd.gov
Matt Stousky	Director of Financial Ops.	AACPS	410-222-57~~~	~~~@AACPS.org~~~
Garrett O'Day	Associate Director	MD Catholic Conference	443-510-4501	Garrett@MDCATHCON.org
Shawn Rose	VP MSCCA	Rock Spring Childver's Centr	301 717 3709	shawn@comcast.net

Appendix G

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

House Bill 516

Workgroup to Study the Implementation of Universal Access

to Prekindergarten for 4-Year-Olds

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

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

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

Meeting #5

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

Agenda:

➢ Welcome by Workgroup Chair –Elizabeth Kelley, Acting Assistant State Superintendent for the Division of Early Childhood Development

➢ Approval of meeting notes (July 10th)

➢ Review and clarify Governance and Funding Model Options. Propose recommended option.

➢ Discuss and build group consensus on remaining recommendations to include in the report.

Draft report will be sent out for feedback the week of July 31st.

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

Universal PreK Funding Models

Option 1
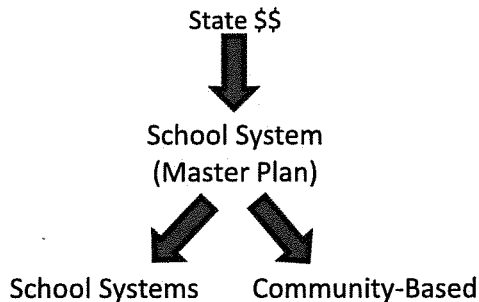
State $$

↓

School System
(Master Plan)

↙ ↘

School Systems   Community-Based

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

Considerations:

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

Option 2

State $$

↓

Collaborative (such as Local ECACs)

↙ ↘

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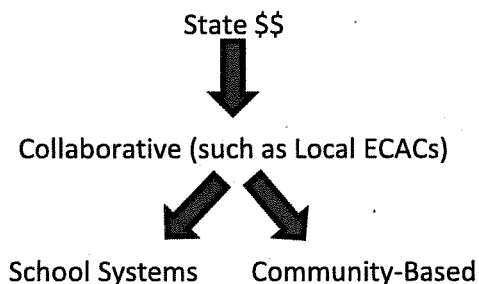
> In this funding model, the funds will be distributed, per jurisdiction, by a collaborative (such as the Local ECAC). The Local ECAC or other collaborative provides oversight and distributes funds to both the LSS and community-based programs.

Considerations:

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

Option 3 (current model)
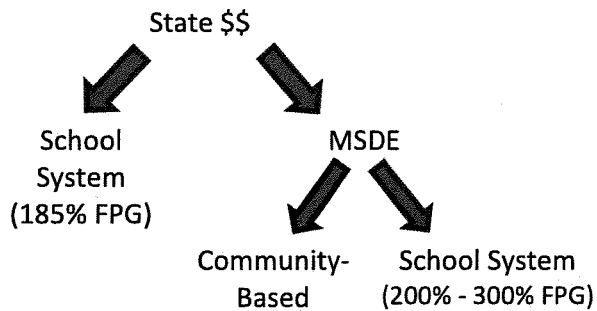
State $$

School System (185% FPG)   MSDE

Community-Based   School System (200% - 300% FPG)

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

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

Option 4

State $$

MSDE

Grantee

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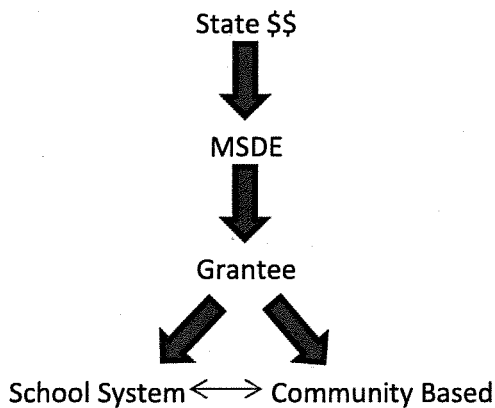
In this funding model, the funding will come from the State to MSDE. MSDE will administer grants to both LSS and community-based programs. MSDE will provide monitoring and technical assistance to all grantees.

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

Definition of a High Quality Prekindergarten Program

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

(a) Staff with high qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through the Maryland Approved Alternative Preparation Program (MAAPP), a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, as well as teaching assistants with appropriate credentials;

(b) High-quality professional development for all staff which includes individualized professional development plans and coaching;

(c) A child-to-instructional staff ratio of no more than 10 to 1;

(d) A class size of no more than 20 with, at a minimum, one teacher with high qualifications as outlined in paragraph (a) of this definition;

(e) A Full-Day program with an instructional day of no less than the local school system's established length of day for K-5;

(f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

(g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the Maryland Early Learning Standards;

(h) Individualized accommodations and supports so that all children can access and participate fully in learning activities

(i) Instructional staff salaries are comparable to the salaries of local K-12 instructional staff;

(j) Program evaluation to ensure continuous improvement;

(k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and involves screening and referrals

(l) Evidence-based health and safety standards.

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

Senate Bill 516

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

Statement of Work

<u>Purpose:</u>

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

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

1. a mixed delivery system of public and private providers meeting the high quality requirement;

2. a sliding income scale for family contribution;

3. capacity of existing high quality providers and credentialed staff;

4. a plan to increase capacity of high quality providers and staff;

5. the impact on school space;

6. the impact by jurisdiction;

7. the potential for school systems to partner with private providers or Head Start centers to increase capacity; and

8. any options to merge various funding streams for prekindergarten to provide a seamless and diverse experience for families."

<u>Report Submission</u>
The recommendations shall be submitted to the Commission on Innovation and Excellence in Education on or before September 1, 2017.

House Bill 516

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

Meeting Notes: July 26, 2017

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

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

Meeting Outcomes:

Build whole group consensus on workgroup recommendations to include in report

Meeting Notes:

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

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

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

Review Notes
The meeting notes from July 10th were accepted with the change that Simon Workman is not a PhD

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

Option 1
Questions and Considerations:

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

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

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

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

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

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

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

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

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

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

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

Option 2
Questions and Considerations:

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

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

How are ECAC's currently appointed or assigned?

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

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

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

Option 3
Questions and Considerations:

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

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

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

Option 4
Questions and Considerations:

MSDE should provide oversight for all PreKindergarten

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

Workgroup members reiterated the point that phase-in is key

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

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

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

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

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

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

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

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

<u>Build Whole Group Consensus on the Remaining Recommendations to include in the Report</u>
Judy Walker led a discussion on the other recommendations to include in the report, per the statement of work. Workgroup members suggested using funds for children with special needs, using subsidy funds to support wrap around care, and use of Title I funds per ESSA, opportunities to partner with Head Start

Members of the Head Start community addressed the group with updates in reference to the potential to partner with Head Start:
-All Head Start programs must be full-day by 2021
-50% of Head Start programs must be full-day by 2018
-Considerations for 3 year-olds who age out of Early Head Start at age 3, but are not yet eligible to participate in a Prekindergarten program for 4-year-olds.

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

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

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

<u>Adjournment</u>
Ms. Kelley announced this is the last workgroup meeting and thanked the members for their participation.

MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year Olds	Meeting Date:	Wednesday, July 26, 2017 12:00 noon to 3:00pm
Facilitator:	Elizabeth Kelley	Location:	MSDE, 8th floor conference rm 6/7

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MEETING SIGN-IN SHEET: MEMBERS

Project:	Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year Olds	Meeting Date:	Wednesday, July 26, 2017 12:00 noon to 3:00pm
Facilitator: Elizabeth Kelley		**Location:** MSDE, 8th floor conference rm 6/7	

Name	Title	Company	Phone	E-Mail
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