

MEMORANDUM

November 29, 2012

TO: Health and Human Services Committee
Education Committee

FROM: Vivian Yao, Legislative Analyst, 

SUBJECT: **Early Childhood Education**

The Health and Human Services (HHS) and Education Committees will discuss early childhood education services in the County. The following individuals are expected to participate in the discussion:

- Kate Garvey, Chief, Children, Youth and Families, Department of Health and Human Services (DHHS)
- Janine Bacquie, Director, Division of Early Childhood Programs and Services, MCPS
- Barbara Andrews, Administrator, Early Childhood Services, DHHS
- Jennifer Arnaiz, Director, Montgomery County Child Care Resource and Referral Center (MCCCRRC)
- Thomas Klausing, Director, Department of Management, Budget and Planning, MCPS
- Debra Poese, Director, School of Education, Montgomery College

The Committees will receive information about: (1) the State of Maryland's Race to the Top/Early Learning Challenge Grant Plan including efforts to convene an Early Childhood Advisory Group; (2) training services being provided for child care providers including supports to providers serving children with special needs and disabilities; and (3) the Department's approach for updating the Montgomery County Early Childhood Comprehensive Plan.

I. MARYLAND RACE TO THE TOP/EARLY LEARNING CHALLENGE GRANT AND EARLY CHILDHOOD ADVISORY GROUP (ECAC)

The State of Maryland was awarded \$50 million dollars from the U.S. Department of Education through the Race to The Top Early Learning Challenge (RTTT-ELC) Grant

program in January, 2012. The grant was designed to support MD in establishing a seamless birth through grade 12 reform agenda to ensure that all young children and their families are supported in school readiness, and further improve a highly rated system of early childhood education in the State.

The Maryland State Department of Education is the fiscal agent for the grant, and the Division of Early Childhood Development is taking the lead in implementing the funds. State RTTT-ELC Plan includes the following **10 projects**: (1) creating of 24 **local early childhood councils** (see below for more details about the local councils); (2) administering full-scale implementation of **Maryland EXCELS** Tiered Quality Rating and Improvement System (see also ©1); (3) **increase quality capacity building** through initiatives including an Early Childhood Breakthrough Center; (4) promote use of **early learning standards and assessments** that align with Common Core Standards; (5) conduct **professional development on early learning standards**; (6) develop a **comprehensive assessment system**; (7) address health and behavioral health needs through **early intervention and prevention** programs; (8) develop **family, parent, and community engagement** strategies and training around early learning and development; (9) expand **workforce competency and leadership development** opportunities; and (10) enhance **early childhood data system** to link with the Maryland Longitudinal Data System. See ©2-5 for more details about the ten projects.

Montgomery County Early Childhood Advisory Council

As part of the State RTTT-ELC Plan, MSDE has requested that each jurisdiction develop an Early Childhood Advisory Council. The Advisory Council's membership is intended to be a broad representation of County organizations and individuals that provide services for young children and is expected to be modeled after the State Advisory Council on Early Childhood Education and Care.

Each ECAC is tasked with local coordination of the projects in Maryland's Race to the Top Early Learning Challenge as well as other early childhood initiatives and reforms. In addition, the ECACs are responsible for the following activities (see also ©6-7):

- Establishing **annual benchmarks of school readiness skills** of children entering kindergarten;
- Conducting a periodic local needs assessment concerning the quality and availability of early childhood education and development programs and services;
- Identifying **opportunities for, and barriers to, collaboration and coordination** among federally funded and state-funded child development, child care and early childhood education programs and services, including collaboration and coordination among local agencies responsible for administering such programs;
- Developing an action plan for **increasing the overall participation** of children in existing programs, including outreach to underrepresented and special populations, elevating the quality of existing programs and coordinating the RTTT-ELC goals and objectives at the local level;

- Developing recommendations **regarding local professional development and career advancement plans** for early childhood educators, including participation in the Early Learning Academies;
- Aligning **local family engagement practices** with the State Family Engagement Coalition, support local library family advisory councils and local reach out and read activities; and
- **Reporting progress or challenges** on its activities to the Governor's State Advisory Council on Early Childhood Education and Care, including quarterly submission of local council attendance rosters, meeting minutes and an annual report on local council action plans.

A planning/steering committee has been established with representatives from the DHHS, MCPS, and Council staff. Members of the committee attended an MSDE orientation on October 1, 2012. Additionally, the members will be attending ten days of training with The Annie E. Casey Foundation to focus on results-based accountability and the establishment of the Local Early Childhood Advisory Council.

The State is providing grant funds for start-up and implementation of the Advisory Council. A proposal for a \$3,000 start-up grant has been developed for submission to MSDE. There will be an additional funding opportunity for an implementation grant with a base funding amount of \$10,000 plus a funding formula based on the number of children birth-five in the County and the number of children in high risk categories, including children with disabilities, who are English language learners, and children in low income families. The plan for the use of this funding will be developed by the Advisory Council as a whole.

Membership categories for the ECAC have been designated by MSDE. See ©8-9 for the composition of the State Advisory Council on Early Childhood Education and Care. The ECAC will also reflect membership from the Universal Preschool Implementation (UPI) Work Group and the Early Childhood Congress. The individual members are currently being identified and will be approved by the Superintendent and County Executive with review from the County Council.

The Committees may want to discuss whether it is appropriate for the Advisory Council to also take on the responsibilities identified in the March 2009 UPI Work Group Report for the Local Review Panel (LRP). The UPI Work Group recommended that the LRP provide countywide coordination in implementing Preschool For All services in the County. The LRP was to review and approve applications made by providers interested in delivering Preschool For All services; conduct community needs assessments in areas of expansion; and provide technical assistance for potential provider applicants (see also ©10-12). These activities appear to be consistent with responsibilities assigned to the ECAC. Because the scope of responsibilities and the membership categories for the ECAC are broader than those recommended for the UPI

Work Group, Council staff suggests that a sub-committee of the ECAC implement activities related to Preschool For All expansion, particularly the reviewing and approving of provider applications.

II. TRAINING SUPPORTS FOR COUNTY-BASED CHILD CARE PROVIDERS

The Committees will receive updates on available training and support services being provided by the Montgomery County Child Care Resource and Referral Center (MCCCRRC), MCPS, and Montgomery College.

The October 2012 update to Child Care in Montgomery County: At a Glance (©13) provides background information on the status of child care providers and training for the Committees' review. The following table provides statistics relating to child care programs and the child care workforce in the County:

	October 2008	September 2011	October 2012
Licensed Family Child Care Homes	1018	1,000	1,007
Licensed Center Based Programs	429	456	464
Capacity for Licensed Care	31,382	36,426	37,638
Accredited Programs	63	93	81
% of all programs that employ staff who speak a language other than English	55%	55%	70%

Some of the trends reflected in the table include: (1) a continued increased in the capacity of licensed care and center-based programs; (2) a decrease in the number of accredited programs since 2011; and (3) a percentage increase in programs that employ staff who speak a language other than English. The report also shows an additional higher education institution, Ana Mendez University, providing a BA in Early Childhood Education/Primary Education program.

MONTGOMERY COLLEGE

Debra Poese, Director of Education at Montgomery College, will provide an update to the Committees on how the College's Early Childhood Education Program is meeting the needs of the early child care workforce. The College reports that there have been 156 students enrolled in the Associate of Applied Sciences in Early Childhood Education in fall 2012, and the number of associate degree program graduates in the past academic year is 12.

Program updates provided by the College include the following:

- **CDA Support Services:** Many child care centers/preschool programs require teachers to earn the CDA Credential. To address this need, the ECE program has offered free CDA training workshops twice a year for seven years. This fall, with support from the Perkins Grant, the program initiated the following CDA support

services to help a group of child care teachers earn the CDA credential by June 2013:

- Free CDA training sessions
 - Free CDA application packages
 - CDA documentation review by MC CDA advisors
 - Mock CDA written assessments
 - Assistance throughout CDA application process
 - CDA advisors to complete the CDA Observation & Assessment Instrument at no cost
 - Support for applying for Montgomery County scholarships covering tuition of CDA courses and applications
- **ECE Career Program Fair:** The fourth biennial ECE Education Career Program Fair will be held April 13, 2013. The College will offer a variety of free training workshops for our local early childhood community and is seeking input from stakeholders on the topics of most interest to child care providers. Participants are introduced to the Early Childhood Education programs at the College. Attendees are also given the opportunity to meet with child care recruiters.
 - **Other Outreach Efforts:** ECE fulltime faculty members participated in the MCCRRC Early Childhood Program Resource Fair on September 15 by donating door prizes and offering advice and information. Faculty members are also involved on local stakeholder advisory boards. Montgomery College supports the professional development of pre-service and in-service providers through visiting child care centers and child development classes at high schools and providing information on educational opportunities and career pathways.
 - **Child Care Career and Professional Development Fund (CCCPDF):** Because MSDE suspended acceptance of new applications for the CCCPDF in 2011, approximately 20 students were supported through the fund during the 2011-2012 academic year. Currently, the fund is supporting ten recipients due to the graduation of three students and other issues that precluded some students from moving forward. However, the CCCPDF will be opened for new applications beginning in July 2013, allowing candidates currently employed in licensed early care locations (home or center based) to qualify for scholarships covering full tuition, fees and books for studies leading to an Associate's degree in Early Childhood. This program has a "pay back" feature requiring continued work in the child care field following graduation.

MONTGOMERY COUNTY CHILD CARE RESOURCE AND REFERRAL CENTER

The MCCCRRRC provides comprehensive resources for new and existing child care professionals in Montgomery County. The center is supported through County General Fund and State Grant funding. The following services are provided by the MCCCRRRC.

- **One-on-one, on-site and small group assistance:** Services to child care programs on achieving high benchmarks of quality. Between July and October 2012, the center worked with 166 providers, performed 105 site visits and four group sessions, and supported one accreditation.
- **Pre-K Curriculum Instructional Project:** Ongoing professional development, on-site technical assistance and access to resources focusing on the implementation of State Pre-K curriculum instructional strategies. Thirty-six providers are currently enrolled in the program.
- **Breakthrough Center Support:** Recent initiative funded by the Maryland Family Network Grant and part of the State's RTTT-ELC Plan. MCCCRRRC is providing ongoing support to targeted 9 Family Child Care providers and 3 centers in low-income communities. MSDE has identified specific catchment areas in Montgomery County: Brookhaven ES, Kemp Mill ES, Montgomery Knolls ES, and Watkins Mills ES. A staff person is tasked with identifying, targeting, maximizing, and creating access to resources for early learning programs serving large numbers of children with high needs.
- **Business Development Support:** MCCCRRRC provides leadership training, mentoring, and other individualized support focused on the mechanics of running a successful child care business. The center collaborates with ICF, Inc., the Women's Business Center, and the Latino Economic Development Center for trainings, consultation and micro loans
- **Professional Skill Acquisition Support:** MCCCRRRC has created a learning community which supports early care professionals in meeting state licensing regulations, fulfilling credential requirements, and growing professionally by offering State-approved Core of Knowledge trainings, e.g., healthy beginnings, Maryland Model for, and Social Emotional Foundation in Early Learning for Infants/Toddlers or Preschoolers.
- **Dedicated Funding for Training and Professional Development:** Early Childhood Quality Enhancement Grants provide reimbursement for translation of foreign credentials, CDA course and assessment fees, and scholarships to Montgomery College. From July to October 2012, 44 scholarships were provided supporting 73 courses, and nine credentials.

See ©14-15 for additional information on programs provided by the MCCCRRRC. Descriptions of additional supports and collaborative efforts for providers serving children with special needs and disabilities are provided below.

MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS provides the following supportive services to the child care community. Collaborative programs delivered by MCPS for providers serving children with special needs and disabilities are highlighted in the following section.

Judy Centers

MCPS Gaithersburg and Judy Center Grant Partnerships both support affiliated providers in attaining and maintaining the MSDE early childhood accreditation and validation. Direct support is given from staff in the Division of Early Childhood Programs and Services to approximately six child care programs from the pre-assessment phase through the on-site accreditation visit. MCPS Judy Centers collaborate with the Children's Resource and Referral Center (DHHS) by providing a reliable location for child care trainings including Child Development Associates (CDA) sessions for cohorts of providers.

Kindergarten Information Meeting

Each year the Division of Early Childhood Programs and Services provides a Kindergarten Informational meeting for local child care providers, private schools and non-public school programs. This meeting is designed to inform community providers about the expectations of the kindergarten program and Curriculum 2.0. The February 2012 meeting hosted more than 100 community participants.

Preschool Materials

Through a request of the Montgomery County Commission on Child Care, local non-profit child care programs who wish to order materials and goods from the MCPS Department of Materials Management Warehouse, may place an order for delivery. This extension of services to non-profit programs by MCPS has allowed many providers to purchase materials at a reduced cost compared to shopping retail for materials.

Technical Assistance to Preschool for All Sites

MCPS provides technical assistance upon request to two MSDE grant funded Preschool For All Sites: Centro Nia in Takoma Park and Peppertree Children's Center in Germantown. These projects have been in existence for four years and serve primarily four-year-old children from low-income families.

SUPPORT FOR PROVIDERS SERVING CHILDREN WITH SPECIAL NEEDS & DISABILITIES

During the October HHS Committee discussion with DHHS Boards, Committees, and Commissions, Councilmember Rice requested follow-up information about the extent to which providers need supports to care for children with special needs and disabilities. He asked about existing professional development programs and whether partnership with the State can yield more opportunities for support and training. The following supports are currently provided in the County to support providers serving children with special needs and disabilities.

Preschool Education Program (PEP)

The Preschool Education Program (PEP) serves the needs of preschoolers with disabilities. The MCPS program collaborates with MCCRRC on the selection of community child care providers to participate in a **PEP Pilot Project: PEP Promoting Inclusive Learning Opportunities for Threes** (©16). This partnership project is a three step learning experience for child care professionals covering key strategies for preparing an inclusive environment for typical and atypical children. Providers attend an orientation training session, follow-up with an on-site observation of a PEP program in action, and finish with a visit from a PEP instructor to monitor implementation of skills. Providers can earn up to six Core of Knowledge hours through training, observation, and on-site support. This is the fifth year of this successful project, and 30 providers will participate this year.

An additional partnership exists between PEP and the Association of Retarded Citizens of Montgomery County (ARC) at Karasik Child Care Center, called Building Bridges. This partnership allows children with disabilities enrolled at the Karasik center to receive their special education and related services setting with their non-disabled peers.

Hanen Learning Language & Loving It

This program is delivered in collaboration with the MCCRRC and Montgomery County Infants and Toddlers Program. This 10-week course uses a combination of classroom-based teaching, video taping assessment, and one-on-one coaching. The program focuses on supporting language development in both typical and atypical children birth to age 5 years. Currently 26 providers are enrolled in the program.

Easter Seals National Training

MCCRRC, through a collaboration with Easter Seals and supported with County General Fund dollars, received MSDE approval to provide an ongoing training series focused on a national model including the use of a program assessment tool. The training series is offered twice a year to center-based directors and staff and family child care providers. The focus is on specific disabilities, adaptations and supports, as well as on teaching strategies. A director's module is offered which focuses on policies, procedures, marketing, and business practices that support inclusive settings.

Training and Professional Development Discussion Issues

1. **Family Child Care Network/Hub Services:** During review of the FY13 Operating Budget for DHHS, Councilmember Navarro expressed interest in discussing the family child care hub model, which has been developed in other jurisdictions to offer preschool education and other resources to children in the care of family child care providers. The UPI Work Group reviewed the network or hub concept in delivering Preschool For All services and supported the development of family child care

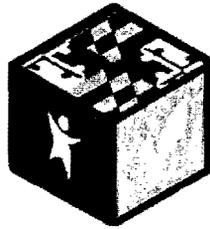
networks or other models that ensure the delivery of quality programming by family child care providers. The Work Group recommended the development of a pilot for delivering Preschool for All services through family child care providers that aligns with State requirements.

Although the State has not moved forward with the hub/network concept or the sustained roll out of Preschool For All, the Committees may be interested in discussing the extent to which services currently provided, or potentially to be provided through RTTT-ELC (e.g., Breakthrough Centers), are comparable to staff development related services provided through family child work networks or hubs (see ©17-20 for information considered by the UPI Work Group). Are there other supportive services delivered through hubs that could add to the services being provided to family child care providers?

2. **Other Needed Training Supports:** The Committees may be interested in exploring to what extent the demand for training and support to child care providers is being met. Is there a need to reach more providers with existing services or are there other needed supports or services that are not available to providers? For example, since 70% of all licensed programs employ staff who speak a language other than English (©13), would access to ESOL classes tailored to the child care workforce be desirable? What other supports could help providers better serve children with special needs? Will the work of the ECAC help to identify additional ways to support providers in delivering quality services? To what extent will additional resources to support providers be made available through the RTTT-ELC projects?

III. MONTGOMERY COUNTY EARLY CHILDHOOD COMPREHENSIVE PLAN

The Montgomery County Early Childhood Initiative published its Comprehensive Plan for an outcome-based early childhood services system in 2000, with a status report on the progress of the plan prepared by the Early Care and Education Congress in 2009. In July, 2012 HHS hired a new Administrator for Early Childhood Services and a new Manager for the Infants and Toddlers Program. The addition of new leadership combined with the development of the Advisory Council on Early Childhood Education and Care will provide the opportunity to begin a new comprehensive plan for early Childhood Education in Montgomery County. The process for the development of the plan will include a review of current demographics of the county, key early childhood indicators, and the interventions and programs currently operating. Data and materials that have been developed through other initiatives will be used as much as possible and future approaches will reflect current best and promising practices.



MARYLAND EXCELS

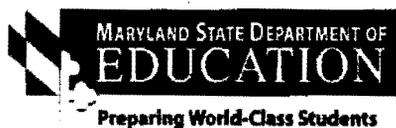
Check for Quality

- ✓ **What?** Maryland EXCELS is a voluntary Tiered Quality Rating and Improvement System (TQRIS) for Child Care Centers, School-Age Child Care Programs, Family Child Care Homes, and Public Pre-Kindergartens. Five progressive check levels define a pathway to excellence for participating programs. Maryland EXCELS creates a core framework that will encompass quality initiatives in Accreditation, Credentialing and Professional Development, Developmentally Appropriate Activities, and Administrative Practices. Thirty states have TQRIS systems in place and nearly all states are engaged in developing early education quality improvement programs. A variety of incentives are offered for participation.
- ✓ **Why?** Maryland EXCELS recognizes the accomplishments of early childhood and school-age programs and providers, offers information to families on choosing quality child care and articulates to the public the level of quality in early and school-age care and education programs. Through a vigorous information campaign, the public will be educated about the benefits to the child, the family and the greater community of choosing high quality early childhood and school-age programs. EXCELS programs have full access to all MSDE incentives and supports.
- ✓ **When?** Maryland EXCELS standards were developed by a workgroup representing family child care, child care centers, school-age child care, special education, and the training and advocacy community. It was piloted and field tested from 2010-2012. Maryland EXCELS will open for statewide participation in July 2013. Programs are encouraged to become familiar with the standards and website now.
- ✓ **How?** For more information about Maryland EXCELS visit the website at: www.marylandexcels.org or email: mdexcels@msde.state.md.us.

The draft Maryland EXCELS standards are posted at:

http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce.

- ✓ **Who?** Quality begins with YOU!



The Johns Hopkins University/Center for Technology in Education is a partner with the Maryland State Department of Education, Division of Early Childhood Development in the implementation of EXCELS and the development and maintenance of the website.



Maryland's Race to the Top Early Learning Challenge Grant Project Brief

The Race to the Top Early Learning Challenge grant will enable Maryland to create a seamless Birth to Grade 12 reform agenda to ensure that all young children and their families are supported in the state's efforts to overcome school readiness gaps and to move early childhood education in Maryland from a good system to a great system.

The Maryland State Department of Education (MSDE) is the fiscal agent for the grant and its Division of Early Childhood Development takes the lead in implementing the funds. The Governor's State Advisory Council on Early Care and Education advises MSDE on the implementation of the RTT-ELC State Plan. Participating state agencies, including the Maryland Department of Health and Mental Hygiene, the Maryland Department of Human Resources, and the Governor's Office for Children, collaborate with MSDE in support of the State Plan. Ten innovative projects address the scope of Maryland's Race to the Top Early Learning Challenge State Plan.

Project 1 Local Early Childhood Councils

Create 24 local early childhood councils with the goal of developing local plans for implementation of Maryland's RTT-ELC state plan. Leadership coordination to local councils is provided by the Annie E. Casey Foundation over 12 months.

Project 2 Maryland EXCELS

Enhance and administer a full-scale implementation of the Tiered Quality Rating and Improvement System (Maryland EXCELS) through a qualified vendor. Support all public, private and community early learning and development programs to participate in Maryland EXCELS. Evaluate the effectiveness of Maryland EXCELS to include the relationship between quality ratings and children's learning and school readiness.

Project 3 Quality Capacity Building

Establish an Early Childhood Breakthrough Center to provide quality capacity building for programs participating in Maryland EXCELS and expand models of excellence to attendance areas of Title 1 schools in school improvement.

- Establish two (2) **Community Hubs** to provide and coordinate existing services for families with children, birth to five years of age.
- Establish five (5) **Preschool for All** sites in Title 1 attendance areas.
- Establish two (2) **Judy Center Satellite Sites** at Title 1 schools in school improvement in Baltimore City and Prince George's County and expand services from the existing Judy Center Partnership sites to other Title 1 schools.
- Provide coaching and mentoring for programs serving children three to five years of age who have an **Individualized Education Program (IEP) or an Individualized Family Service Program (IFSP)** under the **Extended Option** provisions of IDEA.



Maryland's Race to the Top Early Learning Challenge Grant Project Brief

Project 4 Promoting Use of Early Learning Standards

Revise the state's existing early learning standards to align with Common Core Standards. Develop a Guide to Early Childhood Pedagogy to support the use of early learning standards and assessment. Implement two field tests of the Preschool Science, Technology, Engineering and Math (STEM) program to 150 classrooms in Maryland EXCELS participating programs. Expand the language program, VIOLETS, to 150 classrooms in Maryland EXCELS participating programs.

Project 5 Professional Development Maryland Model for School Readiness

Conduct professional development to promote the use of the early learning standards by all early learning and development programs.

Project 6 Comprehensive Assessment System

Revise the existing formative assessments (36-72 months), develop new formative assessments (birth to 36 months), and revise the existing Kindergarten Entry Assessment (Maryland Model for School Readiness) to align with the State adopted Common Core Standards. Develop training modules and professional development for the administration of state-recommended developmental screening instruments. Develop a technology platform for assessment administration with linkage to a reporting data base and on-line resources for early learning. This project is conducted in collaboration with the State of Ohio.

Project 7 Child Development Innovations

Address the health and behavioral needs of children through a coherent set of early intervention and prevention programs.

- Field test and report on **Best Beginnings Developmental Screen** instrument birth to three, developed by the University of Maryland.
- Introduce the use of four state-recommended, valid **Developmental Screening Instruments** for children birth to five years.
- Conduct **Training of Pediatricians** through a qualified vendor on state-recommended developmental screening instruments.
- Build mental health capacity in pediatrics and family practice through **Maryland Early Childhood Mental Health Consultation in Pediatric Care** to include detection and intervention.
- Develop and implement an online data collection and analysis system for training participation and outcomes in **The Social and Emotional Foundations for Early Learning (SEFEL)** to interface with Maryland's Longitudinal Data System/Early Childhood Data Warehouse.



Maryland's Race to the Top Early Learning Challenge Grant Project Brief

Project 8 Family Engagement and Support

Create a **Coalition for Family Engagement** to develop a Maryland-specific Family, Parent, and Community Engagement Framework to implement strategies and training for all early learning and development programs and family engagement organizations.

- Create **Family Advisory Councils in Local Libraries** located in or near Title 1 attendance areas, including the establishment of Family Information Centers and resource kits for families of young children.
- Expand **Parent-Child Learning Parties** to 25 percent of all early learning and development programs in Title 1 attendance areas to promote the development of school readiness skills of young children.
- Expand the **Reach Out and Read Project of the American Academy of Pediatrics** to primary care physicians/pediatricians statewide. Distribute books and information to over 46,100 children and their families over the four years of the grant.

Project 9 Workforce Competency and Leadership Development

- Align the **Child care Credentialing Program** with the **Workforce Knowledge and Competency Framework** to identify specific coursework for each of the credentialing levels.
- Initiate a **Maryland Approved Alternative Preparation Program for Early Childhood Education (MAAPP-ECE)** for working early educators with four-year degrees to obtain state teaching certification in early childhood education.
- Develop an **articulation agreement** for pre-service courses **between MSDE approved trainers and the state's community colleges** to establish new pathways of training and post-secondary education.
- Strengthen pathways for teacher education by improving the status of access to and transfer out of the **Associate of Arts Teaching (AAT) in Early Childhood**.
- Conduct **Early Learning Leadership Academies** for educators in public schools (Prek-2) and early childhood programs serving preschool-age children.



Maryland's Race to the Top Early Learning Challenge Grant Project Brief

Project 10 Early Learning Data System

Enhance the existing early childhood data system to link with the Maryland Longitudinal Data System.

- Expand the Child Care Automated Tracking System (CCATS) portal with **Professional Development** services for early care and education providers including applications for grants, incentives, training approval and professional development plans.
- Activate a CCATS module to include **Grant Funds Management and Provider Benefits** in one web-based location and make data available for analysis in the Maryland Longitudinal Data System.
- Develop, pilot and implement a statewide secure system for **Attendance Reporting** for child care programs. Through an interface, use data to prepare Child Care Subsidy invoices.

For additional information on the 2012 – 2015 Race to the Top Early Learning Challenge Grant, visit the MSDE website at:
http://www.marylandpublicschools.org/MSDE/divisions/child_care/challenge

Maryland's Race to the Top Early Learning Challenge
Project 1 Summary: Local Early Childhood Advisory Councils
State (and Local Level) Governance Structure

Create a system of local early childhood advisory councils across all 24 local jurisdictions.

By December 31, 2012 all local jurisdictions will have active early childhood advisory councils with a membership that to the extent possible mirrors the Governor's State Advisory Council on Early Childhood Education and Care (State Advisory Council) and includes relevant local early childhood stakeholders. .

Annual benchmarks:

By December 31, 2012, all local jurisdictions will have an active early childhood advisory council, chaired by the local school superintendent or the County Executive with membership reflecting that of the State Advisory Council.

Background:

- Since 2002, included in Maryland's early childhood infrastructure, is an interagency workgroup whose mission was to initiate and oversee implementation of an early childhood state strategic plan, aimed at improving the early childhood system. The State Advisory Council, formerly the Maryland Leadership in Action Committee, advises the Governor on the work of the Council to achieve its goals and coordinates a comprehensive system of services for young children and their families.
- The current State Advisory Council includes representatives from all facets of early childhood in Maryland and is chaired by the State Superintendent of Schools. The formal Council meets quarterly, with active workgroups meeting more frequently as needed quarterly reports are submitted to the federal government on progress toward the state's early childhood goals. Recently, the Council was instrumental in developing Maryland's Early Learning Challenge Grant proposal.
- The three goals of the Council's strategic plan to improve school readiness for all children in Maryland are: 1-All children have access to high quality early learning and development programs, 2-Families have access to resources needed to be effective as their child's first teacher, 3-Children arrive at school with healthy minds and bodies.

ELC Strategies:

- The goal of the local early childhood advisory councils is to create an infrastructure to ensure collaboration and coordination at the local level to oversee the initiatives and reforms of the state's early childhood strategic plan, including the projects within the Early Learning Challenge Grant proposal. Each local advisory council will report local progress to the State Advisory Council.
- The local advisory council membership would include the local Superintendent of Schools, local government representative(s), representatives of local education agencies' early childhood general and special education, Infants & Toddlers, Head Start, family and center-based child care programs, the child care resource and referral agencies, the Judy Center Partnerships, local libraries, family support centers, family involvement providers, local departments of social services, child care licensing, early childhood non-profit agencies, and partners customized to the resources in that local jurisdiction.

Responsibilities of Annie Casey Foundation:

- Provide leadership to the local early childhood advisory councils;
- Maintain regular contact with the chair of each local early childhood advisory council;
- Provide technical assistance in the formation of the councils, in concert with MSDE;
- Communicate regularly with MSDE and the State Advisory Council.

Responsibilities of Local Early Childhood Advisory Councils:

- Organize an early childhood advisory council whose membership and goals mirror the State Advisory Council, to the extent possible;
- Recruit members through invitation;
- Establish bylaws to govern its work based to include quarterly meetings and State Advisory Council guidelines ;
- Develop local public/private partnerships to identify additional local representatives to support the work of the local early childhood advisory council);
- Coordinate leadership activities in collaboration with the Annie Casey Foundation;
- Ensure local early childhood advisory council meeting minutes are provided and activities are reported quarterly to the State Advisory Council; and
- Ensure the local chair attend all functions organized by the State Advisory Council and the Annie E. Casey Foundation.

Responsibilities of the State Advisory Council:

- Develop, coordinate, and organize with the Annie E. Casey Foundation guidelines for each local jurisdiction to follow in developing their local early childhood advisory council membership and infrastructure;
- Approve the objectives of the function of each local early childhood council, based on State Advisory Council goals,
- Provide technical assistance, possibly in the form of bulletins, newsletters or presentations;
- Review local meeting minutes and other documentation;
- If a dispute occurs within one of the local early childhood advisory councils, the State Advisory Council will provide resolution using Council bylaws as the procedure by which disagreements are being discussed and resolved; and
- Host at least one annual meeting inviting the local council chair to further Maryland's Early Childhood Education and Care Strategic Plan and assure a coordinated comprehensive approach to building and supporting the necessary infrastructure.

Rationale:

- In order to achieve a comprehensive, coordinated early care and education system, it is imperative to have effective governance at both local and state levels. The State Advisory Council has provided this at the state level for over a decade. This project creates a comparable approach at the local level that is both inclusive of the state structure and coordinated within the local jurisdiction.

5. Develop recommendations regarding local professional development and career advancement plans for early childhood educators, including participation in the Early Learning Academies;
6. Align local family engagement practices with the State Family Engagement Coalition, support local library family advisory councils and local reach out and read activities.
7. Coordinate locally the projects in Maryland's Race to the Top Early Learning Challenge, as well as other early childhood initiatives and reforms, and
8. Report progress or challenges on items 1-6 to the Governor's State Advisory Council on Early Childhood Education and Care, including quarterly submission of local council attendance rosters, meeting minutes and an annual report on local council action plans.

Article IV. Membership

Section 1. Composition of Voting Members. Membership of the local ECAC Council shall conform to the requirements of Executive Order 01.01.2008.09, which contributed to the Governor's State Advisory Council on early care and education. It shall include no more than thirty-seven (37) members, including:

1. The local government Executive, or the Executive's designee;
2. The local Superintendent of Schools, or the Superintendents designee;
3. The Early Learning Coordinator from the local school system;
4. The Director of Special Education and or the Preschool Special Education Coordinator;
5. The regional managers of MSDE's office of child care or the regional manager's designee;
6. The local Infants and Toddlers Director;
7. The Judy Center Partnership Coordinator, if applicable;
8. The President of the local Child Care Directors Association, or a designated representative;
9. The President of the local Family Child Care Providers Association, or a designated representative;
10. The Director of the local child care resource and referral center, or a designated representative;
11. The Director of the local Family Support Center, or a designated representative, if applicable;
12. The Coordinator of the local Early Childhood Mental Health Consultation Program, or a designated representative, if applicable;
13. A representative of an institution of higher education in the local jurisdiction, if applicable;
14. Up to two representatives of local providers of early childhood education and development services;
15. Up to two representatives of Head Start agencies located in the local

jurisdiction;

16. Up to two representatives of the Department of Health, at least one of whom specializes in maternal and child health;
17. One representative of the Local Management Board of a Maryland county or Baltimore City;
18. One representative of the Parent Teachers Association;
19. One representative of a local public libraries;
20. One representative of the business community with demonstrated leadership in early childhood care and education;
21. One representative of the local social services agency;
22. One representative of the Maryland Association of Elementary School Principals;
23. One representative of a local government agency that provides services to children;
24. One representative of a local home visiting program, if applicable;
25. One representative of a local community action agency; and
26. Up to 3 other representatives of early childhood serving agencies as determined locally.

Section 2. Appointment and Terms of membership. The members described in Article IV, Section 1 – (1) through (26) shall be appointed by the County Executive, and shall serve at the pleasure of the County Executive for staggered four (4) year terms. Members may serve up to two (2) consecutive four (4) year terms. A member selected to fill a vacancy serves only for the balance of a term remaining at the time of appointment.

Section 3. Ex-Officio Members. Ex-officio members may be appointed by the local ECAC Council membership to serve on the Council. Ex-Officio members are selected by virtue of their office or special expertise. Ex-officio members may be appointed for a four (4) term and are non-voting members. Ex-officio members may also have their term expire should they no longer occupy the office under which they were appointed. The position will be assumed by the new officeholder. When a vacancy is available for an Ex-officio member, the ECAC Council may identify a new Ex-officio member and present that name and/or position to the Council for approval by way of vote. There shall be no more than five (5) Ex-officio members of the ECAC Council.

Section 4. Proxies. When individuals who are appointed and voting members of the local ECAC Council cannot attend scheduled meetings or other local ECAC Council activities, a proxy may not be designated to act in their stead.

Section 5. Termination of Membership other than by Resignation or Expiration of Term. A member of the local ECAC Council appointed by the County Executive who fails to attend at least 50% of the regularly-scheduled meetings of the Council during any consecutive twelve (12)-month period shall be considered as having resigned. Not later than January 15th of each calendar year, the Chairperson of

VII. WORK GROUP RECOMMENDATIONS

A. LOCAL REVIEW PANEL

MSDE's Draft Business Plan provides for each local jurisdiction to designate a Local Review Panel (LRP) to provide countywide coordination. The LRP will review and approve all applications made by providers interested in delivering Preschool for All services and forward its recommendations to the MSDE.

The Work Group recommends that the LRP:

- Include representatives of the organizations included in this Work Group.
- Include at least two parent representatives.
- Include representatives of umbrella organizations appropriately representing the faith-based community, nursery schools, and private child care providers including Montessori programs.
- Include technical experts who have in-depth knowledge of quality early childhood education and care programs.
- Publish findings from each community needs assessment as a part of the Request for Proposal process. (See the discussion of community needs assessment in the following section on Program Expansion.)
- Hold technical assistance meetings for potential Preschool for All applicants to clarify application processes, local requirements, and considerations for priority funding.

B. PROGRAM EXPANSION

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. The Work Group believes strongly that 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. **Existing services for the youngest children birth through age three should not be adversely affected (e.g., reduced funding or scope of services) for the sake of providing expanded Preschool for All services for older children.**

Although the expansion of Preschool for All services in Montgomery County will be heavily influenced by the roll out of the program at the State level, the Work Group makes the following recommendations related to expanding publicly funded preschool services in Montgomery County:

- **Target initial expansion in areas of greatest need:** Because the scope of implementing Preschool for All in Montgomery County and the State will require enormous costs and multiyear logistical challenges, the Work Group has developed recommendations for initially expanding Preschool for All services, understanding that the goal of the program is to eventually reach all four-year-olds whose parents want services. **The Work Group recommends first focusing on areas with the greatest concentration of poverty rates as indicated by school FARMS rates.** Using this single criterion simplifies the process of targeting expansion areas and is highly correlated to other risk factors including limited English proficiency and mobility.
- **Public funding to support children at or below 300% of the federal poverty level:** The Work Group recommends that public funds will initially support students whose family income is at or below 300% of the federal poverty level. This is consistent with the State's Draft Business Plan proposal. Currently, jurisdictions are mandated under the Bridge to Excellence Act to provide preschool services to all children whose family incomes are at or below 185% of the federal poverty level.
- **Preference to children in targeted school attendance/cluster areas:** The Work Group recommends that preference for services at community-based expansion sites should go to children who live in the designated school attendance/cluster areas. Each expansion site must maintain the minimum number of income-eligible children as required by the State, and only income-eligible children will be supported with public funding.

The Work Group felt it important to: (1) treat community members consistently in targeted communities, (2) allow child care providers to integrate the Preschool for All framework into existing child care programs which include private pay slots, and (3) reduce attempts to bypass the order of expansion by families who live in other neighborhoods not yet targeted for Preschool for All services. Acknowledging that it is in the interests of the program to fill all slots and that needy children live in areas all over the County beyond the areas initially targeted for expansion, **the Work Group recommends that providers may move beyond the specified community for income eligible applicants after first reasonably exhausting efforts to serve children in the school attendance/cluster area.**

- **A measured approach to expansion in targeted areas:** The Work Group recommends growing capacity in individual communities at a gradual pace. This approach is recommended to avoid having unused capacity in Preschool for All programs. The Work Group believes that a paced approach maximizes the ability to fill publicly funded preschool slots. It also allows child care providers to adapt to the changing needs of the population and thus avoids sudden negative and unforeseen consequences to both providers and families.
- **Perform a community needs assessment in each area of expansion:** Prior to soliciting applications for delivering Preschool for All services, the Work Group recommends that the LRP conduct a needs assessment that assesses for the community (1) the existing capacity of accredited providers and the local school system, (2) the capacity of accredited providers and the local school system to expand services in the targeted area, (3) the quality of existing child care programs, (4) the available inventory of public and private space for delivering programming, (5) feedback from parents, and (6) cost

considerations for parents related to different program options. The information collected by the LRP will ultimately inform the selection of qualified Preschool for All providers and ensure that programs meet the needs of parents and the community.

The community needs assessment will lead to the development of a menu of services to be targeted for expansion and a strategy for growing the capacity of quality preschool services for each community. The menu may include options for full day or part day programs, wrap around child care services, faith based programs, and center-based, school-based, or family child care programs. The Work Group has reviewed research that shows benefits from both full and half day programs and has heard from parents about their interest in having a full range of programmatic options. The Work Group recognizes the need to have full day programs with wrap around child care to allow children whose parents work full time to access Preschool for All services.

The community needs assessment will also be used to determine where additional services are needed. For example, the Preschool for All program structure proposed by the State is consistent with the school year program of 180 days. For summer months, families will be linked to existing programs with their current preschool providers or with other service providers in the community. However, if extraordinary circumstances require, the LRP could identify the need for a longer program.

- **Work with the whole community of qualified providers:** The Work Group recommends that the LRP work with the whole community of qualified preschool providers to meet the demand for high quality services. Expanding services to all four-year-olds whose families request them will require working with qualified providers in diverse settings. The effort may require innovative programming and collaborative partnerships among different organizations. The LRP should explore and encourage all options, including partnerships that will contribute to providing quality services to preschool children.

C. AUXILIARY SERVICES

The State requires screening and referral services covering vision, hearing, speech and language, health and physical development. Other auxiliary services must be offered, but the State leaves the determination of specific services to local jurisdictions. Work Group members have noted that the requirements related to support services and their funding continue to be developed at the Federal and State levels.

In identifying auxiliary services that should be made available to families, the Work Group makes the following recommendations:

- **Offering parent involvement opportunities should be a requirement of each Preschool for All program.** As a part of the application process, programs should demonstrate how they will keep parents engaged and involved. Parent involvement has been shown in research to contribute to student success in the early grades.



Child Care in Montgomery County At A Glance October 2012



PROGRAMS			
1,471 Licensed Child Care Programs <i>(2012 Child Care Demographics, MFN)</i> <i>(2010 Census)</i>	Number of Licensed Programs		Total Capacity <i>Birth – 12 yrs</i>
	1007 FCC Providers		7,402
	464 Group Programs		30,236
81 Accredited Programs <i>(Oct. 2012 MSDE)</i>	14	National Association of Family Child Care	
	31	Maryland State Department of Education	
	36	National Association for the Education of Young Children	
Programs Participating in MD EXCELS <i>(Oct. 2012 MSDE)</i>			Pilot Programs
	FCC		8
	CENTER BASED		8
			Field Testing Programs
			32
			24
WORKFORCE			
5,000 Estimated Workforce In Licensed Programs	Estimated 70% of all programs employ staff who speak a language other than English		
	43% of family Child Care Providers hold a college degree		
	41% of center based programs employ degreed staff		
Annual Wage <i>(2012 Child Care Demographics, MFN)</i>	\$30,218	\$35,915	\$24,837
	Family Child Care Provider	Center Director	Center Teacher
44 Child Care Credentialed Early Care Professionals <i>(Oct. 2012 MSDE)</i>	Level	Family Child Care Provider	Center Based Provider
	1	5	MSDE unable to provide at this time
	2	3	
	3	11	
	4	11	
	4+	8	
	5	2	
6	4		
RESOURCES			
Continued Professional Development	80+ MSDE Approved	4 Admin Scales Trainers	10 Medication Admin Trainers
	2 approved MMSR Trainers	4 Healthy Beginning Trainers	
Higher Education Opportunities	Montgomery College	Certification, Child Development Associate, AAS in ECE, AAT in ECE	
	Washington Adventist University	BA in ECE (<i>certification and non-certification option, alternative/accelerated schedule</i>)	
	Towson University @USG	BS in ECE (<i>student must be enrolled in AAT at Montgomery College to be considered, certification option only, traditional daytime schedule</i>)	
	Ana Mendez University	BA in ECE/Primary Education; BA in Special Education (<i>*Dual language curriculum follows 50% English/50% Spanish; alternative/accelerated schedule</i>)	
Vouchers/Scholarships	Local \$	CDA Reimbursement, Montgomery College Scholarship, Evaluation of Foreign Credentials, Accreditation Fee Reimbursement	
	State \$	Training Vouchers (<i>Credential Providers only</i>), Higher Education Scholarships (<i>only credit courses</i>), Accreditation Fee Reimbursement, Curriculum Purchase Reimbursement (<i>freeze lifted November 2012</i>)	
Technical Assistance	Local \$	Program Support (<i>accreditation consultation, EXCELS support, curriculum implementation, mentors</i>), Professional Development Counseling, Business Solutions (<i>expansion, retention, business operations</i>), Health Consultation, Early Childhood Mental Health Consultation	
	State \$	Breakthrough Center Strategy for Title 1 Communities through CCR&RC's	

**Montgomery County Child Care Resource and Referral Center (MCCCRRC)
Training and Support FY13 Update**

MCCCRRC Goal: Provide comprehensive resources and solutions for new and existing child care professionals in Montgomery County.

Funding: County General Funds, State Grant

Program Support: *To improve the quality of child care programs*

Provide one- on- one, on- site and small group assistance to child care programs on a variety of topics that focus on achieving higher benchmarks of quality.

- Assist programs with MD EXCELS, the Maryland state Quality Rating Improvement System
- Coach teachers on ways to implement state curriculum through mentoring
- Support the creation of developmentally appropriate environments
- Assist programs in the pursuit of state or national program accreditation
- Mentor teachers on the implementation of appropriate teaching strategies
- Support the early learning and development of infants and toddlers
- Assess environments using environmental rating scales

Data (July-October 2012):

- Total Cases: 166
- Total Contacts: 540
- Total # Site Visits: 105
- Total # Group Sessions: 4
- Total # Accreditation: 1

Dedicated funding for programs to access:

- Early Childhood Quality Enhancement Grant (*County General Funds*) supports reimbursements for program accreditation fees.

Projects:

✓ **Pre-K Curriculum Project**

Funded through General Funds

Current Enrollment: 36 providers

Total Hours: 108

The goal is to increase the number of children entering kindergarten fully ready for school in targeted communities of the County. Participants take part in ongoing professional development, on-site technical assistance, and access to resources which focus on implementation of Maryland state Pre-K curriculum instructional strategies.

✓ **Hanan Learning Language & Loving It**

(Collaboration with Montgomery County Infants and Toddlers Program)

Current Enrollment: 26 providers

Total Hours: 30

This 10 week course uses a combination of classroom- based teaching, video taping assessment and one –on-one coaching. The focus is on supporting language development to both typical and atypical children birth to age 5 years.

✓ **PEP Promoting Inclusive Learning Opportunities for Threes**

(Collaboration with Montgomery County Public Schools)

Current Enrollment: 30 providers

Total Hours: 9

A three step learning experience for child care professionals to learn the key strategies for preparing an inclusive environment for typical and atypical children. Providers attend an orientation training session, follow up with an on-site observation of a PEP program in action, and finish with a visit from a PEP instructor to monitor implementation of skills.

✓ **Breakthrough Centers**

Funded through Maryland Family Network Grant

Current Providers: 9 Family Child Care and 3 Centers Total Hours: On-going

The Early Childhood Breakthrough Center is an internal MSDE operation dedicated to coordinating, brokering, and delivering support to early learning programs located in low-income communities across Maryland. MSDE has identified specific catchment areas in Montgomery County: Brookhaven ES, Kemp Mill ES, Montgomery Knolls ES, and Watkins Mills ES. MCCCRRRC will determine the needs and necessary supports for the programs in these areas. One person has been tasked to identify, target, maximize resources, and create access to these resources to early learning programs serving large numbers of children with high needs.

Business Solutions: *Help programs be successful in a competitive marketplace*

Provide leadership and individualized support focused on the mechanics of running a successful business.

- Provide support to provider associations
- Collaborate with ICF, Inc.
- Collaborate with the Women's Business Center and the Latino Economic Development Center for trainings, consultation and micro loans
- Provide leadership training and mentoring

Professional Development: *Advancing the professional skills of early care educators*

Create a learning community that supports early care professionals meet state licensing regulations, fulfill credential requirements and grow professionally by offering a variety of state approved Core of Knowledge trainings:

- Healthy Beginnings
- Maryland Model For School Readiness (MMSR)
- Domain Training
- Social Emotional Foundations In Early Learning For Infants/Toddlers *Or* Preschoolers (SEFEL)
- Comprehensive Series Courses
- Single Workshops
- Clock Hours, Core of Knowledge, and Continuing Education Units

PEP P.I.L.O.T PROJECT

Promoting Inclusive Learning Opportunities for Threes

A three step learning experience for the Child Care Professional

FREE OPPORTUNITY

What will you learn...

How will you learn...

What will you receive...

TRAINING: DECEMBER 5 @6:30 PM

How to design your space to benefit preschoolers with varying abilities.

Understand the reasons behind challenging behaviors.

Design materials to support your programs needs.

IN ACTION: JANUARY 16 @9:00 AM

Watch strategies in action by MCPS Special Educators.

Create your own classroom tools.

Visit an MCPS inclusive preschool setting.

Have on-site visit from experts/

Ask questions specific to your needs/

CONSULTATION: FEBRUARY 2013

6 hours Core of Knowledge in Special Needs

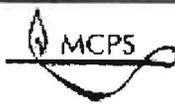
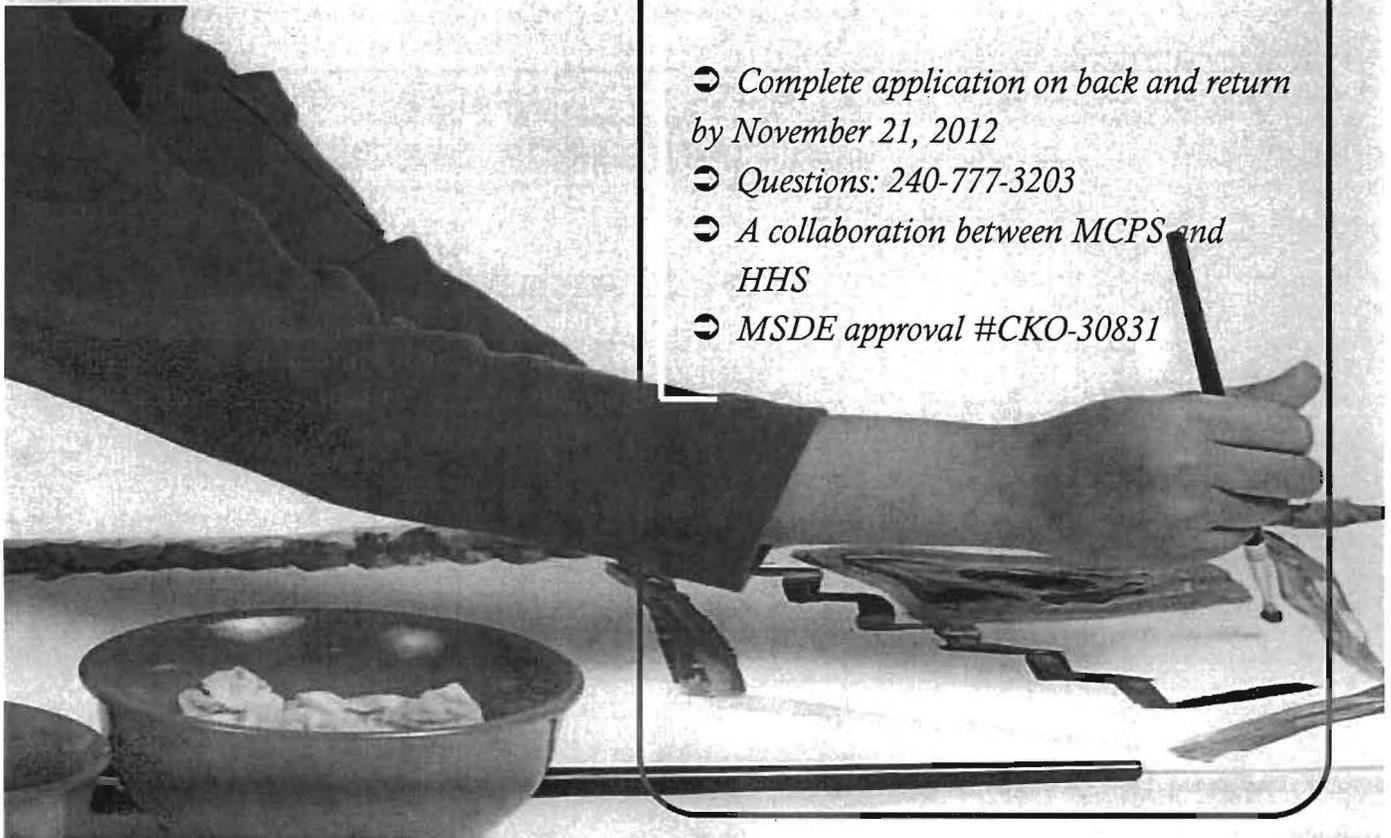
Substitute stipend so that you can visit PEP (\$40)

➤ *Complete application on back and return by November 21, 2012*

➤ *Questions: 240-777-3203*

➤ *A collaboration between MCPS and HHS*

➤ *MSDE approval #CKO-30831*



MARYLAND FAMILY NETWORK
Leading Maryland's Child Care Resource Centers



Montgomery County Universal Preschool Implementation Work Group
November 13, 2008
6:00 p.m. to 8:30 p.m.

Council Office Building, 2nd Floor Cafeteria
100 Maryland Avenue
Rockville, MD 20850

MINUTES

Members present:

Kate Garvey
Janine Bacquie
Jane Seffel
Julie Bader
Brad Stewart
Traci McLemore
Anne McLeer for Jackie Lichter
Rolf Grafwallner
Clara Floyd
Khadra Ayorinde
Jackie Lichter
John Surr for Lindsey Allard

Members not present:

Jose Alvarez
Gene Counihan
Jennifer Devine
Mary Lang

The meeting was began at 6:10 p.m. and began by the introduction of members and guests. Following the introduction, Councilmember Valerie Ervin addressed the group. She thanked the group for their commitment to the needs of young children in the County and encouraged them to consider recommending funding for full day pre-kindergarten. She informed the group that after discussing the needs of pre-kindergarten at a Kennedy Cluster meeting, representatives from the County Executive, the MCPS School Board, the MCPS School Superintendent as well as state and federal officials are supportive of full day pre-kindergarten services. Although funding such a program may be challenging, this is the right political climate to push the initiative forward and make the compelling argument as to why full day pre-kindergarten should be the favored option promoted and funded.

Debbie Enright from the Maryland State Family Child Care Association and Donna Fowler, the Director of Public Policy of the MSFCCA presented information on how family child care providers will be included as part of the State's Preschool for All plan.



The family child care hub is a network of providers who come together to offer preschool and other resources to the children in their care. Typically, the network consists of approximately 15 providers and one to three centers. The network is linked by a fiscal agent who is either a nonprofit organization or a center. The fiscal agent will hire a certified teacher, manage the hub and provide a substitute that is available to all providers in the hub. The providers train together and are able to pool resources to share costs and provide the best quality care to their children.

The curriculum proposed for family child care is aligned with the Maryland Model for School Readiness. The program is in its infancy and will be start as a pilot program. Ms. Donna Fowler will provide the group with examples of existing family child care network hubs that currently exist around the country.

Outstanding issues that will need to be resolved in the pilot program are:

- the 0-3 year old business plan needs to compliment the universal preschool business program.
- Who decides where the networks form?
- How can informal providers move through the process to be able to participate in Preschool for All.

The group received a debriefing about the parent meeting at CentroNia.

Discussion of the Phase 1 Report:

The Group provide the following recommendations:

Funding Priorities related to training:

- There should be buy in from community colleges for students to participate in two-year degree programs that are easily transferable to 4 year degree programs.
- Provide training vouchers
- Increase career and professional development funds
- Allow an alternative certification process
- Utilize existing scholarships for teachers
- Examine data from the Maryland Higher Education Commission regarding the number of graduates with Early Childhood Education degrees.
- Provide online classes
- Address the capacity issues to fully diagnosis whether the current facilities can accommodate the teaching demand in the state.
- Is the intention to train early childhood educator to leave the field- balance the incentives to pursue higher education with the possibilities losing a large percentage of graduates after a few years.
- Allow student teaching in child care centers.
- Focus on 3 aspects (priorities):
 1. Degree seeking teachers
 2. Those teachers/providers who are credentialed
 3. Special priority on family childcare/informal care

- Funding for the most at risk children who receive care from primarily informal care
- Focus on serving the children who are the neediest.
- Bring the qualified teacher to the children; provide a financial incentive to the qualified teacher (loan forgiveness)
- Focus on providers who are serving the “high needs” children.
- Increase local funding serving community providers who served children with special needs
- Courses provided to providers should be compatible with higher education institutions. Help with moving providers through the ladder.
- Mirror course requirements in training organization with the course description of the higher education institution
- Examine grants, foundation funding, and endowments as additional resources.

The meeting adjourned at 8:30 p.m.

Child Care Hubs

✦ Hubs should be:

- Community based
- Non-profit
- Offer services such as training, technical assistance, curriculum support, substitute pool, family and community support
- Hub staff should have minimum 5 years experience as a family child care provider and have been credentialed and NAFCC accredited
- Receive funding directly through the RFP process from MSDE