

HHS/ED COMM #2
February 26, 2009
Discussion

MEMORANDUM

February 24, 2009

TO: Health and Human Services Committee
Education Committee

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: **Discussion – Pre-Kindergarten and Head Start Services**

Today the Health and Human Services and Education Committees will have an update and discussion on Pre-Kindergarten and Head Start 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)
- Michael Cohen, Director, Department of Instructional Programs, Montgomery County Public Schools (MCPS)
- Janine Bacquie, Director, Division of Early Childhood Programs and Services, MCPS

The purpose of today's worksession is (1) to receive a progress update on the work of the Council-appointed Universal Preschool Implementation Work Group, (2) to receive an update on Pre-Kindergarten (Pre-K) and Head Start programs, and (3) to hear about the recently released study on the impact of full day Head Start on student achievement.

I. UPDATE ON THE UNIVERSAL PRESCHOOL IMPLEMENTATION WORK GROUP

Building on the December 2007 Preschool for All Report generated by the State Task Force on Universal Preschool Education, the County Council established a Work Group to develop recommendations for implementing a voluntary, countywide universal preschool program that provides all County four-year olds the opportunity to participate in a high-quality preschool, early care, and education program.

Janine Bacquie and Kate Garvey, the chairs of the Work Group issued a memorandum on February 10, 2009 (©13-26) to Councilmembers that provides an update on the progress of the group, including preliminary recommendations and work to be completed. The chairs will discuss the progress of the group with the Committees.

Council staff notes that the topic of creating educational opportunities for the young children residing in Montgomery County has engendered impassioned advocacy reflecting the diverse and sometimes conflicting perspectives of community members including parents, child care providers, advocates, and the faith community. For example, a parent survey that began its distribution two weeks ago has produced, at this writing, over 1400 responses. The group is challenged to consider these many different opinions in developing coherent policy recommendations that govern expansion of preschool opportunities for the Council.

II. PROGRAM UPDATE

As members of the Committees are aware, the County has a wide range of programs based both in MCPS and in the community that provide early childhood education. This packet briefly summarizes the programs and their current enrollment. Updated service information may be found for the MCPS Pre-K program at ©9-10 and for the MCPS Head Start program at ©11. An updated chart prepared by DHHS at ©1-5 details the service and cost elements of the Community-Based Head Start and Pre-K programs with corresponding information for MCPS programs.

It is important to note that all County-funded Pre-K and Head Start programs, with the exception of one program as noted below, are operating at or above capacity, and in some instances significantly over capacity, e.g., MCPS Pre-K. 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.

- **MCPS Pre-K:** MCPS has allocated funds to serve 1,885 children in the MCPS Pre-K program and is serving 42 additional students for a total of 1927 students. MCPS is providing services to these additional students to comply with the requirements of the Bridge to Excellence Act of 2002. The program consists of a 2.5 hour educational component and health and social services. The estimated average cost per child is \$5,077.

- **MCPS Traditional Head Start:** DHHS administers the Head Start program, which is funded primarily with Federal funds and can serve 648 children. MCPS serves 618 of these children in the schools in full and part day programs. The traditional program consists of a 3.25 hour educational component and a robust social service component of supportive wrap-around services. The average cost per child for these MCPS-based services is approximately \$7,288.
- **MCPS All-Day Head Start:** MCPS is in its second year of offering an all-day Head Start model with 13 classes at 10 Title I schools. The schools selected for this program have the highest Free and Reduced Price Meals System (FARMS) rates in MCPS and are listed at ©12. The full-day model includes daily whole and small group instruction in literacy and mathematics; music and movement; project work with an emphasis on oral language development; and choice centers.

MCPS is using \$899,387 in federal Title I funds to support the full day model, increasing the teacher allocation from 0.6 to full time and the paraeducator allocation from 0.6 to 0.875. The marginal cost per child of the full day model over the regular head start rate listed above is approximately \$3,270. Expansion of the program is dependent upon FARMS rates and federal Title I funding, and is anticipated to expand to approximately six additional schools for FY2009.

- **Community-Based Head Start:** DHHS operates two community based Head Start sites, serving a total of 29 children with a capacity to serve 30 children. The child care provider is responsible for the educational piece, and DHHS provides general contract support for costs such as space, staff support, substitutes, and materials. The cost per child of these community-based programs ranges from \$9,741 to \$15,742 and includes the costs of wrap-around child care services. Participation in child care subsidy programs is required for wrap-around services.
- **Community-based Pre-K -- Centro Familia:** In FY06, the Council shifted \$250,000 and 60 enrollment slots from MCPS to implement a community-based Pre-K program. The program uses a Pre-K aligned curriculum and serves 15 four year olds and 15 three year olds. The program consists of a three hour educational program and support services. Wrap-around child care is not provided at the site. The average cost per child of this model is \$8,670.
- **Community-based Pre-K -- Centro Nia:** For FY09, Centro Nia received \$424,000 from the County to provide a comprehensive, community-based, year-round Pre-Kindergarten program for up to 11 hours daily for 40 three and four year olds. The program uses a Pre-K aligned curriculum. The chart (©2) reflects an average cost of public funding per child of \$10,599, which is based on the contracted amount divided by children served. ***This figure does not reflect other public funding including child care subsidies or other funding leveraged by the program.*** Thus, a per-child figure based on total program costs is not available.

III. MCPS STUDY ON THE IMPACT OF FULL DAY HEAD START ON STUDENT ACHIEVEMENT

The MCPS Office of Shared Accountability recently released its evaluation, *The Impact of Full Day Prekindergarten Program on School Performance*. The executive summary of the report is attached at ©27-30. Copies of the full report have been distributed to Councilmembers and are on file with the Office of Legislative Information Services. Members of the public interested in reviewing the complete report may visit the office at 100 Maryland Avenue, 5th Floor, in Rockville or may access the report at: http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/2009/FD%20PreK%20outcome%20evaluation%20report_final_2_19_09.pdf

According to the report, empirical evidence suggests the following:

- Increased instructional time in Head Start full-day Pre-K classes has contributed to greater academic achievement.
- Students in the Head Start full-day classes made significantly larger gains in reading and mathematics skills compared with their peers in the MCPS half-day classes.
- Gains were significantly larger for female and Hispanic students, and students receiving English for Speakers of Other Languages (ESOL) services in the Head Start full-day classes. The full-day program effect is significantly large enough to justify its higher cost per student.

The report provided a recommendation to expand Head Start half-day classes to Head Start full day classes in Title I schools, if financially feasible. Other highlighted recommendations are included at ©30

The Board of Education has recommended for the FY10 Operating Budget to include a total of \$553,466 in additional Title I dollars through the Federal Stimulus Plan to increase their full day head start classes from 13 to 21.

MCPS representatives will be available to comment and answer questions relating to the report.

The packet contains the following attachments:

	<u>Circle #</u>
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MCPS Prekindergarten/Head Start Update to the Joint Committee	6-8
Pre-K Enrollment Update	9-10
Head Start Enrollment Update	11
Head Start Locations: 2008-2009	12
February 10 th Memorandum Updating the Progress and Status of the UPI Work Group	13-26
Excerpts of MCPS report on the “ <i>Impact of Full-day Prekindergarten Program</i> ”	27-30

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Community Based Head Start and PreK Programs

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)	
	Escuelita	Centro Nia	Mont Coll	SSPCCC				
Example programs	RFP	Council Grant	RFP	RFP				
Method of award								
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	

Community Based Head Start and PreK Programs

Models	Multi-Cultural Pre-K Community- Based		Head Start- Community Based		MCPS School-Based Pre-K - 2 1/4 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)
Equipment			\$968.00	\$968.00	\$197.00	\$574.00	
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	\$8,007.50	\$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

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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			

**Montgomery County Public Schools
Prekindergarten/Head Start Update to the
Montgomery County Council Education/Health and Human Services Joint Committee**

February 26, 2009

Prekindergarten/Head Start Enrollment

Program	# of Seats	Current Enrollment
Prekindergarten	1,885	1,927
Head Start	648	647*

*One vacant seat at a community-based site (Enclosure 1)

There are 550 non-income eligible children on a wait list.

MCPS Prekindergarten

MCPS funds services to 1,885 children in the prekindergarten program. Currently, the program is operating at 42 students beyond capacity due to the requirements of the *Bridge to Excellence Act of 2002* (BTE) (see additional information below). The program consists of a 2.5 hour educational component and health and social services. The estimated cost per child is \$5,077.

***Bridge to Excellence Act of 2002* Site Visit**

On February 12, 2009, MCPS received a Maryland State Department of Education/American Civil Liberties Union monitoring visit to ensure compliance with the BTE. MCPS was found to be in full compliance with the mandate to serve all income-eligible children whose parents request a program. The following service supports were highlighted during the visit:

- Centralized, accessible registration process with additional support to complete registration forms
- Comprehensive recruitment and registration plan, which includes evening, Saturday, and community site registrations (Enclosure 2)
- Flyers and recruiting advertisements in several languages
- Transportation (not required by the law but needed by many parents)
- Family Service Worker support to refer families to other needed services (e.g., Montgomery County Health Insurance Program, subsidy information, etc.)
- International Student Admissions Office and Health Clinic on site at Rocking Horse Road Center
- Weekly monitoring of BTE enrollment requirements

MCPS Traditional Head Start

The Montgomery County Department of Health and Human Services (DHHS) administers the Head Start program, and is funded primarily with federal funds and can serve 648 children.

MCPS serves 618 of these children in the schools. The program consists of a 3.25 hour educational component and a robust social service component of supportive wrap-around services. The average cost per child for these MCPS-based services is approximately \$7,288.

Community-based Head Start

DHHS operates two community-based Head Start programs serving 30 children. This “community provider” model is responsible for the educational program. DHHS provides general contract support for costs such as space, staff support, substitutes, and materials. Students may benefit from wrap-around childcare services if families receive childcare subsidy.

Full-day Head Start

In its second year, MCPS continues to offer an all-day Head Start model with 13 classes at 10 Title I schools. The schools offering full-day Head Start have the highest Free and Reduced-price Meals System (FARMS) rates in MCPS. The schools offering these programs are referenced on Enclosure 3. The full-day model includes daily whole and small group instruction in literacy and mathematics, daily music and movement, daily project work with an emphasis on oral language development, and daily choice centers.

MCPS is using \$899,387 in federal Title I funds to support the full-day model, increasing the teacher allocation from 0.6 to full time and the paraeducator allocation from 0.6 to 0.875. Consideration for program expansion is ongoing and is dependent upon FARMS rates and federal Title I funding. MCPS is anticipating expansion to approximately eight additional Title I schools for FY 2010 should funding make this possible.

There have been two training sessions focused on small group instruction that were designed for teachers and paraeducators. Additionally, voluntary meetings have been conducted to help teachers support students with challenging behaviors.

Evaluation of the Full-day Program

The MCPS Office of Shared Accountability (OSA) has released and posted its evaluation report, *The Impact of Full Day Prekindergarten Program on School Performance*. The link to this report is provided for Council members’ convenience below.

http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/2009/FD%20PreK%20outcome%20evaluation%20report_final_2_19_09.pdf

Major Findings

The empirical evidence suggests the following:

- Increased instructional time in Head Start full-day prekindergarten classes has contributed to greater academic achievement.
- Students in the Head Start full-day classes made significantly larger gains in reading skills compared with their peers in Head Start half-day classes. Significantly larger gains were found in mathematics for some subgroups in Head Start full-day classes.

- Students in the Head Start full-day classes made significantly larger gains in reading and mathematics skills compared with their peers in the MCPS half-day classes.
- Gains were significantly larger for female and Hispanic students, and students receiving English for Speakers of Other Languages services in the Head Start full-day classes.
- The full-day program effect was not the same for all schools. Students in some elementary schools such as Broad Acres, Twinbrook, and Viers Mill made much larger gains than others.
- Full-day program effects were sufficient enough to have practical educational significance.
- The full-day program effect is significantly large enough to justify its higher cost per student.

Recommendations for Improvement

- Expand Head Start half-day classes to Head Start full-day classes in Title I schools, if financially feasible.
- Make extra efforts to obtain complete assessment data for all future students in the prekindergarten classes.
- Examine and share best practices in schools with the greatest prekindergarten achievement growth.
- Revise prekindergarten reading and mathematics assessments and set proficiency benchmarks for these assessments.

Researchers in OSA are following the students whose achievement is documented in the study to determine the impact upon their kindergarten performance at the end of the present school year.

PreK School and Section

	<i>PreK School</i>	<i>86</i>	<i>87</i>	<i>88</i>	<i>89</i>	<i>Variance</i>	<i>Total</i>	
L	100-Clopper Mill ES			21	22	3	43	43
E	106-Fox Chapel ES			20	20	0	40	83
E	108-Lake Seneca ES				22	2	22	105
L	111-Daly ES			21	19	0	40	145
L	158-McNair ES			21	20	1	41	186
E	159-Carson ES			22	18	0	40	226
L	206-Twinbrook ES*			22	22	4	44	270
E	207-Beall ES**			17		-3	17	287
L	210-Maryvale ES			20	19	-1	39	326
E	242-Ride ES			22	18	0	40	366
L	304-Broad Acres ES*			20	18	-2	38	404
E	305-Jackson Road ES			19	19	-2	38	442
E	307-Roscoe Nix ES			22		2	22	464
L	309-Burnt Mills ES			21	19	0	40	504
E	312-Page ES			21	16	-3	37	541
L	313-Galway ES			22	22	4	44	585
E	334-Greencastle ES			22	22	4	44	629
E	484-Stephen Knolls School			19	22	1	41	670
E	511-Cashell ES			21		1	21	691
E	514-Resnik ES			21	22	3	43	734
E	518-Brooke Grove ES			20		0	20	754
E	549-Flower Hill ES			21	21	2	42	796
L	552-Washington Grove ES			21	22	3	43	839
E	553-Gaithersburg ES			19	19	-2	38	877
E	555-Rosemont ES			21	20	1	41	918
E	556-Mill Creek Towne ES				21	1	21	939
E	558-Whetstone ES			22	22	4	44	983
E	559-Brown Station ES**			21	16	-3	37	1020
E	563-Summit Hall ES			22	20	2	42	1062
E	564-South Lake ES			22	20	2	42	1104
E	566-Fields Road ES			18		-2	18	1122
L	568-Stedwick ES			22	22	4	44	1166
E	569-Strawberry Knoll ES				21	1	21	1187
L	747-Drew ES			21	22	3	43	1230
L	756-East Silver Spring ES*			20	19	-1	39	1269
L	767-Glen Haven ES			21	21	2	42	1311
E	771-Rolling Terrace ES			22	22	4	44	1355
E	772-Viers Mill ES*			20	18	-2	38	1393

(86)AM PreK, (87)PM PreK, (88)AM PreK, (89)PM PreK

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	<i>PreK School</i>	86	87	88	89	<i>Variance</i>	<i>Total</i>	
E	774-Highland ES*			21	19	0	40	1433
E	776-Montgomery Knolls ES*			20	20	0	40	1473
E	777-Weller Road ES*			21	21	2	42	1515
E	779-Sargent Shriver ES			21		1	21	1536
E	780-Bel Pre ES	22	15	19	18	-6	74	1610
L	786-Georgian Forest ES*			20	21	1	41	1651
L	788-Wheaton Woods ES			21	21	2	42	1693
E	791-New Hampshire Estates ES*				25	0	25	1718
L	794-Rosemary Hills ES			20	21	1	41	1759
E	795-Rock View ES			22	20	2	42	1801
L	797-Harmony Hills ES			21	21	2	42	1843
L	805-Kemp Mill ES			22	21	3	43	1886
E	807-Brookhaven ES				20	0	20	1906
L	819-Rock Creek Vally ES			21		1	21	1927
		22	15	976	914	42	1927	

(86)AM PreK, (87)PM PreK, (88)AM PreK, (89)PM PreK

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Head Start School and Section

	<i>Head Start School</i>	<i>*80</i>	<i>81</i>	<i>82</i>	<i>83</i>	<i>84</i>	<i>85</i>	<i>Variance</i>	<i>Total</i>	
L	100-Clopper Mill ES	20						0	20	20
E	110-McAuliffe ES	20						0	20	40
L	206-Twinbrook ES*		20	20				0	40	80
E	207-Beall ES**	16						0	16	96
L	210-Maryvale ES				15		20	0	35	131
L	229-College Gardens ES**	16						0	16	147
E	242-Ride ES	20						0	20	167
	285-SS Presbyterian Childrens Ctr (CB)	11						1	11	178
L	303-Fairland ES	20						0	20	198
L	304-Broad Acres ES*		20					0	20	218
L	552-Washington Grove ES	20						0	20	238
E	559-Brown Station ES**	16						0	16	254
E	561-Watkins Mill ES**	16						0	16	270
E	563-Summit Hall ES	20						0	20	290
E	564-South Lake ES	20						0	20	310
E	569-Strawberry Knoll ES						12	0	12	322
	579-Montgomery College at Rockville	18						-2	18	340
E	706-Clearspring ES	20						0	20	360
L	756-East Silver Spring ES*		20					0	20	380
E	771-Rolling Terrace ES	20						0	20	400
E	772-Viers Mill ES*		20					0	20	420
E	774-Highland ES*		20					0	20	440
E	776-Montgomery Knolls ES*		20					0	20	460
E	777-Weller Road ES*		20					0	20	480
L	786-Georgian Forest ES*		20					0	20	500
L	788-Wheaton Woods ES	20						0	20	520
L	790-Arcola ES*		20					0	20	540
E	791-New Hampshire Estates ES*		20	20	15	20		0	75	615
L	797-Harmony Hills ES	20						0	20	635
E	817-Glenallen ES						12	0	12	647
		313	200	40	30	20	44	-1		647
								Funded Level:	-1	

**3/4 mix Head Start Classes are Beall, Brown Station, College Garden, and Watkins Mill

* (80)AM HS, (81)Full HS, (82)Full HS, (83)AM HS 3's, (84)Full HS, (85)4Hrs or 6Hrs HS

Thursday, February 19, 2009

Page 1 of 1

Head Start Locations: 2008–2009

School	Head Start Sessions	# Head Start Students	Part-Day Head Start	Full-Day Head Start
Montgomery College Rockville	1	20	1	
Silver Spring Presb. Children's Center	1	10	1	
Arcola Elementary School	1	20		1
Beall Elementary School	1 ^d	16	1	
Broad Acres Elementary School	1	20		1
Brown Station Elementary School	1 ^d	16	1	
Clearspring Elementary School	1	20	1	
Clopper Mill Elementary School	1	20	1	
College Gardens Elementary School	1 ^d	16	1	
East Silver Spring Elementary School	1	20		1
Fairland Elementary School	1	20	1	
Georgian Forest Elementary School	1	20		1
Glenallan Elementary School	1 ^b	12	1	
Harmony Hills Elementary School	1	20	1	
Highland Elementary School	1	20		1
Maryvale Elementary School	2 ^{ac}	35	2	
S. Christa McAuliffe Elementary School	1	20	1	
Mont. Knolls Elementary School	1	20		1
New Hamp. Est. Elementary School	4 ^a	75	1	3
Sally K. Ride Elementary School	1	20	1	
Rolling Terrace Elementary School ^c	1	20	1	
South Lake Elementary School	1	20	1	
Strawberry Knoll Elementary School	1 ^b	12	1	
Summit Hall Elementary School	1	20	1	
Twinbrook Elementary School	2	40		2
Viers Mill Elementary School	1	20		1
Wash. Grove Elementary School	1	20	1	
Watkins Mill Elementary School	1 ^d	16	1	
Weller Road Elementary School	1	20		1
Wheaton Woods Elementary School	1	20	1	
Total Sessions Served by MCPS	33		20	13
Total Enrollment Served by MCPS		618		

a One session is for 15 3-year-olds

b One session is a four-hour session for 12 special needs students

c One session is a six-hour session for 20 students from nearby homeless shelter

d One session is a mixed-age class of 3s & 4s

MEMORANDUM

February 10, 2009

To: Montgomery County Council
Kate Garvey *Janine Bacquie*
From: Kate Garvey and Janine Bacquie, Co-Chairs
Montgomery County Universal Preschool Implementation Work
Group
Subject: Update on Work Group Progress and Status

This memorandum summarizes the work to date of the Montgomery County Universal Preschool Implementation Work Group (UPI Work Group) and its plans for future progress.

I. BACKGROUND

On July 22, 2008, the County Council adopted Resolution No. 16-664 establishing the UPI Work Group. The resolution establishing the Work Group is attached at ©1-2. Building on the December 2007 Preschool for All Report generated by the 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, early care, and education program.

The 15 members of the UPI Work Group include parents and representatives from Montgomery County Public Schools, Maryland State Department of Education (MSDE), Department of Health and Human Services, MSTA, Service Employees International Union, the local chapter of the National Association for the Education of Young Children, the Commission on Child Care, the Collaboration Council, the County Chamber of Commerce, higher education (Montgomery College and Universities at Shady Grove), the Organization of Child Care Directors of Montgomery County, and the Family Child Care Association of Montgomery County. A list of work group representatives is attached at ©3.

PROGRAMMATIC INFORMATION

The UPI Work Group's recommendations will address the needs of children and families and expand on existing preschool services in the County. MCPS currently estimates that there are 13,500 four year-olds living in Montgomery County.

Public funding supports early childhood education programs that include:

- MCPS Head Start: 618 students enrolled in part day and full day programs.
- Community-based Head Start: 30 students enrolled in part day programs with option for wrap around child care.
- MCPS Pre-kindergarten: 1,950 students enrolled in part day programs.
- Community-based Pre-kindergarten: 70 students enrolled in part day and full day with wrap around child care programs.

MCPS special education services are also publicly funded with services ranging from periodic therapy sessions to full day special education classes. As of October 2008, 1380 children at the pre-kindergarten level received MCPS special education services. Some of these children attend another publicly funded pre-kindergarten option as well. As special education services are federally-mandated, the number of children served increases throughout the year.

RESEARCH ON EARLY CHILDHOOD EDUCATION

A substantial body of research supports the conclusion that early childhood education programs can produce lasting improvements in the life outcomes of children. Participants in programs like the High/Scope Perry Preschool Program¹ and the Abecedarian Project² demonstrated lower participation in special education, higher graduation rates, lower involvement in the criminal justice system, higher employment rates and higher median annual earnings than control group members who attended no preschool program.

These studies have demonstrated that the public earned back its original investment many times over in savings from lower incarceration rates, lower special education costs, increased taxes from higher earnings, and savings in public assistance costs. According to the cost benefit analysis commissioned by the Maryland Task Force on Universal Preschool Education, the State would realize a substantial return for a voluntary universal preschool program; for every dollar invested in a one-year pre-kindergarten program, the State would receive \$4.85 in net benefits.

¹ Belfield, C.R., Nores, M. Barnett, W.S. & Schweinhart, L. (2006). The High/Scope Perry Preschool Program: The cost-benefit analysis using data from the age-40 follow-up. *The Journal of Human Resources*, 41(1), 162-190.

² Barnett, W.S. & Masse, L.N. (2007) Comparative benefit-cost analysis of the Abecedarian program and its policy implications. *Economic of Education Review*, 26(1), 113-125

MARYLAND TASK FORCE ON UNIVERSAL PRESCHOOL EDUCATION

In 2006, the State General Assembly established a Task Force on Universal Preschool Education to develop a plan to increase access to high quality early childhood education opportunities. The Bridge to Excellence in Public Schools Act of 2002 mandated local school systems in Maryland to provide pre-kindergarten to all four-year olds from “economically disadvantaged backgrounds” by the 2007-2008 school year.

The Task Force issued a report “Preschool for All in Maryland” in December 2007 which recommended the creation of a voluntary, free, and high quality pre-kindergarten program for all four year olds regardless of family income. The Preschool for All report recommended adopting the National Institute for Early Education Research’s “Ten Quality Benchmarks for High-Quality Preschool Education” as a framework for the Maryland universal preschool program. Programs that adhere to these and state guidelines would be required to:

- Have comprehensive curriculum standards specific to pre-kindergarten and cover the domains of language/literacy, mathematics, science, social/emotional skills, cognitive development, health and physical development and social studies;
- Have lead teachers with state certification in early childhood education;
- Have assistant teachers with high school diplomas with preference for teachers with the Child Development Associate (CDA) credential or equivalent training;
- Require teachers to attend approved professional development annually;
- Limit class size to no more than 20 four-year olds;
- Require at least one staff member for every 10 children in a classroom;
- Provide support services and vision, hearing, and speech and language screening and referral services;
- Offer at least one full meal per day if services are offered for more than 2.5 hours; and
- Assess program quality and report performance to MSDE.

Although the Preschool for All report recommended development of a program by 2014, State officials have since suggested that completion will likely be delayed because of the current economic recession.

Significant resources will be needed at the state and local levels to realize the vision of universal preschool. In its Preschool for All Draft Business Plan, MSDE proposes that local jurisdictions share the cost of the program with a local match of 30%. The report estimates the total cost of the program for all four-year olds statewide, including local and state shares, could be \$115 million. In developing the total cost projection, a cost per child calculation was developed that combines the base costs for operating prekindergarten classrooms and enhancement costs to meet the improved quality standards, including increased compensation for state certified teachers. Using a representative sample, the estimated cost per child at non-public facilities is \$2,700 for a half day program and \$5,300 for a full day program.

The Business Plan also clarifies that MSDE will have oversight responsibility for the Preschool for All program, which will include budgeting, grants management, monitoring, and accountability. MSDE will issue grant applications to all jurisdictions. Accredited child care centers, nursery schools, Head Start programs, family child care networks, and local school systems will be eligible to develop proposals to operate pre-kindergarten programs. A local review panel will provide county-wide coordination and review and approve applicants. Local jurisdictions will determine the membership of the review panel.

METHODOLOGY

Over the past four months, the Work Group has held a variety of meetings and solicited information from multiple sources including as follows:

- **Meetings:** The work group began meeting on September 4, 2008 and has held nine meetings.
- **Presentations:** The Work Group heard presentation from a variety of experts including representatives from MSDE, DHHS, MCPS, professional child care associations, family child care providers, center-based child care providers, public and private higher education institutions, and Preschool for All pilot sites. The complete list of presenters is attached at ©4-5.
- **Public Hearings:** At one public forum, a total of 13 speakers addressed issues related to their experiences as parents or family members, advocates, child care providers from centers, nursery schools, faith-based programs, and family child care homes. In addition to oral testimony, the Work Group received several written comments from interested individuals.
- **Parent Meetings:** Work Group members and staff attended parent meetings in the community sponsored by organizations including Centro Nia, IMPACT Silver Spring, Families Foremost, and Montgomery Child Care Association. Information was also solicited from the Head Start Parent Policy Council. It is anticipated that additional information will be provided by parents participating with the Gaithersburg and Silver Spring Judy Centers serving Summit Hall, Rosemont, Washington Grove, and Rolling Terrace Elementary Schools, as well as Learning Parties offered by DHHS.
- **Parent Survey:** The Work Group is finalizing a parent survey seeking input from parents on how a universal preschool program should be implemented. The survey will be widely disseminated in the community through networks including the Montgomery County Child Care Resource and Referral Center and Montgomery County PTAs.

II. PRELIMINARY RECOMMENDATIONS

The UPI Work Group has developed the following broad-based recommendations for implementing a universal preschool program in Montgomery County. These

recommendations represent the initial thinking of the group, and provide the context for further work to be performed by the group.

BUDGET AND FUNDING CONSIDERATIONS

Initial

- The County should maintain funding for early childhood services including full funding of the Montgomery County Child Care Resource and Referral Center (MCCCR&RC), which provides child care provider training, licensing, accreditation, English language development, and other programs that provide similar support services. If available resources allow, increase funding to strengthen programs that have performed well.
- Maximize available funding in optimum way using public and private resources for programs. Study the use of federal, state, and local funding streams that serve the neediest preschool children.

Long term

- Additional resources beyond those outlined in the MSDE Preschool For All business plan and grant request process will be needed to implement services in Montgomery County, in the areas of universal preschool program enhancements for salary and compensation, and expansion of non-academic services to children at risk of school failure. The Work Group will assess the full costs for implementation of the program in Montgomery County.
- Funding for early childhood education services including those provided by the MCCCR&RC and other similar programs should be maintained even in times of budget deficits.
- Child care payments required of families who participate in child care subsidies programs should be limited to 10% of their income.

PROGRAM EXPANSION

Initial

- Increase capacity in areas of the County of greatest need initially with particular emphasis on full day programs with wrap around child care services. The areas of focus will have the greatest concentration of children in need as defined by multiple factors including limited family income falling outside current pre-kindergarten guidelines, English language learners, special needs students, and students currently on wait lists for services with additional consideration given to existing efforts in the County to expand preschool programming.

Long term

- Provide access to voluntary universal preschool services in a variety of settings that meets the diverse needs of children, parents, and families. The Work Group expressed interest in expanding services to all three-year olds
- Strengthen early childhood services to improve the school readiness of very young children across all developmental domains, e.g., language, literacy, physical, social, emotional and cognitive, for the full continuum of children from birth to age five.

PREPARATION OF HIGHLY QUALIFIED STAFF

Initial:

- Priority for professional development and training support should be given to providers who are working in high needs areas and are serving children who face the most significant barriers to being prepared for kindergarten and are not currently receiving services.
- Of the providers who are working in high needs areas, teachers who are the closest to becoming certified and family child care providers should receive priority for professional development and training funding. Support should be allocated proportionally based on the type of child care (i.e., family child care, center-based child care, etc.) that high needs children are likely to access.

Long Term:

- Build on the existing professional development system for early childhood providers to ensure a holistic approach to increasing the ability of providers across all levels to deliver quality preschool services. In addition to increasing accessible and affordable training opportunities, the system should provide supports that allow providers to access training opportunities, ensure sufficient outreach to make opportunities known to the provider community, and accommodate the cultural and linguistic diversity of providers. There should be a process, perhaps a circular, tiered approach, to move providers up the ladder beginning at the lowest level, to the educator beginning a 4 year degree, up to and including certified teachers.
- Operationalize the delivery of Preschool for All services by family child care or center-based providers by developing family child care networks or other models that ensure the delivery of quality programming by family child care providers.
- Encourage efforts by local higher education institutions to attract new students to the field of early childhood education and grow the pool of highly qualified staff from within the state.

ADVOCACY

Initial

- Work with State, public higher education system, and other institutions of higher education to improve the access for current early childhood workforce to participate in higher education courses, credentials, and other experience to satisfy the requirements of Preschool for All.
- Advocate with policy makers at all levels to maintain support and funding for early childhood services that support the development of young children and prepare them for school

Long Term:

- Develop a public higher education system that meets the needs of the County's early childhood workforce, includes college coursework that is flexibly scheduled (e.g., weekend or evening coursework, on-line opportunities, accelerated formats, etc.) and provides opportunities for providers to pursue four-year degrees related to early childhood education and development. The system should also address barriers related to articulation for existing course work and associate degrees and options for student teaching practica in viable settings (e.g., child care centers).
- Work with public and private entities at national, state and local levels to increase visibility and investment in early childhood education programs
- Monitor the increase in demand for preschool education services by children with high needs and advocate for resources that adequately support the needs of these children.

III. NEXT STEPS

The Work Group will continue to work on developing specific recommendations for implementing Preschool for All in Montgomery County through March 2009. Some of the next steps identified by the group include:

- Determine the schedule for expansion for pre-kindergarten classrooms that takes into account current demand, available resources, and local education agency and community provider capacity.
- Assess the available resources that can support universal preschool services. Research and pursue available grants, foundation funding, endowments, child care subsidies, and especially new federal funding initiatives generated by the incoming Obama/Biden administration.
- Assess the total cost for implementing universal preschool services in Montgomery County. Identify the extent to which federal and State projections fall short and where additional local funding, foundation support or other outside funding is needed.

- Assess and analyze the professional development services and resources needed to increase the number of qualified providers to meet the demand for services including:
 - Infrastructure: MCCR&RC staffing, mentoring, outreach, counseling, support related to program accreditation and provider credentialing, and training opportunities (e.g., pre-kindergarten curriculum, early childhood foundational, ESL, services to children with special needs, etc.)
 - Direct Aid to Providers: scholarships, funding of higher education programs, training vouchers, loan forgiveness programs, substitute stipends at program level, etc.
 - Funding to higher education institutions: support for the professional development needs of new provider cohorts and for staff who are already degreed or certified.

- Perform a needs assessment for providers who are interested in pursuing four-year degrees in early childhood education including where they are in the process, what credentials or degrees they have earned, how intensely they can pursue higher education opportunities, what financial assistance is needed, where they live, and what locations in the county they serve.

- Set up a structure/mechanism to assess the unmet demand for certified teachers to deliver universal preschool services over time and to determine whether time-limited waivers of certification requirements are sufficient to allow the available workforce to meet the demand for services. Considerations should include the ability to recruit outside the local public education system and the capacity of local higher education programs to move providers through programs.

- Encourage the public higher education system to explore the possibility of awarding alternative credits that can be counted toward higher education degrees or certification, e.g., credits for providers who have taken early childhood coursework as non-credit courses or credits for experienced providers who have demonstrated competence delivering quality early childhood education services.

- Explore whether to require a time-subscribed commitment to serve in high priority child care settings from providers who receive scholarships or other significant training/credential/education support from Preschool For All funds.

Resolution No.: 16-664
Introduced: July 15, 2008
Adopted: July 22, 2008

COUNTY COUNCIL
FOR MONTGOMERY COUNTY, MARYLAND

By: Councilmember Ervin

Subject: Establishment of the Universal Preschool Implementation Work Group

Background

1. High-quality early childhood education has been demonstrated to positively affect children's early development and later academic achievement; to be a cost effective method for improving student life opportunities; and to reduce crime and reliance on public assistance.
2. For several years, the County Council has explored how to increase participation in early childhood education programs, especially for four-year old children in families with low-income and other challenges such as special needs or limited English proficiency. The Council has increased investment in early childhood programs that meet the diverse needs of County families.
3. Other recent efforts by early childhood stakeholder groups, including the Montgomery County Early Care and Education Congress, the Montgomery County Leadership in Action Program, and the Higher Education Initiative in Early Childhood/Child Care, have explored how to improve access to quality early childhood education, how to develop a system of early childhood services, and how to assure that all County children will enter school fully ready to learn.
4. In 2006, the General Assembly established a Task Force on Universal Preschool Education. The Task Force issued a report in December 2007 with recommendations on how to increase access to voluntary, free, and high-quality preschool services for all four-year olds regardless of family income. Recommendations were categorized under six goals: (1) Overall Plan to Increase Access to Early Childhood Education; (2) Indicators of Program Quality; (3) Professional Development of Early Childhood Staff; (4) Implementation Plan to Engage Business Community and General Public; (5) Conceptual Framework for Universal Preschool Program; and (6) Program Evaluation Methods.
5. On March 11, 2008, the County Board of Education adopted a resolution expressing its commitment to collaboration with early childhood stakeholders to develop a countywide universal preschool implementation plan.

6. The Health and Human Services and Education Committees held a worksession on March 31, 2008 and received a briefing from the Maryland State Department of Education on the recommendations of the Task Force. Members of the Committees expressed interest in assessing the number of four-year olds in the County, generating cost estimates for running a universal pre-kindergarten program in the County, and exploring State support for pilot universal preschool programs.

Action

The County Council for Montgomery County, Maryland approves the following resolution:

1. The Council will appoint a Universal Preschool Implementation Work Group.
2. The Work Group must consist of 13 to 15 members and include at least one but no more than two representatives from Montgomery County Public Schools; at least one but no more than two parents; and one representative from each of the following organizations: the County Department of Health and Human Services, County Commission on Childcare, Collaboration Council, County chapter of the National Association for the Education of Young Children, Maryland State Department of Education, Maryland State Teachers Association, Montgomery College, Universities at Shady Grove, County Chamber of Commerce, Organization of Child Care Directors, Family Child Care Association of Montgomery County, and Service Employees International Union.
3. The Work Group must develop a countywide universal preschool implementation plan, including recommendations to develop a high-quality preschool, early care, and education program for all County four-year olds.
4. The Work Group must submit a report to the Council that specifies recommended action steps and documents the need for services.
5. The Work Group must build on the reports and recommendations developed by the Montgomery County Leadership in Action Program and the Higher Education Initiative in Early Childhood/Child Care.
6. The report must address the MSDE Early Childhood Strategic Plan and each goal and recommendation described in the State Task Force Report on Universal Preschool Education.

7. The report must assess: (1) the population of four-year old children who would qualify for services; (2) existing public and nonpublic programs serving the four-year old population; (3) all preschool program costs and all available funding streams that may be used to support the program; (4) standards and process to determine the quality of preschool programs; (5) how and to what extent the capacity of existing high-quality providers can be expanded; (6) how informal programs that families use can improve the quality of their services; (7) what is required for professional development and compensation to assure an adequate and qualified workforce; and (8) strategies to educate and engage businesses and community members.
8. The Work Group must submit its first report by December 15, 2008, in time to influence State planning and budget deliberations for FY10. This initial report must recommend a structural framework and estimate the cost to implement universal preschool in response to goals one, two, and five of the State Task Force report.
9. The Work Group must submit its final report by March 1, 2009.

This is a correct copy of Council action.

Linda M. Lauer, Clerk of the Council

Universal Preschool Implementation Work Group Membership

	Organization	Name
1	MCPS - 1	Primary: Janine Bacquie, Director, Division of Early Childhood Programs and Services Alternate: Michael Cohen, Director, Department of Instructional Programs
2	MCPS -2	Julie Bader, Supervisor of the Child Find Disabilities Unit
3	HHS	Kate Garvey, Chief Children, Youth and Family Services
4	County Commission on Childcare	Primary: Jennifer Devine, Vice Chair Alternate: Mary Ellen Saverese
5	Collaboration Council	Traci McLemore, Senior Associate for Early Childhood Initiatives
6	Local Chapter of the National Association for the Education of Young Children	Primary: Lindsey Allard, President Alternate: John Surr
7	Maryland State Department of Education	Rolf Grafwallner, Assistant State Superintendent Division of Early Childhood Development
8	Maryland State Teachers Association	Clara Floyd, President
9	Universities at Shady Grove	Mary Lang, Director of Planning
10	Montgomery College	Brad Stewart, Vice President and Provost
11	County Chamber of Commerce	Gene Counihan
12	Organization of Child Care Directors	Jane Seffel
13	Family Child Care Association of Montgomery County	Primary: Khadra Ayorinde Alternate: Asgar Muhammad
14	SEIU	Primary: Jaclyn Lichter, Political Director Alternate: Anne McLeer
15	Parent	Jose Alvarez

**PRESENTERS AT UNIVERSAL PRESCHOOL IMPLEMENTATION
WORK GROUP MEETINGS**

September 4

Topic: State Task Force Overview

- Rolf Grafwallner, MSDE

Topic: Status of Early Childhood Education and Care in Montgomery County

- Kate Garvey, DHHS
- Janine Bacquie, MCPS

September 18

Topic: MSDE Standards for Implementing Quality Child Care

- Janine Bacquie, MCPS

Topic: Credentialed Providers, Accredited Programs, Education Levels and Quality Initiatives

- Kate Garvey, DHHS

Topic: Training and Professional Development of Child Care Providers

- Jennifer Arnaiz, Montgomery County Child Care Resource and Referral Center (DHHS)
- Chris Giovinazzo, Montgomery Child Care Association
- Pilar Torres, CentroFamilia

October 2

Topic:

- Lindsey Allard, NAEYC
- Khadra Ayorinde, NAFCC

Topic: Accreditation Process: Experience and Challenges

- Khadra Ayorinde- National Association of Family Child Care
- Maria Artola- Family child care
- Harriet Berger (provider)- NAEYC Accreditation
- Taheera Rashid (provider)- MSDE Accreditation

October 30

Topic: Preschool for All Business Plan

- Rolf Grafwallner, MSDE

Topic: State Universal Preschool Pilot Sites

- Randi Albertson- The Young School, Howard County
- Flora Gee- Greenbelt Children's Center, Prince George's County
- Ginny Simoneau, Walkersville Childcare Center, Frederick County

November 13

Topic: Family Child Care Networks and State Plan

- Debbie Enright- Maryland State Family Child Care Association
- Donna Fowler- Director of Public Policy of the Maryland State Family Child Care Association

December 11

Topic: Higher Education Opportunities and Needs

- Davenia Lea, Columbia Union College
- Brad Stewart, Montgomery College
- Mary Lang, Universities at Shady Grove

January 8

Topic: Auxiliary Services

- Beth Molesworth, MCDHHS, Mental Health Consultation Project
- Meredith Myers, Family Services Agency
- Shari Waddy, Families Foremost Program
- Lee Kingham, Abilities Network

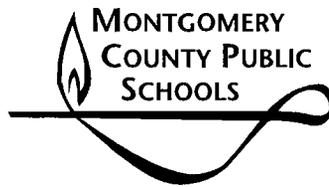
Topic: Child Care Subsidies

- JoAnn Barnes, MCDHHS, Income Supports

January 22

Topic: Curriculum, Assessment and Monitoring

- Janine Bacquie, MSDE
- Kathy Dodson, MSDE



**Impact of Full-day Prekindergarten Program on
Student Academic Performance**

Office of Shared Accountability

February 2009

**Huafang Zhao, Ph.D.
Shahpar Modarresi, Ph.D.
Shihching Liu**

 **Montgomery County Public Schools**

OFFICE OF SHARED ACCOUNTABILITY

Dr. Stacy L. Scott , Associate Superintendent
850 Hungerford Drive
Rockville, Maryland 20850
301-279-3925

Dr. Jerry D. Weast
Superintendent of Schools

Dr. Frieda K. Lacey
*Deputy Superintendent
of Schools*

Executive Summary

Montgomery County Public Schools (MCPS) prekindergarten (pre-K) and Head Start programs include locally funded pre-K classes and locally and federally funded Head Start classes. These classes provide an early learning experience for mostly 4-year-old children who meet Head Start and pre-K program income-eligibility guidelines. The pre-K and Head Start programs are integral parts of the MCPS Early Success Performance Plan, designed to provide necessary supports for all students to achieve at high levels and address the pervasive achievement gap among student groups.

There are three different types of pre-K classes—Head Start full-day, Head Start partial-day, and MCPS partial-day classes. In this report, Head Start and MCPS partial-day classes are referred to as half-day programs. These pre-K classes are modeled after effective and high-quality preschool programs, and provide early education services to children who are eligible for Free and Reduced-price Meals System (FARMS) services in the school district. All pre-K classes provide scientifically based and literacy-focused instruction five days a week, for approximately 180 days per year. Classes are taught by state-certified early childhood education teachers, with the support of para-educators. The class ratio is two adults per class of 20 children. The MCPS pre-K curriculum and instructional program is designed to promote children’s cognitive, physical, social, and emotional development. Teaching teams use an interdisciplinary, whole-child approach, with emphasis on language, literacy, and mathematics. The MCPS pre-K and Head Start programs also provide children with lunch at no cost, health care, social services, and transportation.

In 2007–2008, MCPS offered its Title I schools the opportunity to expand their existing Head Start half-day classes into Head Start full-day classes. Ten elementary schools chose to participate and expanded their 13 Head Start half-day classes to full-day classes using Title I funding. The expansion was intended to provide more instructional time for non-English-speaking children as well as children highly impacted by poverty and mobility. Instructional time was extended as a strategy to close achievement gaps among socioeconomic and racial/ethnic groups. The increased instructional time allows students to experience a more integrated school day, with in-depth study of the MCPS pre-K curriculum. Added benefits include decreased child-care expenses, more convenient arrangements for many participating families, and a greater opportunity to foster the academic, social, and emotional growth of the children.

This study examined whether the increased instructional time resulted in greater student academic improvement in Head Start full-day classes, after controlling for differences in initial academic performance, demographic characteristics, and family background such as income and family size. Since students were not random assigned to different classes, multivariate statistical methods were used to control for potential selection bias. As part of a comprehensive pre-K program evaluation in MCPS, this study addressed the following questions:

1. Did increased instructional time contribute to higher reading and mathematics performance of pre-K students in the Head Start full-day classes compared with their peers in the Head Start half-day and MCPS half-day classes in the 2007–2008 school year?

2. Did program effect differ by student subgroups and schools?
3. What is the magnitude of the Head Start full-day program effects? What are the cost-benefit estimates of full-day and half-day classes?

Major Findings

The empirical evidence suggests the following:

- Increased instructional time in Head Start full-day pre-K classes has contributed to greater academic achievement.
- Students in the Head Start full-day classes made significantly larger gains in reading skills compared with their peers in the Head Start half-day classes. Significantly larger gains were found in mathematics for some subgroups in Head Start full-day classes.
- Students in the Head Start full-day classes made significantly larger gains in reading and mathematics skills compared with their peers in the MCPS half-day classes.
- Gains were significantly larger for female and Hispanic students, and students receiving English for Speakers of Other Languages (ESOL) services in the Head Start full-day classes.
- The full-day program effect was not the same for all schools. Students in some elementary schools such as Broad Acres, Twinbrook, and Viers Mill made much larger gains than others.
- Full-day program effects were sufficient enough to have practical educational significance.
- The full-day program effect is significantly large enough to justify its higher cost per student.

Recommendations for Improvement

- Expand Head Start half-day classes to Head Start full-day classes in Title I schools, if financially feasible.
- Make extra efforts to obtain complete assessment data for all future students in the pre-K classes.
- Examine and share best practices in schools with the greatest pre-K achievement growth.
- Revise pre-K reading and mathematics assessments and set proficiency benchmarks for these assessments.