

HHS/ED COMM #1
April 30, 2009
Worksession

MEMORANDUM

April 28, 2009

TO: Health and Human Services Committee
Education Committee

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: **Worksession: FY10 Operating Budget**
Review of Items Assigned Jointly to the Health and Human
Services and Education Committees (see list below)

On April 16, the Health and Human Services and Education Committees met to discuss budget items with health and human service and education implications. Follow-up information on the SHARP Street Suspension program, provided at ©1, reports on church concerns related to recommended budget reductions and program restructuring, as requested by Councilmembers.

Today the Committees will jointly review the following FY10 operating budget items:

- Child Care Subsidies
- Pre-Kindergarten and Head Start
- Other Early Childhood Services
- Services to Children with Special Needs
- Parent Support Services

Those expected for this worksession:

Department of Health and Human Services
Uma Ahluwalia, Director
Corinne Stevens, Chief Operating Officer
Kim Mayo, HHS Budget Team Leader
Kate Garvey, Chief, Children, Youth and Families
Patsy Evans, Community Action Agency

Montgomery County Public Schools

Dr. Marshall Spatz, Management and Budget Director

Michael Cohen, Director, Department of Instructional Programs

Janine Bacquie, Director, Division of Early Childhood Programs and Services

Felicia Piacente, Director, Division of Preschool Special Education and Related Services

Julie Bader, Supervisor, Child Find/Early Childhood Disabilities Unit

Office of Management and Budget

Mary Beck

Trudy-Ann Hunter

I. EARLY CHILDHOOD SERVICES

Testimony from the Maryland Community Association for the Education of Young Children and the Commission on Children on a variety of issues related to the services for young children and their families is attached at ©2-5 and will be referenced in the appropriate section.

**A. UNIVERSAL PRESCHOOL IMPLEMENTATION WORK GROUP
RECOMMENDATIONS**

The Council’s appointed Universal Preschool Implementation Work Group developed recommendations for implementing a countywide program that would provide all County four-year-olds the opportunity to participate in a high-quality preschool program. Although the Executive’s recommended FY10 budget does not propose expansion of early childhood education services, the Work Group’s recommendations to maintain existing early childhood services and supports to child care providers are relevant to recommended budget reductions for review by the Committees today.

The Work Group advocated for “expanding preschool education options as one component of how the County strengthens early childhood services to improve the school readiness of very young children from birth to age five across all developmental domains, e.g., language, literacy, physical, social, emotional, and cognitive.” In order to make progress in expanding preschool education services, the Work Group specifically recommended that the Council:

- **Maintain full funding for existing early childhood services from birth through age five;**
- **Sustain the existing requirement under the Bridge to Excellence in Public Schools Act of 2002 to enroll four-year-olds from economically disadvantaged backgrounds (185% of the Federal poverty level);**

- **Grow the pool of high quality preschool providers using a variety of support services (e.g., training, technical assessment, scholarships, English language development), targeting child care providers at all levels;**
- Engage all types of preschool and childcare providers in efforts to expand preschool opportunities for children;
- Initially expand Preschool for All services to children whose family income is at or below 300% of the Federal poverty level and communities with greatest need; and
- Fully utilize any funding made available for Preschool for All services and make local resources available to the extent necessary to access State, Federal, or private funding and ensure the delivery of high quality Preschool for All services with adequate infrastructure support.

The full Executive Summary included in the Work Group's final report is attached at ©6-8.

B. PRE-KINDERGARTEN AND HEAD START SERVICES

For FY10, the Executive and Board of Education recommended funding to support the same number of publicly funded slots for FY09 for the following programs: MCPS Pre-Kindergarten (1885 slots), MCPS and Community-based Head Start (648 slots), and the Community-based Pre-Kindergarten program offered by Centro Familia (30 slots) and by Centro Nia (40 slots).

A chart summarizing key components of Pre-Kindergarten and Head Start programs is attached at ©9-13. For the most part, County-funded Pre-kindergarten and Head Start programs have been operating at or above capacity during FY09, and a number of programs report having a wait list for services. The MPCS Pre-kindergarten program has been operating significantly over capacity during this period because of the Bridge to Excellence requirement that jurisdictions serve all low-income children needing services.

In the past, programs that have been operating with excess capacity have been targeted for either funding cuts or redistribution. The County has reached the point where the demand for publicly funded preschool education services exceeds the current capacity to deliver these services.

Centro Nia

The Executive has recommended one major adjustment to Pre-kindergarten and Head Start services in FY10:

Centro Nia - Pre-kindergarten services for 40 three and four-year-olds

\$340,000

Centro Nia provides a comprehensive, community-based, year-round Pre-kindergarten program for up to 11 hours daily. The program uses a pre-kindergarten aligned curriculum. The program currently has 65 children ready to enter the program next year or as the program has vacancies. This funding would continue services provided pursuant to an RFP award made in April 2008 and supported by monies (\$190,000) added by the Council to extend services to the end of FY09.

Council staff recommends approval as there is a demonstrated need for quality preschool schools in the area served by Centro Nia.

MCPS Updates

The Board of Education has proposed several adjustments to Pre-kindergarten and Head Start services delivered by MCPS as follows:

- **Expansion of Full-Day Head Start Services:** In FY09, 260 of the 618 children who received MCPS Head Start Services received full day Head Start services in 13 classes and 10 Title I schools. The Board of Education has recommended for FY10 using \$553,466 in additional Title I funding from the American Recovery and Reinvestment Act of 2009 (ARRA) to expand full-day Head Start to eight new classes.
- **Staffing Reductions for Pre-kindergarten Program:** For FY10, the Board of Education recommends reducing staffing for the Pre-kindergarten program by 2.0 social services assistant (family services worker [FSW]) positions and 1.0 psychologist position for a savings of \$254,135. The reduction to FSWs will result in an increased workload for the remaining 19 FSWs. Each FSW will serve approximately two additional classes/40 students, and will not be able to visit every school on a weekly basis. Necessary services will be provided.

The elimination of the psychologist position will result in the completion of fewer psychological reports. Psychologists will complete all required assessments under the special education guideline and provide critical services to families as prioritized by need.

- **Staffing Reductions for Head Start Program:** For FY10, the Board of Education recommends reducing the staffing for the Head Start program by 0.6 social worker position and 0.5 psychologist position at a savings of \$141,358. The reduction of the social worker position will impact the accessibility of the social worker to parents and teachers and the availability to observe children in class. The social worker will be available to meet with families and observe students three days per week instead of five. Currently, MCPS contributes more

than the required local match required by Federal Head Start grant requirements. Remaining staff will provide required psychological and social work services.

- **Miscellaneous Reductions:** The FY10 Board recommended budget for the Division of Early Childhood Program and Services also includes miscellaneous reductions of \$57,745 to materials, part-time salaries, furniture, and equipment.

MCPS staff reports that the priority guiding the budget reductions for the Division of Early Childhood Program and Services was to maintain the same number of classes in FY10 to continue to serve as many children as before.

C. OTHER EARLY CHILDHOOD SERVICES

The Executive has recommended other adjustments in the area of Early Childhood Services including the following:

Increase Child Care Resource and Referral Grant	\$ 64,000
Eliminate training incentives for New Child Care Providers	-\$25,000
Eliminate Judith P. Hoyer Enhancement Grant Module I	-\$30,000
Abolish a vacant Part-Time Therapist II Position	-\$51,150
Abolish a filled Program Specialist II Position-Learning Parties coordination	-\$111,820

The Council received testimony from the Montgomery Community Association for the Education of Young Children (©2-3) in support of restoring funding for all staff reductions in this area.

a. State Child Care Resource and Referral Funding \$64,000

At the time of the Department's budget submission, it anticipated an increase to the Child Care Resource and Referral Grant of \$64,000. However, since that time, State policymakers have considered funding reductions to the State's Child Care Resource and Referral Network. The Governor issued a supplemental which would restore funding for the network to the revised FY09 appropriation level; however, the Executive has not received a final figure on the State resources that will be made available to the County for the Montgomery County Child Care Resource and Referral Center (MCCCR&RC). While it appears that the ARRA may be used to make up any shortfall to the County, there has not been any official confirmation related to the use of those funds to date.

If State funds are not provided as they have been in previous years, the impact may include the following:

- LOCATE Community Line, the dedicated call line for parents seeking child care, will be staffed 24 hours (Mon.-Thurs.) rather than 30 hours per week (Mon.-Fri.).

- Number of children needing child care who will be served by the Community Line will be reduced from 2,500 to 1,800.
- Fees for training classes will be raised and the number of classes open to all providers will be reduced from 125 to 100.
- Number of participants in training will be reduced from 2,500 to 2,000
- No co-sponsored free classes will be offered to the general public.
- Technical assistance services funded by the State will be reduced from 1,000 services to 800 services.
- Support for families looking for care and needing child care subsidies will be reduced.
- Staff will be unable to participate in the development or implementation of new quality initiatives (e.g. Pre-K Pilot projects, Kennedy Cluster) without additional funding or support.

Funding of the MCCR&RC is crucial in supporting the development of quality child care services, supporting working families needing access to quality child care, and moving the expansion of quality preschool education services forward. **Council staff recommends monitoring the situation to determine what, if any, reductions will be made to County funding for the MCCR&RC and whether Federal stimulus funding will be made available to make up any funding shortfall or to further enhance services provided by the MCCR&RC.**

b. Eliminate training incentives for New Child Care Providers -\$25,000

The Executive recommended the reduction of \$25,000 in training incentives for new child care providers, which would zero out the funding available for these providers. The Department has worked with providers to develop plans to improve the quality of their services and supported their efforts with \$50-100 incentives to support costs for accreditation, licensing, and materials. In FY09, \$13,839 has been provided in training incentives to providers, which is slightly lower than amounts provided in previous years. In FY08, \$17,000 was distributed.

ARRA funding may become available to support quality enhancements of child care services including training and materials; however, it is unclear how the Maryland State Department of Education will distribute these funds.

Council staff recommends reducing the training incentives by amounts that have not been historically spent, i.e., \$8,000.

For the remaining amount of \$17,000, Council questions whether the small savings is worth losing the relative impact on the quality of and support to community-based child care providers, who can be isolated and of limited income. Because the reduction conflicts with the goal of improving the quality of child care services and expanding of preschool services for young children, the Committees may want to recommend putting \$17,000 on the reconciliation list.

c. Eliminate Judith P. Hoyer Enhancement Grant Module -\$30,000

This amount for the Judith P. Hoyer Enhancement Grant Module was included in FY09 as a placeholder. The Department expected to receive these funds in FY09, but did not. FY08 was the last year the department received this grant provide training and support services to family child care providers.

d. Abolish a vacant Part-Time Therapist II Position -\$51,150

The Executive recommended abolishing a vacant part-time Therapist II position responsible for providing early childhood mental health services. The position has been vacant since February 2008, and the Department has used contractors and staff to manage the functions of the position since that time. The Department reports that there will no service impact resulting from this reduction.

Council staff recommends approval.

e. Abolish a filled Program Specialist II Position-Learning Parties coordination -\$111,820

The Executive recommended the abolishment of a filled Program Specialist II position which would result in cost savings of \$111,820. This position has the responsibility for coordinating Learning Parties. Learning Parties are interactive groups facilitated by trained paraprofessionals and parents from the community. The groups are designed to enhance the skills of parents and other adult caregivers in support of their role as their child's first teacher. All Learning Parties are delivered in conjunction with community-based partners, such as Judy Centers, elementary schools, and community centers.

The Program Specialist II position managed the logistics of the program, e.g., worked with community-based organizations; collected names of sites holding Learning Parties; connected organizations with trained trainers; and assembled and transported materials for the groups.

The Department reports that Learning Parties will continue, but community-based organizations will need to provide the coordination. Sites will be required to arrange a trainer, pick up and assemble materials, and track participant data. Funding for Learning Parties materials will remain in Parent Support Services, see Section IV below.

As of April 1, 2009, 63 Learning Parties have been held serving 596 parents. In FY08, 80 sessions were held serving 776 parents. It is unclear what impact the elimination of this position will have on the number of Learning Parties that are held. However, the program has been in place for many years, and there are community-based programs that have regularly sponsored groups and would presumably continue to do so.

Council staff recommends approval of this elimination for cost saving purposes and hearing an update from the Department mid-year on how the program is functioning and reaching families in the community.

MCPS Updates

The Board of Education has proposed changes to the Division of Preschool Special Education & Related Services as follows:

- The Preschool Education Program (PEP) program will be expanding to 15 elementary sites in FY10 from 13 sites in FY09.
- Due to growth in enrollment, 2.1 additional parent educator positions and additional direct service staff are included in the FY10 budget.
- PEP was cut a 1.0 Elementary Program Specialist position for a savings of \$94,351. This reduction would leave 2.0 positions for FY10. The position performed a variety of tasks to support the daily operations of the program. Responsibilities included assisting with intake meetings, planning for the opening of new classes, and monitoring enrollment. MCPS reports that essential services to schools provided by remaining staff will continue.
- A teacher position in the Deaf/Hard of Hearing program was eliminated for a savings of \$66,848. This teacher-level Parent Educator position is a non-teaching position, and its responsibilities will be covered by other parent educators.
- Contractual services including facility rentals, management consultants, and speakers were reduced by \$10,000.

II. CHILD CARE SUBSIDIES

For FY09, the Executive recommends \$10,681,690 and 23.7 workyears for Child Care Subsidies, which represents a decrease of \$180,270 and 2.3 work years.

The Council received testimony from the Commission on Child Care (©5) advocating that the Council maintain funding for the Working Parents Assistance (WPA) program.

STAFFING

The Executive recommends one major adjustment for Child Care Subsidies, in addition to miscellaneous adjustments:

Abolishment of a vacant full time Office Services Coordinator -\$53,410

The Executive recommended the elimination of a vacant full time Office Services Coordinator in Income Supports and Child Care Subsidy Programs for a savings of \$53,410. That position has been vacant for almost two years and many of the duties have

been covered by other OSC positions on the Income Supports/Child Care Subsidy Team and in another part of the Service Area.

Council staff also notes that in miscellaneous adjustments the Executive recommends the abolishment of an Account auditor HB669 position and a technical adjustment related to an unfunded work year.

Council staff recommends approval of the Executive's staffing recommendations for Child Care Subsidies.

WPA SUBSIDY AND UTILIZATION

For FY10, the Executive recommends WPA subsidy funding of \$1,842,210, which is level with FY09 approved budget. Because of underutilization of WPA subsidies, the WPA budget has sustained cuts for the last two fiscal years -- \$550,000 in FY08 and \$311,360 in FY09.

There are currently no waiting lists for the State Purchase of Care (POC) program and the County's WPA program. DHHS reports that the program is on track to spend all of the FY09 appropriation and that \$1,156,473 had been spent on WPA subsidies through February. Council staff notes that in the fall of 2008 the State Board of Public Works cut 5.3 million dollars from the State child care subsidy program. Enrollment in the program was not frozen because of downwardly revised estimates of enrollment for the current fiscal year.

At the December 2008 joint meeting of the Committees, Councilmembers heard that enrollment between FY08 and FY09 has grown 12% but that variance between the number of children who are enrolled in WPA and the number of children for whom a subsidy is paid has been significant (28% difference in December 2008). Because significant co-pays were likely discouraging family participation in the program, the Committees expressed interest in hearing the Department's recommendation on how to lower the WPA co-payments.

The Department reports that effective for March payments, the WPA program is issuing supplemental subsidy checks to WPA parents for the remainder of FY09 while WPA payment tables are being updated. Depending on income, a family will receive a 10-20% supplemental increase. Payments will be received for a total of four months in FY09. **The Department hopes to continue the higher rates of reimbursements to families in its updated WPA payment tables for FY10, but notes that this may result in fewer children who can access the subsidy because of finite resources.**

Council staff recommends approval of the Executive's recommended funding for child care subsidies and scheduling a mid-year worksession to review child care subsidy enrollment trends, projections on spending out FY10 subsidy amounts, and any potential wait lists for service.

III. SERVICES TO CHILDREN WITH SPECIAL NEEDS

For Services to Children with Special Needs, also referred to as the Infants and Toddlers program, the Executive’s FY10 budget includes approximately \$3,556,200 and 10.0 workyears, which is an increase of \$1,274,150 and .1 work year from FY09 levels.

The recommended increases, aside from general miscellaneous adjustments, are attributable to increased grant funding as follows:

Infants & Toddlers Program Grant-Thornton	\$938,290
Infants and Toddlers Consolidated Local Implementation Grant (CLIG)- Medicaid Revenues	\$250,000
Infants & Toddlers Program Grant-Impact Aide	\$25,000
Infants & Toddlers Program Grant-Part B 619	\$9,000

This primarily grant-funded program provides “evaluation, assessment, and early intervention services to families with children under age three when there is a concern about development or where a developmental delay is documented.” Program services are provided through an Individualized Family Service Plan (IFSP). DHHS reports that as of February 2009, the program has 1,995 families with an active IFSP, 114 more families than for the same period one year ago. The Department also reports 206 new referrals for February 2009, a record number of February referrals.

A chart breaking out the program’s budget by funding source is included at ©16. As the chart demonstrates, the Department anticipates receiving higher amounts in grant funding than what is reflected in the Executive’s recommended budget; however, the total grant funding has not been finalized at this time. A small portion of the program’s total budget is supported with County general funds.

DHHS works closely with MCPS Preschool Special Education whose staff provides much of the services funded by DHHS. MCPS also receives Federal and State funding for its preschool special education services.

Council staff recommends approval of the increases to this program area.

IV. PARENT SUPPORT SERVICES

The Executive recommends \$633,570 for Parent Support Services in FY10, which represents a \$12,120 increase over the FY09 approved budget. All increases are classified as miscellaneous changes.

The services in this program area are delivered through contracts between HHS, the State, and private non-profits. According to the budget, the services support parents “as their children’s first and most important teacher” and target “families and children

with risk factors such as poverty, health issues and isolation.” This program area provides funding for the following:

Name of Program	FY10 Funding	Description of Services
Learning Parties	\$16,000	A free series of interactive sessions that promote early literacy and language development for parents and caregivers led by bilingual trainers at accessible locations for targeted communities.
Healthy Families Montgomery	\$517,155	A nationally accredited home visiting program for first time mothers at risk of child abuse and neglect. This contract also includes the Baby Steps program which screens new mothers in Shady Grove and Holy Cross hospitals and refers them to additional services if needed.
Families Foremost	\$100,415	Families Foremost Family Support Center provides parenting, ESOL, ABE (Adult Basic Education), GED, and career services for mostly low income Latino parents in Silver Spring. The center also provides intensive home visiting and MOMs (Moms Offering Maternal Support) for additional at risk families.
TOTAL	\$633,570	

Council staff recommends approval of the Executive’s FY10 budget recommendation for Parent Support Services.

The packet contains the following attachments:

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MCPS responses to Council staff’s questions	21-23

Yao, Vivian

From: Bendit, Veronica
Sent: Friday, April 24, 2009 3:51 PM
To: Yao, Vivian
Cc: Ahluwalia, Uma; Stevens, Corinne; Garvey, Kate; Clore, Carol; Cook, Maureen; Lam, Betty; Mayo, Kim
Subject: Additional questions for CYF

Hi Vivian

Attached and below are the responses to your additional questions on CYF.

SHARP follow-up:

Follow up from HHS/ED (would be nice to get by the 24th if possible): Description of concerns of the churches related to the reductions to SHARP and how will the Department implement the changes recommended?

The churches are expressing some concern about the level of support that will be available for their program site, given they won't have a site director next year. Several churches have been paid for their space by the county through the contract with the vendor and they are concerned about the continuation of this revenue. One church has expressed concerns about the loss of their site director, and may look for alternative funding in order to retain her. All seem to be understanding of the fiscal reality facing the county, and understand the reasons for this funding reduction. Additional concerns may be expressed at the meeting that will be held with the churches in May.

The department will need to hire a program manager for SHARP and will have to provide sufficient supports for this person. The program manager will work with each church, their volunteers, and the schools to maintain and support this program. The department will work with the school system and community providers to develop partnerships that will link SHARP program sites with community services to better meet the needs of the student population.

The churches will need to assume more responsibility for recruiting volunteers for the program, and the program manager will be responsible for training and support. Each church will designate a lead volunteer for their site, who will have additional responsibilities for site operations (scheduling, contacts with school personnel, maintaining site data, etc.). The lead volunteers will receive a stipend for their work.



Maryland Community Association for the Education of Young Children

John Surr, Public Policy Chair, 8217 Lilly Stone Dr., Bethesda, MD; 301-469-9170; surr@his.com

TESTIMONY ON THE FY 2010 MONTGOMERY COUNTY BUDGET

April 15, 2009

Thank you, President Andrews and other members of the Council. The Maryland Community Association for the Education of Young Children, which has over 400 members in Montgomery County working with and for young children, has the following comments on the proposed Budget for the coming fiscal year. Thank you for taking our point of view into consideration.

We really appreciate the consistent support that the Council has given to young children, most recently in the comments you made on March 31 on receiving the report on Universal Preschool Implementation and yesterday in proclaiming April the Month of the Young Child. These comments reflected the depth of your understanding of the vital importance of appropriate interventions in the earliest years of life, and of the wisdom of increased investments in those interventions by governments at all levels. We also appreciate the comments you made to our Delegation in Annapolis about the parts of the State Budget relating to young children. They bore some fruit.

We recognize, of course, that this year the financial resources available to the County Government are severely constrained. Cuts must be made in many places for the County Government to stay solvent, and your choices are difficult indeed. We do appreciate that the cuts proposed for young children are not as severe as the cuts in some other categories. Even so, we are making the comments below to urge you to protect the youngest and most vulnerable children, which we believe is the wisest way for County Government to invest its diminished resources to ensure young children's success in school and in life. We are not now recommending increases, only reduced cuts.

1. Restore Cuts to our Child Care Resource & Referral Center: The Maryland General Assembly finally decided on a cut to the State Child Care Resource & Referral Network, of which our Resource & Referral Center is a part. Although the cut is much less than originally threatened, a local cut in State funds estimated at \$85,000 will hamper the County's Center in playing its essential role in the integrated system of early childhood services. The Center helps parents find the right child care provider for their children, and it is the hub of the County's early childhood professional development and data-assembling system that will need to be augmented soon to prepare for the expansion of public Pre-Kindergarten services.

2. Allow the DHHS Vacancy for an Early Childhood Therapist to be Filled:

Early childhood mental health consultations have been shown to be cost-effective in preventing expulsions from child care programs and saving multiples of the investments in later special needs and juvenile justice expenditures. Please allow this vacancy to be filled.

3. Maintain Adequate Administrative Support for DHHS Early Childhood Services:

The proposed Budget would lay off a valuable civil servant working in DHHS' Early Childhood Services, whose primary job is to organize the learning parties that have proven to be a very effective form of outreach to families of children at risk of failure. Her other duties involve administrative support for the severely understaffed Early Childhood Services, whose workload has increased substantially without a corresponding increase in personnel. Please keep this position.

4. Restore Psychologist, Social Worker, and Social Services Assistant Positions in the MCPS Division of Early Childhood Programs & Services:

Elimination of these provisions will deprive many Pre-K students and their families of the Head Start-like supportive services that were a keystone of the County's Pre-K initiative launched several years ago. Even then the level of these services was well below the staffing requirements in the Head Start Performance Standards. Children at risk of school failure who are targeted in the Bridge to Excellence Plan need more than other students in help for themselves and their families with problems outside of school in order to be able to focus on their studies and have success in school and in life. A young child with a toothache, an upset tummy, or a home full of family strife often faces insurmountable obstacles to success unless helped to overcome them by the these people you're about to cut. They help not only the students themselves and their families, but also the children's teachers. The existing staff already has to perform triage to cover only the worst cases of need. The budget proposal would attenuate these services to only those that were the most extreme. These cuts would be a false economy, bound to increase remedial costs for years to come.

5. Restore Elementary Program Specialist and Deaf/Hard of Hearing Teacher Specialist in the MCPS Division of Preschool Special Education & Related Services:

As with the services to other children at risk of school failure, MCPS' well-trained staff can help young children with special needs and their families to mitigate, reduce or even eliminate those needs by early interventions. The Division is already seriously understaffed. Eviscerating the Division by eliminating the jobs mentioned above would make it even harder to help those children most in need, and would lead to much higher special education expenses later on. The proposed cuts also would harm the prospects of children and their families for generations. At a time when MCPS' greatest deficiency in meeting State and Federal educational mandates is with

its children with special needs, these cuts appear to be particularly misguided. Please restore this money as well.

6. Reduce MCPS Pre-Kindergarten and Kindergarten Class Sizes:

The MCPS Budget cut costs by an "Increase [in] Class Size from 15 to 17 in Kindergarten". In addition, we understand that several Pre-Kindergarten classes this year, and probably next year as well, have been increased beyond the prescribed limit, some even including 22 children. Although the Maryland State Child Care Center Regulations do not apply to MCPS classes, it should be noted that they limit group size to 20 children, with two qualified adults, in any child care class for 3 or 4 year olds. The reason for this regulatory limit is that young children do not learn well in large groups, because of the distractions that the added numbers bring with them. Teachers cannot individualize their relationships with young children well in a large group, and it is those relationships that matter in early childhood development. We hope that you will bend every effort to keep these Pre-K and K class sizes down as much as possible in the forthcoming budget.

7. Keep in Mind, for the Future: We hope that, as soon as resources permit, you will begin to make positive and wise added investments to improve the quality of children's early experiences at the scale that will make a real difference in the success in school and in life of young children now at risk of failure. Although the Kindergarten readiness observation scores keep improving marginally, more than a quarter of the children in Montgomery County who enter Kindergarten are not fully ready to benefit from what it offers. We have done about as much as we can with the meager resources at our disposal to bring the improvements that you see. Any more significant progress will depend on your financial investments. Paid family leave for County employees, more home visiting services, better infant and toddler special needs interventions, greater outreach to young families who fall through the cracks now, better trained and compensated professionals who work with young children, and universal publicly financed preschool will all have to wait for better economic times. But each year those investments are delayed means another 3,600 children at risk of failure in Montgomery County who are not getting what they need and deserve to make a good start in life.

If we can help you further in your deliberations on this budget or on other issues relating to early childhood education and care, please do not hesitate to call on us.

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COMMISSION ON CHILD CARE
Testimony to the Montgomery County Council
on the FY2010 Operating Budget
April 15, 2009

The Commission on Child Care fully understands and appreciates the depressing economic situation in our county, state and country. We realize that you are preparing to make some painful budget decisions. However, we know we can weather this storm together, through your leadership and the leadership of the County Executive.

The Commission is not here tonight to ask for money. We are here to offer our support to you as budget deliberations begin and to show our appreciation to the County Executive for his commitment to Montgomery County's most vulnerable populations. Mr. Leggett demonstrated his sense of responsibility to our county's vulnerable citizens in his recommended budget for FY2010. The Commission respectfully requests that the Council confirms in its budget deliberations Montgomery County's dedication to those most in need.

The Commission is particularly supportive of maintaining funding for the Working Parents Assistance Program (WPA). Enrollment in WPA has begun to increase as a result of coordinated outreach activities, and the Commission speculates that child care subsidy programs (CCSP) are more important than ever due to the current economic downturn and the associated impact on family choices. CCSP help to ensure that all children, regardless of socioeconomic status, have access to high quality early care and education. CCSP also offset rising family costs such as gas, utilities and groceries so that families do not have to make the painful choice between food and child care. Your support for CCSP is especially vital because, as you know, the state is looking to drastically reduce its Purchase of Care subsidy program.

As early childhood supporters, you are aware of the effectiveness of the Montgomery County Child Care Resource and Referral Center (R&R). Families and child care providers access a variety of services through the R&R (i.e. locating affordable, high-quality child care, English language classes, advanced training on how to provide care for children with special needs) that ensure Montgomery County maintains its reputation as an innovative trail blazer in the delivery of high quality early care and education. Please continue to advocate for the R&R when you communicate with the governor and the Montgomery County delegation to the Maryland General Assembly.

Thank you for your consideration. The Commission looks forward to continuing to collaborate with you on child care related issues.



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EXECUTIVE SUMMARY

On July 22, 2008, the County Council adopted Resolution No. 16-664 establishing the Universal Preschool Implementation Work Group. Building on the December 2007 Preschool for All Report generated by the Maryland State Task Force on Universal Preschool Education, the County Council established the Work Group to develop recommendations for implementing a countywide program that provides all County four-year olds the opportunity to participate in a high-quality preschool program. The countywide program envisioned by the Work Group will be referenced in this report as the Preschool for All program.

The Work Group developed its recommendations understanding that the following program components recommended by Maryland State Task Force would be required in the delivery of Preschool for All services: (1) comprehensive pre-kindergarten curriculum standards covering multiple domains; (2) lead teachers certified in early childhood education; (3) assistant teachers with high school diplomas with preference for teachers with the Child Development Associate (CDA) credential or equivalent training; (4) annual teacher participation in approved professional development; (5) class size limited to an average of 20 children consistent with Maryland law; (6) a classroom maximum ratio of one staff member for every 10 children; (7) the provision of support services including general screening and referral services; (8) the provision of at least one full meal per day if services are offered for more than 2.5 hours; and (9) program quality assessment and performance reports.

A substantial body of research supports the conclusion that early childhood education programs can produce lasting improvements in the life outcomes of children. Programs like the High/Scope Perry Preschool Program and the Abecedarian Project demonstrated lower participation in special education, higher graduation rates, lower involvement in the criminal justice system, and higher employment rates for those students who participated in a high quality preschool program. This research concludes that high quality early childhood programs are cost effective and generate savings many times over the original investment by avoiding future public costs related to incarceration, special education services, public assistance, and increasing taxes generated from higher earnings.

In FY2009, there are approximately 13,500 four-year-olds who reside in Montgomery County, and out of this total approximately 3,969 are entitled to public preschool services based on family income. These programs are only reaching about 2,645 income eligible students, a small number of whom are three-year-olds. Thus, more than 1,324 four-year-old children eligible to receive publicly funded preschool services have not accessed them. Currently, publicly funded preschool services offered by the Montgomery County Public Schools and private community-based programs are operating at or above capacity with wait lists for some services. The County has reached the point where the demand for publicly funded preschool education services exceeds the current funded capacity to deliver these services.

In exploring the critical issues to address in implementing Preschool for All in Montgomery County, the Work Group considered information from a variety of sources. The Work Group participated in informal discussions with community groups and parents, hosted

two public forums, conducted an online parent survey, collaborated on a higher education needs assessment survey, and received briefings from early childhood and child care experts at numerous meetings between September 2008 and March 2009.

During this process, all families reported the desire for high quality, affordable preschool programs that will prepare their children for success in school and meet individual family needs, culture, and values. Low income families expressed particular need for services that provide transportation or are accessible through public transportation and services that are offered during parent work hours.

The long term vision of the Work Group is to provide access to voluntary, quality preschool services in a variety of settings that meet the diverse needs of all four-year-old children and their families. Expanding preschool education options should be one component of how the County strengthens early childhood services to improve the school readiness of very young children from birth to age five across all developmental domains, e.g., language, literacy, physical, social, emotional, and cognitive.

Acknowledging that the implementation of Preschool for All in Montgomery County will be heavily influenced by the roll out of the State program, the Work Group makes the following recommendations for the County to:

- Maintain full funding for existing early childhood services from birth through age five;
- Sustain the existing requirement under the Bridge to Excellence in Public Schools Act of 2002 to enroll four-year-olds from economically disadvantaged backgrounds (185% of the Federal poverty level);
- Engage all types of preschool and childcare providers in efforts to expand preschool opportunities for children;
- Create a local review panel to provide countywide coordination of preschool services;
- Initially expand Preschool for All services to children whose family income is at or below 300% of the Federal poverty level and communities with the greatest need;
- Conduct a community needs assessment prior to expansion in specific communities;
- Provide transportation as a component of program expansion because many families cannot access preschool services if transportation is not available;
- Grow the pool of high quality preschool providers using a variety of support services (e.g., training, technical assessment, scholarships, English language development), targeting child care providers at all levels;

- Give preference for expanded professional development funding to providers serving high needs areas, center-based staff closest to certification, and family child care providers closest to national accreditation;
- Encourage the State and higher education institutions to develop a higher education system that meets the needs of the County's early childhood workforce;
- Develop a pilot model for delivering Preschool for All services through family child care providers that aligns with the State requirements;
- Monitor the progress and success of program participants using a student assessment tool and assess other programmatic aspects that reflect on high quality care and education;
- Develop a rigorous communication and outreach plan to educate the community about the importance and effectiveness of preschool programs and enlist the participation and support of businesses and other organizations; and
- Fully utilize any funding made available for Preschool for All services and make local resources available to the extent necessary to access State, Federal, or private funding and ensure the delivery of high quality Preschool for All services with adequate infrastructure support.

Community Based Head Start and PreK Programs

Models		Multi-Cultural Pre-K Community- Based		Head Start- Community Based		MCPS School-Based Pre-K - 2 1/2 hours	MCPS School-Based Head Start 3 1/4 hours	MCPS School-Based FD HS-Title I Supplemental (13 classes) to be combined with (2) for Full-day (3)
Example programs		Escuelita	Centro Nia	Mont Coll	SSPCCC			
Method of award		RFP	Council Grant	RFP	RFP			
Children's Capacity		30	52	20	15	20	20	20
Number of Children Enrolled		30	41	20	13	20	20	20
Contract Amount	Personnel	\$143,560.00	\$0.00	\$78,996.00	\$52,642.00			
	Fringe Benefits	\$43,068.00	\$0.00	\$13,744.00	\$16,424.00			
	Operating Expenses	\$51,588.00	\$0.00	\$27,410.00	\$53,504.00			
	Capital Expenses	\$21,884.00	\$0.00	\$0.00	\$0.00			
	Total	\$260,100.00	\$423,999.00	\$120,150.00	\$122,570.00			
MCPS Costs Per Class	Teacher			\$0.00	\$0.00	\$40,167.00	\$47,293.00	\$31,535.20
	Paraeducators			\$0.00	\$0.00	\$12,794.00	\$21,356.00	\$9,897.80
	Social Service Asst			\$13,512.00	\$13,512.00	\$5,494.00	\$15,152.00	
	Speech Pathologist			\$7,593.00	\$7,593.00	\$4,331.00	\$11,439.00	
	Substitutes-Teachers					\$644.00	\$644.00	\$468.69
	Teacher, Special Needs					\$518.00		
	Teacher, ESOL					\$7,669.00		
	Art/PE/Music Teacher					\$448.00		
	Substitutes-PARAS					\$540.00	\$720.00	\$58.54
	Supporting Services Part-Time -Paras							\$9,400.00
	Professional Part-Time -Curriculum Development							\$692.31
	Psychologist			\$4,943.00	\$4,943.00	\$2,952.00	\$5,266.00	
	Contractual Services			\$100.00	\$100.00	\$154.00	\$140.00	
	Staff Development - SSE for summer training							\$1,446.92
	Instructional Materials			\$855.00	\$855.00	\$762.00	\$1,140.00	\$1,000.00
	Food			\$1,475.00	\$1,475.00	\$1,472.00	\$1,349.00	
	Parent Activities			\$300.00	\$300.00	\$200.00	\$400.00	
Equipment			\$968.00	\$968.00	\$197.00	\$574.00		

Community Based Head Start and PreK Programs

Models		Multi-Cultural Pre-K Community- Based		Head Start- Community Based		MCPS School-Based Pre-K - 2½ hours	MCPS School-Based Head Start 3 1/4 hours	MCPS School-Based FD HS-Title I Supplemental (13 classes) to be combined with (2) for Full-day (3)
	Social Workers			\$4,654.00	\$4,654.00	\$1,309.00	\$5,100.00	
	Field Trip/ Transportation			\$455.00	\$455.00	\$292.00	\$292.00	
	Student Insurance					\$35.00		
	Fringe/benefits					\$21,563.00	\$34,895.00	\$14,684.15
Total MCPS Costs Per Class		\$0.00	\$0.00	\$34,855.00	\$34,855.00	\$101,541.00	\$145,760.00	\$69,183.61
Other Public Funding		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total public funding per class		\$260,100.00	\$423,999.00	\$155,005.00	\$157,425.00	\$101,541.00	\$145,760.00	\$69,183.61
Total public funding per child		\$8,670.00	\$8,153.83	\$7,750.25	\$10,495.00	\$5,077.05	\$7,288.00	\$3,459.18
Total public funding per child w/o MCPS*		\$8,670.00	\$8,153.83	\$6,007.50	\$8,171.33	\$0.00	\$0.00	\$0.00
Other Non-Public Funding		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total funding per class		\$260,100.00	\$423,999.00	\$155,005.00	\$157,425.00	\$101,541.00	\$145,760.00	\$69,183.61
Total Funding per child		\$8,670.00	\$8,153.83	\$7,750.25	\$10,495.00	\$5,077.05	\$7,288.00	\$3,459.18

Community Based Head Start and PreK Programs

Models	Multi-Cultural Pre-K Community- Based	Head Start- Community Based	MCPS School-Based Pre-K - 2½ hours	MCPS School-Based Head Start 3 1/4 hours	MCPS School-Based FD HS-Title I Supplemental (13 classes) to be combined with (2) for Full-day (3)	
		Notes: Cost/child is estimated for 12-month 11 service hours per child. Ages ranging from 2 to 4 yrs of age.				
Ages of Children served	3 and 4 years	2-4 years	3 and 4 years	4 years (approx 135 3s)	4 years (approx 82 3s)	4 years only
Child Care Subsidies	None	Program provides support to families in attaining subsidies	Participation in subsidies required	N/A	N/A	N/A
Eligibility	English Language Learning	English Language Learning	Head Start/ Fed Poverty Level	State FARMS level	Fed Poverty Level	Fed Poverty Level
Length of service day	3 hours	11 hours	4 hours	2.5 hours	3.25 hours	6 hours
Length of service year	12 months	12 months (the above grant is for 8.5 months)	12 months	10 months	10 months	10 months + Summer ELO
Child Care wrap around services	No	Yes, included in program	Parents use subsidies to pay for additional hours. Differential <i>may be</i>	Parents arrange for either before or after	Parents arrange for either before or after	Parents arrange for either before or after
Teacher qualifications	minimum AA, pursuing BA in Early Childhood Education	BA in Early Childhood Education, minimum AA pursuing BA in ECE	CDA/ HS Standards (NAEYC/ MSDE)	MSDE Early Childhood Certified	MSDE Early Childhood Certified	MSDE Early Childhood Certified
Curriculum	Aligned with MCPS PreK curriculum	Aligned with MCPS PreK curriculum	Aligned with MCPS PreK curriculum	MCPS Pre-K curriculum	MCPS Pre-K curriculum	MCPS Pre-K curriculum
Training requirements	Head Start Child Care partnership	Pre-K curriculum training	Head Start Child Care partnership	Pre-k Inst./Volun. cohorts	Pre-k Inst./HS Inst./Volun. cohorts	Pre-k Inst./HS Inst./Volun. cohorts/6 days of trng re: FD
Nutrition support	Snack Provided	Snack and meals provided	Required participation in USDA Food	FARMS participation	FARMS participation	FARMS participation
Assessment tool	ECOR used	ECOR will be used	ECOR used	MCPS-AP, ECOR	MCPS-AP, ECOR	MCPS-AP, ECOR



Community Based Head Start and PreK Programs

Models	Multi-Cultural Pre-K Community- Based		Head Start- Community Based	MCPS School-Based Pre-K - 2½ hours	MCPS School-Based Head Start 3 1/4 hours	MCPS School-Based FD HS-Title I Supplemental (13 classes) to be combined with (2) for Full-day (3)
Supports offered	Head Start Child Care Mentors	PreK Child Care Mentors	Head Start Instructional Specialists; Head Start Child Care Mentors	staff developer, EC specialist, reading specialist, psychologists, speech path., social workers, admin.	staff developer, EC specialist, reading specialist, psychologists, speech path., social workers, admin.	staff developer, EC specialist, reading specialist, psychologists, speech path., social workers, admin.
	Early Childhood Mental Health Consultation	Early Childhood Mental Health Consultation	Early Childhood Mental Health Consultation	related services outlined above	related services outlined above	related services outlined above
	Health Consultation for staff	Health Consultation for staff	Health Consultation for staff	Health aide/HS/PK nurse	Health aide/HS/PK nurse/dental hygn.	Health aide/HS/PK nurse/dental hygn.
	Parents required to volunteer 4 hours/month	Family Support Activities	Parent Involvement as per HS Performance Standards	Parent outreach, education, policy council, volunteers, outreach from FSW	Parent Involvement as per HS Performance Standards, Policy Council	
	Frequent parent workshops	Frequent parent workshops	Parent education, family partnership agreements, parent involvement in shared governance	Math and Literacy Nights, Literacy outreach	Parent education, family partnership agreements, shared governance, Family Nights	Parent education, family partnership agreements, shared governance, Family Nights
	Requires program to be accredited	Requires program to be accredited	Requires program to be accredited	Meets state COMAR requirements	Meets state COMAR requirements	Meets state COMAR requirements
	Staff includes Parent Resource Coordinator	Staff includes Parent Resource Coordinator	Each site has Family Service Worker assigned, as well as use of HS Parent Volunteer Coordinator	social service assistant	FSW assigned to each site as well as use of Parent Involvement Specialist	FSW assigned to each site as well as use of Parent Involvement Specialist
	Bi-lingual teachers/staff	Bi-lingual teachers/staff	Head Start performance standards require at least 1 staff who speaks language of majority of children	Many paraeducators bilingual	Many paraeducators bilingual	Many paraeducators bilingual
		Family Literacy	Dental screenings and follow up	N/A	Dental screenings and follow up	Dental screenings and follow up
			Vision Screenings	Vision Screenings	Vision Screenings	Vision Screenings
			School Health Nurses	Health Nurses Available at Schools	Head Start School Health Nurses,	Head Start School Health Nurses
			Medical evaluations	Medical consult as needed-referral	Medical consult as needed-referral	Medical consult as needed-referral
	Health Education for parents		Health Education for parents	Health Education for parents	Health Education for parents	Health Education for parents
	Special needs assessments	Special needs assessments	Special needs assessments	Special needs identification and assessment process	Special needs identification and assessment process	Special needs identification and assessment process

Community Based Head Start and PreK Programs

Models	Multi-Cultural Pre-K Community- Based		Head Start- Community Based	MCPS School-Based Pre-K - 2½ hours	MCPS School-Based Head Start 3 1/4 hours	MCPS School-Based FD HS-Title I Supplemental (13 classes) to be combined with (2) for Full-day (3)
Challenges	Recruitment of qualified staff			Recruit qualified staff	Recruit qualified staff	Recruit qualified staff
	Staff turnover		Staff turnover	Normally occurring transfers and retirements	Normally occurring transfers and retirements	Normally occurring transfers and retirements
	Program shares space; must pack up all materials each weekend			N/A	N/A	N/A
			Pay differential between Head Start teacher and rest of staff	MCPS teacher salary scale	MCPS teacher salary scale	MCPS teacher salary scale
		Child care subsidy, eligibility and copay too high	Child care subsidy, eligibility, and copay too high	N/A	N/A	N/A
	Not full day		Currently full day with child care	Not full day	Not full day	Full day
			Cost and demands of Accreditation	space available in some communities	space available in some communities	space available in some communities
			Lack of available space			

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CYF Council Responses

4/23/09

Quality Enhancement of Early Childhood Services

1) Did the State reduce funding for the Child Care Resource and Referral Network? If so by how much, and what impact will the reduction have on services in Montgomery County? Currently we do not have the final figure from the state for our FY10 Budget. It appears that ARRA money may be used to make up any shortfall, but we have not received anything in writing to that effect.

If additional supplemental funds are not provided as they have been in previous years, the impact may include the following:

- LOCATE Community Line, the dedicated call line for parents seeking child care, will be staffed 24 hours (Mon-Thurs.) rather than 30 hours per week (Mon-Friday)
- Number of children needing child care who will be served by the Community Line will be reduced from 2,500 to 1,800
- Fees for training classes will be raised and the number of classes open to all providers reduced from 125 to 100
- Number of participants in training will be reduced from 2,500 to 2,000
- No cosponsored free classes will be offered to the general public
- Technical assistance services funded by the state will be reduced from 1,000 services to 800 services
- Support for families looking for care and needing child care subsidies will be reduced
- Staff will be unable to participate in the development or implementation of new quality initiatives (e.g. Pre-K Pilot projects, Kennedy Cluster) without additional funding or support

2) MCCR&RC lost a .5 WY program specialist position last year. Please describe/quantify the impact of that reduction including impact on providers and the children served by them. Which responsibilities have been absorbed by existing staff, and which ones have not?

It resulted in fewer hours for the Resource Library to be open in the evening and week-ends for the child care providers to use the laminator, materials and books. In addition, other Early Childhood staff had to assist in the management of the Resource Library and responses to child care providers.

Pre-K and Head Start

For Head Start and Pre-K programs (MCPS and community-based), any updated enrollment or program information since the end of February 2009. What are the current wait lists for community-based programs? The Community-based Pre-K sites are both full with waiting lists. Currently, there are over 300 names on the waiting list for Head Start. All of the children on the list are three years old. After April 1st, consistent with federal Head Start policy, no new enrollments will be made until the next program year (FY10) for three year olds, because MC Head Start operates on a school-year basis for enrollment purposes. Any four year olds who request enrollment will be placed consistent with the Bridge to Excellence and will be placed immediately. These children will be placed in either Head Start or Pre-k, depending on their eligibility.

Is the Pre-K curriculum training level funded for FY10 (\$155,560)? Yes.

What will Head Start/Pre-K services - impact and restoration?

I confirmed with Vivian that this was a typo—no answer necessary.

Infants and Toddlers

Please break out the infants and toddlers program budget by funding source and by service delivery source (HHS/MCPS/Private nonprofits). How do services provided under this program connect with preschool special education services delivered by the school system?

See attached spreadsheets for program budget by funding source.

The Montgomery County Infants and Toddlers (MCITP) coordinates with MCPS Preschool Special Education in a number of ways and through various vehicles:

1. **SERVICES** Much of the services are provided by MCPS staff.
2. **TRANSITION** Families are assisted in moving from MCITP (IDEA Part C) services to MCPS (IDEA Part B) or school age services via a formalized process known as transition. This process begins at 27 months and assures that children are referred to both Special Ed services (if warranted) and/or community services to assure continued success.
3. **FAMILY SUPPORT NETWORK – PRE SCHOOL PARTNERS** The Family Support Network Coordinator (FSN) conducts family welcome orientations, and transition panels for families to assist in preparation for moving on to pre school age special education services. In addition the FSN provides support by phone and via a listserv to respond to families inquiring about preschool special Ed services.
4. **OPEN HOUSES – PRE SCHOOL**

MCITP and MCPS Preschool Special Ed coordinate open houses to allow families to visit special Ed preschool programs.

TO SHOW MCITP FY10 BUDGET BREAKDOWN BY AGENCY

FUNDING TYPE	FY10 CE-REC DHHS (Dec. 2008)	FY10* ANTICIPATED GRANT AWARD (Mar. 2009)	DIFFERENCE
DHHS			
CLIG - Federal - Part C (IDEA)	\$959,100	\$1,187,834	\$228,734
CLIG - Federal - Part B (IDEA)	\$0	\$0	\$0
CLIG - Federal - Part B, 619 (IDEA)	\$9,000	\$9,000	\$0
TOTAL CLIG	\$968,100	\$1,196,834	\$228,734
CLIG - Federal - Medicaid	\$250,000	\$182,749	(\$67,251)
CLIG - Federal - Impact Aide	\$25,000	\$22,000	(\$3,000)
TOTAL (OTHER CLIG) REVENUES	\$275,000	\$204,749	(\$70,251)
TOTAL CLIG	\$1,243,100	\$1,401,583	\$158,483
Thornton Grant - State	\$2,083,610	\$1,821,486	(\$262,124)
TOTAL THORNTON	\$2,083,610	\$1,821,486	(\$262,124)
FY09 "HOLD BACK" (to be used from July-Sept 2009)	\$0	\$266,947	\$266,947
TOTAL HOLD BACK FUNDS	\$0	\$266,947	\$266,947
TOTAL DHHS GRANTS/REVENUES	\$3,326,710	\$3,490,016	\$163,306
MCPS			
Federal - Part C (IDEA)	\$90,841	\$130,918	\$40,077
Federal - Part B (IDEA)	\$222,480	\$226,526	\$4,046
Federal - Part B, 619 (IDEA)	\$0	\$0	\$0
TOTAL CLIG	\$313,321	\$357,444	\$44,123
State - General Fund	\$79,688	\$381,146	\$301,458
TOTAL STATE	\$79,688	\$381,146	\$301,458
Federal - Medicaid	\$482,838	\$217,251	(\$265,587)
Federal - Impact Aide	\$0	\$0	\$0
TOTAL OTHER REVENUES	\$482,838	\$217,251	(\$265,587)
TOTAL MCPS GRANTS/REVENUES	\$875,847	\$955,841	\$79,994
TOTAL DHHS & MCPS	\$4,202,557	\$4,445,857	\$243,300
*The FY10 Anticipated Grant Award (Mar. 2009) column is a verbal anticipated increase to the FY10 grant award. Writing confirmation is still pending.			

Parent Support Services

Parent Support Services – please update chart provided last year (i.e. break out of the \$____ recommended for Parent Support Services. What program/contract, amount and short description of services.

Name of Program	FY10 Funding	Description of Services
Learning Parties	\$16,000	A free series of interactive sessions that promote early literacy and language development for parents and caregivers led by bilingual trainers at accessible locations for targeted communities.
Healthy Families Montgomery	\$517,154	A nationally accredited home visiting program for first time mothers at risk of child abuse and neglect. This contract also includes the Baby Steps program which screens new mothers in Shady Grove and Holy Cross hospitals and refers them to additional services if needed.
Families Foremost	\$100,415	Families Foremost Family Support Center provides parenting, ESOL, ABE (Adult Basic Education), GED, and career services for mostly low income Latino parents in Silver Spring. The center also provides intensive home visiting and MOMs (Moms Offering Maternal Support) for additional at risk families.
TOTAL	\$633,569	

Learning Parties – How many Learning Parties were held in FY09?

63 Learning Party sessions as of April 1, 2009

How many children/families were served?

596 parents have attended Learning Parties as of April 1, 2009

How many of these were held in conjunction with community-based organizations, and how many children/families were served?

All Learning Parties are given in conjunction with community-based partners, such as Judy Centers, elementary schools, Long Branch Community Center, and the Mid-Atlantic Consortium.

What does the Department anticipate that the number of learning parties and the number of children/families served will decrease in FY10 without staff to run the Learning Parties? (Will funding for learning parties continue in parent support services?)

Learning Parties will be coordinated by community groups. The number of Learning Parties conducted will depend on the number of community organizations and the capacity of those organizations to coordinate and conduct the Learning Parties. County staff will work with community organizations to ensure that they are successfully implemented. This includes providing supplies and materials for any Learning Parties conducted. Funding for Learning Parties will continue in parent support services.

Please describe the services provided by the Judith P. Hoyer Enhancement Grant. How many providers were served? What is the demand for these services in FY10? Will any of these services be provided in FY10 and if so, what?

Vivian - Based on our conversation, the grant name should be corrected to the Judith Hoyer Module One grant. We had expected to receive these funds in FY09, but did not. FY08 was the last year the department received this grant.

Child Care Subsidies

Has the Department implemented a policy of decreased parent co-pays for POC or WPA in FY09? If so, what has been the impact and will the Department carry forward that policy in FY10? If not, what would be the cost of carrying forward the policy?

The Department has implemented no changes to parent co-payments under the POC program. This change would have to be initiated by the State.

Effective for March payments, the WPA program is issuing supplemental subsidy checks to WPA parents for the remainder of FY09 while the WPA payment tables are being updated. Depending on income, a family will receive a supplement of a 10 -20% increase of the current WPA subsidy amount. Payments will be received for a total of four months in FY09. This moves us toward the goal of reducing the out-of-pocket costs to low income families.

Additionally, for WPA, we have implemented a policy where if a family is eligible for WPA and receives a subsidy, then as a result if decreased income is in the service range for POC, we will maintain the WPA subsidy level for a period of six months.

What is the status of waitlists for POC and WPA? There are no waitlist for either program.

Break out Child Care Subsidies for FY10. How much for WPA program? How much of this funding is for subsidy dollars?

Child Care	WPA Subsidy	\$1,842,210
	POC Subsidy	\$6,766,000

Staff in both the state and county funded subsidy programs are cross-trained and therefore personnel costs and miscellaneous operating dollars are part of the program's bottom line.

How much \$ has been spent out in FY09 for WPA subsidies?

Through the service month of February 2009, expenditures equal \$1,156,473.

What will the impact be of the reduction of the OSC position and the reduction in work years in Child Care subsidies?

This position has been vacant for almost two years and many of the duties have been transferred to other OSC positions on the Income Supports/Child Care Subsidy Team. In addition, an OSC from another part of the Service Area has been assisting in covering some of these OSC responsibilities.

Please provide the total number of eligible children by month from March 2008-February 2009. Can you explain why the numbers eligible for child care subsidies, as listed in the MMR, is less that the number of children served (paid)?

Total eligible children by month is tracked as the number of children with active vouchers, see the statistics below. The number of children served is tracked as the number of children with vouchers that were actually “used”, defined as paid. This number is usually less than the active vouchers, because a significant number of program eligible families are not using the vouchers and because the out-of-pocket costs are still prohibitive. Our restructuring of the WPA table will hopefully reduce this difference.

Month	# of children served (paid)	# vouchered children
March 2008	334	448
April 2008	355	419
May 2008	346	431
June 2008	360	452
July 2008	387	425
Aug 2008	314	448
Sept 2008	315	419
Oct 2008	304	440
Nov 2008	379	462
Dec 2008	362	448
Jan 2009	331	462
Feb 2009	*	424
Mar 2009	314	421

* - Data not available due to IT problems

**Montgomery County Public Schools Response to Questions for
Prekindergarten and Early Childhood Services for the
Montgomery County Council Education/Health and Human Services Committee**

April 30, 2009

Question: Any updated enrollment or program information related to Head Start and Pre-K since the end of February 2009

Montgomery County Public Schools prekindergarten and Head Start programs presently enroll 2,572 students with a total capacity of 2,533 seats. Head start enrollment currently has 647 of 648 seats filled. Prekindergarten has 40 more students (1,925) than the allocated 1,885 seats. There is no wait list for 4-year-old children. As of April 15, 2009, over 3,000 families have come to inquire about enrollment for the 2009–2010 school year. Approximately 1,355 applications are on file for income-eligible 4-year-old seats. To date, there are approximately 250 more applications on file than were on file last year at this time.

Question: What impact will the reduction of 2.0 social services positions and 1.0 psychologist position in the Division of Early Childhood Programs for the pre-kindergarten program will have on the quality of services provided, the numbers of children served, and the workload of remaining staff? How will this reduction affect the number of classroom psychological observations and services needed by children?

The reduction of 2.0 social service assistant (family service workers [FSW]) positions will mean an increase in the workload of the remaining 19 FSW. Each prekindergarten FSW will serve approximately two additional classes/40 students (from seven classes/140 students to nine classes/180 students). Considering the multitude of duties that workers have to complete including registration applications, visits with families, staffing meetings at the schools, parent training, etc., the increase in case load means that the worker will not be able to visit every school on a weekly basis, but necessary services will be provided. Referrals will continue to be made to county agencies as needed.

Regarding the 1.0 psychologist reduction, there will be no change in the number of psychological reports completed. The psychologists will complete all assessments required under the special education guideline. The staff continues to provide critical services to families, and services will be triaged to the families with greatest needs.

Question: What will the impact be of reducing staffing for the Head Start program by .6 social worker and .5 psychologist positions? Please provide a short description of what psychological and support services are required by the Head Start program, what level of services are provided currently (FY09) in Montgomery County for Head Start and Pre-K, and what the proposed level of services for FY10?

The reduction of the social worker from 1.0 to .6 has an impact on the social worker's accessibility to parents and teachers and availability to observe children in classes. The social

worker would be available to meet with families and observe students three days a week as opposed to five days a week. Currently, the social worker seeks to accommodate parents work schedules and often meets with parents in the early morning or in the evening; a reduction in hours will not impact this flexibility. Referrals continue to be made to community agencies.

There is no federal staffing guideline for either social work or psychological services. Psychological services, however, are required under federal guidelines for the Head Start program including:

- Timely and effective identification and intervention in family and staff concerns about a child.
- Ongoing training and staff development concerning mental health issues related to children and families.
- Designing and implementing program practices responsive to the behavioral and mental health concerns of an individual child or group of children.
- Mental health consultation to staff and parents regarding special help for children with atypical behavior or development.
- Participating in the IEP process, including evaluations as indicated, for children with a suspected disability.

The reduction of the .5 psychologist position will not affect the ability of the Head Start psychologist staff to fulfill all of the required psychological services in a timely manner. The number of requests for consultations also will be addressed as appropriate.

Information Regarding FY 2010 Pre-K Special Education for County Council
April 30, 2009

Preschool Education Program (PEP) Enrollment and Staffing:

- The PEP program will be expanding to 15 elementary sites in FY 2010 (13 locations exist in FY 2009). Projected enrollment for PEP classes in FY 2010 is 860 students.
- Due to growth, 2.0 additional parent educator positions are included in the FY 2010 budget.
- With the additional parent educator positions, each PEP site will have daily on-site supervision.
- Additional direct service staff for classrooms (teachers and paraeducators) was increased due to an increase in pre-K special education enrollment.
- PEP was cut a 1.0 elementary program specialist position for FY 2010 (from 3.0 positions to 2.0 positions).
 - Responsibilities for the elementary program specialist position in PEP include a variety of tasks to support daily operations, assist with planning for the opening of new classes, and assist with intake meetings and monitoring enrollment.
 - Essential services to the schools provided by the remaining elementary program specialists and instructional specialist will continue.
 - Responsibilities for the remaining two elementary program specialists and the instructional specialist are being redistributed for FY 2010 to cover the 15 locations, with some responsibilities assumed by the parent educators.
 - Each of the elementary program specialists will be aligned with a PEP coordinator.

Quality Instructional Programming Continues in Pre-K Special Education in FY 2010:

- Additional PEP services will be provided at Greencastle and Clarksburg #8 Elementary Schools to address enrollment growth in these geographic regions (total: 15 locations countywide).
- Inclusive Opportunities will increase for three-year-olds (total: nine locations countywide).
- Inclusive Opportunities will continue and expand by one location for four-year-olds (total: 13 locations countywide).
- Six additional Comprehensive Autism Preschool Program (CAPP) classes will be provided (total: 13 classes countywide).

There have been no staffing reductions for the FY 2010 budget for the Infant and Toddler program

- Direct service delivery staff allocations have increased to address the rise in number of children/families eligible for services.
- Staffing for Infants and Toddlers is based on total services, and due to increases in services, additional staff has been budgeted.