

AGENDA ITEM #8  
March 31, 2009  
**Briefing**

**MEMORANDUM**

March 27, 2009

TO: County Council

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: Report of the Universal Preschool Implementation Work Group

Today the County Council will receive a briefing from the Council-appointed Universal Preschool Implementation Work Group (Work Group) on its report, "Investing in the Future: A Balanced Approach Toward Preschool Expansion in Montgomery County, Maryland."

Co-chairs Janine Bacquie, Director, Division of Early Childhood Programs and Services, Montgomery County Public Schools, and Kate Garvey, Chief, Children, Youth, and Families, Department of Health and Human Services, will present to the Council. In addition, a number of Work Group members, listed on ©2, are expected to be present for the discussion.

On July 22, 2008, the County Council established the Universal Preschool Implementation Work Group to develop recommendations for implementing a countywide program that provides all County four-year olds with the opportunity to participate in a high-quality preschool program.

The Executive Summary of the report can be found at ©5-7.

This packet contains the main report of the Work Group, which is attached at ©1-40, but does not reproduce any appendices. Full copies of the 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 contact the office at 240-777-7910.

**INVESTING IN THE FUTURE:**  
**A BALANCED APPROACH TOWARD**  
**PRESCHOOL EXPANSION IN**  
**MONTGOMERY COUNTY,**  
**MARYLAND**

**March 27, 2009**



**The Montgomery County Universal Preschool  
Implementation Work Group**

Appointed by the Montgomery County Council

**MEMBERSHIP**  
**UNIVERSAL PRESCHOOL IMPLEMENTATION WORK GROUP**

Co-Chairs: Janine Bacquie, Director, Division of Early Childhood Programs and Services, Montgomery County Public Schools

Kate Garvey, Chief, Children, Youth, and Families, Department of Health and Human Services

Members: Jose Alvarez, Parent Representative

Khadra Ayorinde, Family Child Care Association of Montgomery County

Lindsey Allard and John Surr, Maryland Community Association for the Education of Young Children

Julie Bader, Supervisor, Child Find Disabilities Unit, Montgomery County Public Schools

Gene Counihan, Montgomery County Chamber of Commerce

Jennifer Devine, Vice Chair, Montgomery County Commission on Child Care

Clara Floyd, President, Maryland State Teachers Association

Rolf Grafwallner, Assistant State Superintendent, Division of Early Childhood Development, Maryland State Department of Education

Mary Lang, Director of Planning, Universities at Shady Grove

Jaclyn Lichter, Political Director, Services Employees International Union

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## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>i</b>
<b>I. Introduction.....</b>	<b>1</b>
A. Authority and Scope	
B. Methodology	
C. Organization of the Report	
D. Acknowledgements	
<b>II. Background .....</b>	<b>4</b>
A. Research on Early Childhood Education	
B. Maryland Task Force on Universal Preschool Education	
<b>III. Preschool and Child Care Services in Montgomery County .....</b>	<b>7</b>
A. Publicly Funded Head Start and Preschool Services	
B. Private Early Childhood Care and Education Providers	
<b>IV. Training and Professional Development for Child Care Professionals .....</b>	<b>11</b>
A. Child Care Professional Training Requirements	
B. Credentialing and Educational Levels of Child Care Teachers	
C. Training and Professional Development Support Services in Montgomery County	
D. Higher Education Needs Assessment	
<b>V. Family Needs Assessment.....</b>	<b>14</b>
<b>VI. Cost Associated with Delivering Preschool for All in Montgomery County .....</b>	<b>16</b>
<b>VII. Work Group Recommendations.....</b>	<b>21</b>
A. Local Review Panel	
B. Program Expansion	
C. Auxiliary Services	
D. Transportation	
E. Program Monitoring and Evaluation	
F. Teacher Compensation	
G. Building a Preschool for All Teacher Workforce	
H. Certification Waiver and Higher Education Opportunities	
I. Criteria for Selecting Providers	

- J. Faith-Based Programs
- K. Family Child Care Networks
- L. Communication and Outreach Plan
- M. Budget and Funding

**VIII. Glossary .....32**

**Appendix:**

- A. Resolution Establishing UPI Work Group
- B. List of Presentations at UPI Work Group meetings
- C. Summaries of Parent Discussions
- D. Summary of Parent Survey Results
- E. Higher Education Needs Assessment Results
- F. Montgomery County Child Care Demographics 2009
- G. Child Care in Montgomery County At a Glance
- H. Maryland Child Care Licensing and Credential Requirements
- I. Resources Potentially Available to Support Preschool Services

## EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

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

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

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

## I. INTRODUCTION

### A. AUTHORITY AND SCOPE

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

The Council directed the Work Group to develop a report that assesses: (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) preschool program costs and available funding streams that may be used to support the program; (4) standards and processes 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.

### B. METHODOLOGY

Over the past seven months, the Work Group held numerous meetings and solicited information from a variety of sources including presentations from experts, informal discussions with parents, public forums, and surveys of parents and early childhood teachers as follows:

- **Meetings:** The work group began meeting on September 4, 2008 and has held thirteen meetings.
- **Presentations:** The Work Group heard presentations from a variety of experts and community organizations including representatives from the Maryland State Department of Education (MSDE), Montgomery County Department of Health and Human Services (DHHS), Montgomery County Public Schools (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. Appendix B provides a complete list of presenters.
- **Public Forums:** The Work Group held two public forums and heard from a total of 27 speakers, who addressed issues related to their experiences as parents or family members, advocates, child care providers from centers, nursery schools,

faith-based programs, Montessori programs, and family child care homes. In addition to oral testimony, the Work Group received written comments from three 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. Appendix C includes summaries of these discussions.
- **Parent Survey:** The Work Group solicited a parent survey to seek input from parents on how a universal preschool program should be implemented. The survey was widely disseminated in the community through networks including the Montgomery County Child Care Resource and Referral Center (MCCCR&RC), MCPS Early Childhood Community Partners, and Montgomery County PTAs. Approximately 1,465 parents from diverse backgrounds completed the survey and expressed a wide range of preferences related to the delivery of preschool education services. Appendix D provides a summary of survey responses.
- **Higher Education Need Assessment Survey:** The Work Group, in conjunction with the MCCCR&RC, developed a survey to assess: (1) the educational status of child care teachers; (2) teacher interest in obtaining advanced degrees in early childhood education; and (3) the level of support needed by teachers to complete the higher education requirements of Preschool for All. Appendix E provides a summary of survey responses.

## C. ORGANIZATION OF THE REPORT

**Part II – Background:** This section provides overview information about the benefits that accrue from early childhood education programs and the work of the Maryland State Task Force on Universal Preschool Education.

**Part III – Preschool and Child Care Services in Montgomery County:** This section provides demographic and service information on young children in Montgomery County and the programs that currently serve them.

**Part IV – Training and Professional Development for Child Care Professionals:** This section summarizes information on licensing and credentialing requirements for child care professionals and discusses the educational status of the current workforce. The section also summarizes the education and training needs of child care professionals and the results of a higher education needs assessment for child care teachers.

**Part V – Family Needs Assessment:** This section summarizes input from parents about their needs and concerns related to implementation of a Preschool for All program.

**Part VI – Costs Associated with Delivering Preschool for All in Montgomery County:** This section assesses the costs for developing Preschool for All in Montgomery County and describes the assumptions underlying cost projections.

**Part VII – Work Group Recommendations:** This section details the recommendations of the Work Group for implementing Preschool for All in Montgomery County.

#### **D. ACKNOWLEDGEMENTS**

The Universal Preschool Implementation Work Group received extensive information and assistance from State officials, County Government and MCPS employees, representatives of higher education institutions, child care providers, nonprofits serving children and families, and parents. The Work Group would like to express appreciation to all of the individuals who took their time to speak and write to the Work Group.

## II. BACKGROUND

### A. RESEARCH ON EARLY CHILDHOOD EDUCATION

A substantial body of research has explored the benefits that high quality preschool programs provide for young children. For example, a study conducted by Steve Barnett and Clive Belfield found that the benefits of high quality preschool programs break the link between parental behaviors and child outcomes in areas such as crime, welfare, and teen parenting.<sup>1</sup> According to the study, the most effective early childhood preschool programs were intensive programs with high quality teachers and small class sizes.

Such standards can be found in programs like the High/Scope Perry Preschool Program and the Abecedarian Project which 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. Thus, existing research supports the conclusion that early childhood education programs can produce lasting improvements in the life outcomes of children, especially disadvantaged ones.

These studies have also demonstrated the cost effectiveness of high quality early childhood programs. 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. A cost-benefit analysis commissioned by the Maryland State Task Force on Universal Preschool Education concluded similarly that 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.

The conclusions reached by studies examining the benefits of high quality early childhood education programs are consistent with existing State efforts to ensure high standards for early childhood education services; coordinate early learning programs, services, and resources; and focus on school readiness as a strategy to improve student achievement.<sup>2</sup> MSDE has developed and implemented a detailed early childhood educational program to increase the number of children entering kindergarten ready to learn and has centralized all early childhood education programs under one agency.<sup>3</sup> The State is continuing its efforts to expand high quality preschool opportunities through a request for proposal for Preschool for All pilot pre-kindergarten programs released in

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<sup>1</sup> Barnett, Steven.W. and Clive R. Belfield.(2006). Childhood Development and Social Mobility. *The Future of Young Children, Opportunity in America*, vol. 16, number 2, fall 2006, p. 73.

<sup>2</sup> Maryland Educational Initiatives: Early Childhood Education. Maryland State Department of Education. 2007

<sup>3</sup> Id.

February 2009. There will be grants awarded across the entire state, with grant funding ranging from \$75,000 to \$100,000 for each proposal.

Because of the cost-effectiveness of these high quality early childhood educational programs and the positive outcomes that these programs have for participants and society as a whole, the Work Group believes that investment in high quality early childhood preschool programs is an important strategy to increase life opportunities for all of Montgomery County's preschool children, with the greatest benefits to children highly impacted by poverty, mobility, and limited English proficiency.

## **B. MARYLAND TASK FORCE ON UNIVERSAL PRESCHOOL EDUCATION**

In 2006, the Maryland 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 (i.e., from families at or below 185% of the federal poverty level) or who are homeless.

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 available to 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 or an average of 20 children consistent with COMAR;
- 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 be delayed because of the current economic recession.

The Task Force charged MSDE with developing a business plan. MSDE released its Draft Business Plan in October 2008. Some key provisions in the Draft Business Plan include:

- Preschool for All would be a supplement to the existing Bridge to Excellence in Public School Act of 2002 mandate for pre-kindergarten.
- MSDE would have oversight of and be accountable for implementing Preschool for All; responsibilities would include budgeting, grants management, monitoring and accountability.
- Funding for Preschool for All would be shared by state and local governments with 70% of total costs to be borne by the State and 30% by local governments.
- 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.
- Local jurisdictions will select a local review panel to provide countywide coordination of the program, review and approve grant applications, and potentially serve in an advisory capacity to applicants.

Because the Draft Business Plan has not been finalized, changes to what has been proposed may yet occur and additional direction on specific aspects of the plan, e.g., family child care networks, may evolve.

### III. PRESCHOOL AND CHILD CARE SERVICES IN MONTGOMERY COUNTY

#### A. PUBLICLY FUNDED HEAD START AND PRESCHOOL SERVICES

The County supports a range of early childhood education programs based both in MCPS and in the community. The County has long had two primary programs for early childhood education services: Head Start and pre-kindergarten programs. For the most part, County-funded pre-kindergarten and Head Start programs have been operating at or above capacity during FY09. The MPCS pre-kindergarten program has been operating significantly over capacity during this period because of the Bridge to Excellence requirement that jurisdictions serve all low-income children needing services.

In the past, County-funded 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 funded capacity to deliver these services.

MCPS estimates the number of four-year-olds potentially eligible for the Free and Reduced Meals program (FARMS) to be approximately 3,969. During School Year 2008-2009, approximately 2,645 children from income eligible families, of which a small number were three-year-olds, accessed publicly funded preschool education programs. Thus, more than 1,324 four-year-old children eligible to receive publicly funded preschool services did not access them.

- **MCPS Pre-Kindergarten:** MCPS has allocated funds to serve 1,885 children in the MCPS pre-kindergarten program and as of February 2009 is serving 42 additional students for a total of 1,927 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 for school year services.
- **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 including health and wrap around social services at a level that is mandated by federal Head Start grant regulations. The average cost per child for these MCPS-based services is approximately \$7,288 for school year services.
- **MCPS Full Day Head Start:** MCPS is in its second year of offering a full day Head Start model with 13 classes at 10 Title I schools. The schools selected for this program are among the highest in eligibility percentages for Free and Reduced Price Meals

(FARMS) in MCPS. 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; personal-social skills 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, resulting in a \$10,558 total per child cost for the full day model for school year services and a summer program.

The Board of Education has recommended for the FY10 Operating Budget to include a total of \$553,466 in additional Title I dollars in anticipation of additional funding from the American Recovery and Reinvestment Act of 2009 to increase full day Head Start from 13 to 21 classes and from 10 to 18 schools.

- **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 component, 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 for full year services 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-Kindergarten -- 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-kindergarten 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 for full year services
- **Community-Based Pre-Kindergarten -- Centro Nia:** For FY09, Centro Nia received \$424,000 from the County to provide a comprehensive, community-based, full year pre-kindergarten program for up to 11 hours daily for 40 three and four-year-olds. The program uses a pre-kindergarten aligned curriculum. The average cost per child of this model is \$8,154<sup>4</sup> for full year services.

MCPS special education services are also publicly funded with services ranging from periodic therapy sessions to full day special education classes. In the beginning of the 2008-2009 School Year, 1,380 children at the pre-kindergarten level received MCPS special education services; some of these children attended another publicly funded pre-kindergarten option as well. 543 of these children participated in daily special education

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<sup>4</sup> This figure does not reflect other public and private funding leveraged by the program

preschool classes. As special education services are Federally-mandated, the number of children served increases throughout the year.

In addition, 361 non-income eligible, four-year-old children receive a preschool classroom experience through the MCPS High School Early Childhood Development program. This program is designed to expose high school students to career opportunities in early childhood education.

The Work Group notes that the funding formulas for Head Start and pre-kindergarten services do not cover the costs of services being provided to income eligible students that the County is required to serve. MCPS has continued to fill in this funding gap.

## **B. PRIVATE EARLY CHILDHOOD CARE AND EDUCATION PROVIDERS**

According to the Child Care Demographics 2009 (Appendix F), Montgomery County currently has 1,451 licensed child care programs that have the total capacity to serve 34,501 children between the ages of birth to 12 years old. Of the total number of licensed programs, 1,013 are family child care homes and 438 are center-based programs, which include nursery schools, faith-based programs, and Montessori schools.

Additional data provided by the Montgomery County Child Care Resource and Referral Center in October 2008 (Appendix G) indicate that the overall capacity to serve children two to four years of age in child care programs is 22,440, including 15,559 in center-based programs and 6,881 in family child care programs.

### ***Licensing and Accreditation***

All child care programs that provide service at least once a week for any number of hours must be licensed by the state; however, religiously approved programs can receive an exemption from licensing. Family child care providers must have a license if they care for a child more than 20 hours a month on a regular basis in their home.

Child care programs can demonstrate higher quality standards by becoming accredited by an outside accrediting body. MSDE and the National Association for the Education of Young Children (NAEYC) accredit child care centers. The National Association of Family Child Care (NAFCC) accredits family child care providers. The American Montessori Society or Association Montessori International accredits Montessori programs.

In Montgomery County, 12.8% of center-based programs have received state or national accreditation, and only 1.6% of family child care homes are accredited. The numbers of accredited programs by accrediting body are as follows:

- 16 Family Child Care providers by NAFCC accreditation;

- 8 centers by MSDE accreditation;
- 39 centers by NAEYC accreditation;
- 2 Montessori schools by American Montessori Society; and
- 6 Montessori schools by Association Montessori International.

All accredited family child care providers in Montgomery County received accreditation support services from the MCCR&RC. The MCCR&RC's accreditation project was funded by MSDE through a Judith P. Hoyer enhancement grant.

#### IV. TRAINING AND PROFESSIONAL DEVELOPMENT FOR CHILD CARE PROFESSIONALS

##### A. CHILD CARE PROFESSIONAL TRAINING REQUIREMENTS

For licensing purposes, child care professionals are required to satisfy pre-service and ongoing training requirements. MSDE has also developed the Maryland Child Care Credential, which is a voluntary career ladder system for child care professionals to receive financial incentives for improving their educational qualifications through training, college credits, and professional activities.

In recent years, MSDE has implemented more rigorous training requirements for State licensing and credentialing in accordance with its Division of Early Childhood Development Strategic Plan. These training requirements for licensing and credentialing are provided at Appendix H.

##### B. CREDENTIALING AND EDUCATION LEVELS OF CHILD CARE PROFESSIONALS

Child care professionals in Montgomery County have varying levels of education. Of the 331 family child care providers who provided information on their education levels for the LOCATE: Child Care database, 56% have a degree, and 12% of County family child care providers have a college degree (associates, bachelors, or higher) in early childhood education. Of the 1,309 center-based staff who provided information on their education levels for the LOCATE: Child Care database, 75% have a degree, and 36% have degrees in early childhood education.

Montgomery County reports that 466 individuals (12% of the child care work force) currently participate in the Maryland Child Care Credential program. Of the 3,005 participants in Child Care Resource Center training, 88% earned “Core of Knowledge” credit towards the Maryland Child Care Credential. In Montgomery County, 19% of center-based staff have Maryland Child Care Credentials and 11% of family child care providers have credentials.

The chart below shows the number of child care professionals in either a family child care setting or a center-based setting and what level credential they have obtained.

<i>Credential Level</i>	<i>Family</i>	<i>Center</i>	<i>Total</i>
1	31	105	136
2	17	41	58
3	30	118	148
4	16	19	35
4+	8	4	12
5	4	18	22
6	2	53	55

Currently, there are a total of 124 individuals credentialed at level 4 or above. Approximately 11% of the workforce is credentialed, assuming a workforce of 4,000 employees in licensed or registered child care programs.

### **C. TRAINING AND PROFESSIONAL DEVELOPMENT SUPPORT SERVICES IN MONTGOMERY COUNTY**

Montgomery County supports and encourages higher education courses leading towards a Child Development Associates credential, Associates degree, or a Bachelors degree, which are indicators of qualified staff. The MCCR&RC provides a variety of services that support the ability of child care providers to deliver quality services including child care training, technical assistance related to licensing and accreditation requirements, scholarships for higher education courses, English language development programs, and curriculum training in conjunction with MCPS.

Private organizations in the County also educate providers and offer courses to help providers obtain the necessary course work to achieve credentials. There are over 80 MSDE-approved agencies and individuals that provide training to the child care community.

Two examples of organizations who presented to the Work Group are:

- **Montgomery Child Care Association Training Institute:** The services offered by the organization range from pre-service courses required for licensing to a Child Development Associate preparation course to a 45-hour child care director course. The organization trains on an annual basis approximately 2,000 child care professionals including aides, teachers, directors, and family child care providers.
- **Centro Familia:** The organization provides assistance to family child care providers in the Latino community. The organization has developed an Early Child Care and Education Career Ladder for Latino limited English proficient family child care providers to assist them in moving through the MSDE credential ladder and achieving accreditation from the NAFCC. The organization is in direct contact with 67 family child care providers that are able to serve 187 children between the ages of three to five years.

### **D. HIGHER EDUCATION NEEDS ASSESSMENT**

In March 2009 the Montgomery County Child Care Resource and Referral Center surveyed 229 child care providers interested in pursuing higher education opportunities. Participants included staff from both center-based and home-based settings. The vast majority (93%) is experienced in working with preschool age children and most (75%) have also worked with infants and toddlers and/or school age children. Participants'

commitment to continue working in the field is extremely high with 50% planning to stay in the field for 10 years or more and 29% planning to stay 5-10 years.

Of respondents who work directly with children, 49% currently have a degree from an institution of higher education including 7% with a Masters degree, 27% with a Bachelor's degree in a field other than early childhood, 9% with a Bachelors degree in Early Childhood, and 6% with an Associates degree. Approximately 1 in 4 individuals with a degree reported having earned the credential outside of the country. Most of the remaining staff indicated they have completed some college coursework (17%), the Child Care Development Associates (CDA) Credential (18%) or a high school diploma (10%).

While the vast majority of current scholarship recipients in the County are pursuing an Associates degree or CDA Credential, those surveyed had a wide range of educational goals. Those with teaching responsibilities were highly interested in the following credentials (listed in order of preference): Early Childhood Education 1 year Certificate (22%), Early Childhood Teacher Certification (21%), CDA Credential (18%), Masters Degree (16%), and Associates of Arts Degree (16%).

Overall, 96% of participants stated if a degree program were available that met their interests and needs they would be interested in pursuing a higher education degree. If a higher education program were offered, respondents said it would be very important to them that the type of program offered was aligned with their goals. In addition, other factors they considered important include: schedule/time of classes, cost/financial assistance, and location of the program. The vast majority need financial assistance with 58% requiring full assistance and 28% partial financial assistance. They also want classes to be scheduled on weekday evenings and/or weekend mornings. The most popular locations include Rockville, Gaithersburg, and a Virtual Campus (online courses).

## V. FAMILY NEEDS ASSESSMENT

Montgomery County is one of the most populous and diverse counties in the state of Maryland. For the 2008-2009 School Year, MCPS projects that 13,500 four-year-olds reside in the County, and that out of this total approximately 3,969 are eligible to participate in the Free and Reduced Meals Program based on family income. Currently, public preschool services are only reaching about 2,645 income eligible students, a small number of whom are three-year-olds. An additional 543 children attend daily special education preschool classes. According to the Maryland National Capital Park and Planning Commission, minorities account for a higher share of youths than adults living in Montgomery County; 51% of children are minorities compared to 43% of adults.

To understand the importance of a preschool education, and the factors that contribute to the selection of preschool programs by parents, the Work Group solicited parent input by hosting two Public Forums, attending various parent group meetings, and conducting an online survey. Through these different outreach mechanisms, the Work Group was able to hear from parents from all parts of the County, across a broad range of socioeconomic categories, and representing many different ethnic and cultural groups.

The responses of parents span the spectrum of potential responses. However, some general conclusions can be drawn from the input including the following:

### *High Quality Programs*

- Parents value high quality child care for their four-year-old children.
- The definition of high quality is viewed differently among individual parents.
- In defining highly qualified teachers, parents place great weight on experience in working with young children and personal attributes of teachers. They also associate college degrees in early childhood education and certification with highly qualified teachers.

### *Program Choices*

- Parents appreciate different options for preschool education that meet their individual family needs, culture, and values. Parent responses included a wide range of preferences including culturally competent, bilingual, religious, play-based, and cooperative programs.
- Key factors that contribute to a parent's selection of preschool options include: highly qualified staff, educational curriculum, a location close to work or home, program accreditation, affordability, and hours of operation.

- Low-income parents need accessible high quality programs. Factors that contribute to accessibility for low-income families include hours of operation and access to wrap around child care, affordable programs that limit the parent contribution for wrap around care, and transportation access and location of services in the community or near work.
- Important services identified by parents that should be part of a universal preschool program include: developmental screening services, parent involvement opportunities, and health, mental health, and nutrition services.

### ***Outreach to Families***

- Parents use a variety of methods to find out about preschool or child care opportunities for their young children including child care locator services, places of worship, advertisements, and internet research. By an overwhelming amount, parents rely on word of mouth information from friends, family and neighbors to find out about these opportunities.

## VI. COSTS ASSOCIATED WITH DELIVERING PRESCHOOL FOR ALL IN MONTGOMERY COUNTY

Significant resources will be needed at the state and local levels to realize the vision of universal preschool. The State’s Preschool for All Draft Business Plan includes cost estimates for expanding the program. The State estimated that expansion of Preschool for All to households with incomes at or below 300% of the Federal poverty level could cost \$20 million<sup>5</sup>, and expansion to all four-year-olds expected to matriculate to public kindergarten could cost \$120 million statewide.

In developing the total cost projection, the State developed a cost per student calculation that combines the base costs for operating pre-kindergarten classrooms and enhancement costs to meet the improved quality standards under Preschool for All, including parity in compensation for state certified teachers. Using a representative sample, the State estimated that the cost per student at nonpublic facilities is \$2,700 for a half day program and \$5,300 for a full day program.

Using the State’s methodology of calculating per student costs for Preschool for All, Tables 1-3 below show the derivation of costs for a full-day (6.5 hour) Preschool for All program in Montgomery County. Tables 4-6 show the derivation of costs for a half-day (2.5 hour) program.

**Table 1: Calculation of Full Day Preschool Tuition Costs in Montgomery County**

<b>Average Annual Preschool Tuition in nonpublic facility</b>	<b>\$11,368<sup>6</sup></b>
<b>Public funding (State and local) for 6.5 hour program</b>	<b>\$6,480<sup>7</sup> per child</b>

<sup>5</sup> The State currently requires under the Bridge to Excellence in Public Schools Act of 2002 that Montgomery County provide pre-kindergarten services to all four-year-olds from economically disadvantaged backgrounds (i.e., from families at or below 185% of the federal poverty level) or who are homeless.

<sup>6</sup> Montgomery County Child Care Demographics, Maryland Committee for Children, 2009

<sup>7</sup> The total cost per child was derived by taking 57% of the average annual preschool tuition. 57% is percentage used in the State’s Draft Business Plan to reflect the portion of the child care day that would be used for a Preschool for All Full-Day Program.

**Table 2: Enhancement Costs Calculation for Full Day Program  
in Montgomery County  
(The Costs of Meeting Improved Quality Standards under Preschool for All)**

<b>Required Quality Standard</b>	<b>Accredited Child Care</b>	<b>Preschool for All</b>	<b>Difference</b>
<b>Curriculum Standard</b>	\$0	\$1,500	\$1,500
<b>Teacher Standard</b>	\$24,110	\$46,410	\$22,300
<b>Fringe &amp; Benefits 35%</b>	\$8,439	\$16,244	\$7,805
<b>Assistant Teacher Standard</b>	\$18,000	\$18,000	\$0
<b>Teacher Recertification</b>	\$600	\$0	(\$600)
<b>Screening/referral</b>	\$0	\$1,000	\$1,000
<b>Monitoring</b>	\$0	\$600	\$600
<b>Total per Classroom</b>	\$51,149	\$83,754	\$32,605
<b>Total per Child (20 per Classroom)</b>	\$2,557	\$4,188	\$1,631

**Table 3: Total Per Child Costs for Full-Day Program with Enhanced Services**

<b>Per Child Tuition Costs for 6.5 hour Program</b>	\$6,480
<b>Per Child Enhancement Costs</b>	\$1,630
<b>Total Per Child Costs for Tuition and Enhanced Services required by Preschool for All</b>	\$8,110

**Table 4: Calculation of Half Day Preschool Tuition Costs in Montgomery County**

<b>Average Annual Preschool Tuition in non-public facility</b>	\$11,368
<b>Public funding (State and local) for 2.5 hour program</b>	\$2,501 per child <sup>8</sup>

<sup>8</sup> The total cost per child was derived by taking 22% of the average annual preschool tuition. 22% is percentage used in the State's Draft Business Plan to reflect the portion of the child care day that would be used for a Preschool for All Half-Day Program.

**Table 5: Enhancement Costs Calculation for Half Day Program  
in Montgomery County  
(The Costs of Meeting Improved Quality Standards under Preschool for All)**

<b>Required Quality Standard</b>	<b>Accredited Child Care</b>	<b>Preschool for All</b>	<b>Difference</b>
<b>Curriculum Standard</b>	\$0	\$1,500	\$1,500
<b>Teacher Standard</b>	\$12,055	\$23,205	\$11,150
<b>Fringe &amp; Benefits 25%</b>	\$3,014	\$5,801	\$2787
<b>Assistant Teacher Standard</b>	\$9,000	\$9,000	\$0
<b>Teacher Recertification</b>	\$600	\$0	(\$600)
<b>Screening/referral</b>	\$0	\$1,000	\$1,000
<b>Monitoring</b>	\$0	\$600	\$600
<b>Total per Classroom</b>	\$24,669	\$41,106	\$16,437
<b>Total per Child (20 per Classroom)</b>	\$1,233	\$2,055	\$822

**Table 6: Total Per Child Costs for Half Day Program with Enhanced Services**

<b>Per Child Tuition Costs for 2.5 hour Program</b>	\$2,501
<b>Per Child Enhancement Costs</b>	\$822
<b>Total Per Child Costs for Tuition and Enhanced Services required by Preschool for All</b>	\$3,323

The estimated per child costs reflected in the calculations above for Preschool for All Services in Montgomery County are \$8,110 for a 6.5 hour program and \$3,323 for a 2.5 hour program. The County's share (30%) of the 6.5 and 2.5 hour programs would be \$2,433 and \$997, respectively, and the State's share (70%) would be \$5,677 and \$2,326. See Table 7.

**Table 7: Total Per Child Costs By Funding Source (State and County)**

	<b>Full Day</b>	<b>Half Day</b>
<b>State – 70%</b>	\$5,677	\$2,326
<b>County – 30%</b>	\$2,433	\$997
<b>Total</b>	\$8,110	\$3,323

In developing this calculation, the Work Group used the following assumptions:  
(1) the average cost of care is based on child care center programs; (2) the average cost of

care is not restricted to accredited programs; (3) fringe and benefits are calculated at the same rate for both the child care center and the Preschool for All program; and (4) the amounts for teacher recertification, screening/referral, monitoring, and curriculum standard are taken from State calculations.

Assuming that Preschool for All will serve the remaining number of four-year-olds (10,312<sup>9</sup>) who are not being served by publicly funded preschool programs in full and half time programs of equal proportion, the County can anticipate spending \$17.7 million in tuition and enhancement costs to roll out Preschool for All.<sup>10</sup>

It is important to note that the \$17.7 million figure does not take into account other costs associated with expanding preschool programming in the County and ensuring the quality and accessibility of high quality programming including:

- Costs for transporting children to and from programs;
- Costs to provide wrap around child care for families that cannot afford quality care but do not qualify for child care subsidies;
- Costs to reduce co-payments from parents participating in child care subsidy programs to no more than 10% of a family's income;
- Costs to increase professional development opportunities to the whole community of child care providers of children birth through age five, including scholarships, accreditation, licensing, and credentialing support;
- Costs for implementing an outcome and assessment system and training providers in the use of that system; and
- Costs to increase infrastructure to support implementation.

Although increased costs for screening and referral services are factored into the total cost figure, the Work Group notes that there may be additional costs associated with other auxiliary services recommended by the Work Group.

The cost estimates represent a preliminary effort to quantify the scope of the Preschool for All initiative.<sup>11</sup> There are a number of factors driving program costs and the County's contribution that have not yet been finalized by the State. A more developed understanding of the total local funding required to support this program will require additional information about a number of outstanding issues, including the specific requirements of the State program and the demand for higher education opportunities of early childhood education and care providers.

<sup>9</sup> The remaining number of four-year-olds (10,312) is derived by taking the sum of income eligible children receiving preschool services (2645) and children receiving daily special education preschool services (543) and subtracting the resulting number from the total number of four-year-olds in the County (13,500).

<sup>10</sup> The total effort is based on current dollars and does not take into account the increase in program costs and the time value of money when the program is fully implemented.

<sup>11</sup> This cost estimate is based on all four-year-old children in the County. The Work Group has not estimated a cost specific to children whose family incomes are under 300% of the federal poverty level in this report because it did not have access to a reliable estimate of County four-year-old children in this demographic group.

The Work Group received information about public and private resources that may be available to support the effort of expanding Preschool for All services in Montgomery County. Appendix I provides a list of resources that have been used to support early childhood services; however, it is unclear to what extent these resources will be available to support efforts to expand preschool services given the current economic recession and budget deficits at State and local levels.

## 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.

- **Preschool programs should be required to provide or arrange for general screenings to all four-year-olds, consistent with State Preschool for All requirements, sufficient to identify children who need additional services and to refer them to appropriate service providers.**
- **Preschool programs must demonstrate how they would deliver or link children and families with auxiliary services.** Services are not required to be provided on site, but programs should be required to refer families to appropriate services. The provider may demonstrate an established relationship or affiliation with an auxiliary services provider or a means of accessing services.
- **Training resources are needed to help preschool providers link families to appropriate services.** Providers will need (1) to understand how to conduct or arrange for developmental screenings; (2) to navigate social service systems and understand what services are available for families in the community and how to make referrals for services; (3) to use existing services/resources like InfoMontgomery and ChildLink; and (4) to be able to identify families who need support services. Although there is training available to providers to conduct developmental screenings, additional funding may be required and could be provided through enhancements grants under Preschool for All.
- **There is a need for increased funding to keep up with the demand for auxiliary services generated by Preschool for All programs.** The Work Group anticipates that funded services such as developmental screening and other program supports will be in greater demand as program providers are encouraged and trained to refer families for services. **The Work Group recommends that an assessment be completed to determine what level of additional funding will be needed.**
- **Service providers that have the capacity to provide or connect a broad range of students (e.g., special needs, bilingual, etc.) with services should be given some preference in the application and selection process.**

#### **D. TRANSPORTATION**

Although the State does not require transportation for preschool services under COMAR, the Work Group recommends that the County develop a transportation plan for Preschool for All Services as a long-term goal. **As a matter of policy, the Work Group believes that access to transportation should be a component of quality programs and recognizes that many families would not access preschool services without transportation.**

Recommendations related to a transportation system are as follows:

- **Transportation service should follow the same priority rollout as the Preschool for All program. Children whose family income falls below 300% of the federal poverty level should not be required to pay for transportation service.**

- The system could include fee collection from participants whose household income exceeds 300% of the federal poverty level.
- In designing a transportation system, the Council and the Executive Branch may want to explore the costs of and different options for providing transportation services, assess the local transportation infrastructure, and examine how transportation is provided in other jurisdictions to deliver universal preschool services.

#### E. PROGRAM MONITORING AND EVALUATION

The State will have the primary responsibility to monitor and collect evaluation information from programs that participate in Preschool for All. Nevertheless, the Work Group recommends that as a policy, **the County monitor the progress and success of program participants using a student assessment tool and assess other programmatic aspects that reflect on high quality care and education. Additional support will be needed for training and implementation.**

#### F. TEACHER COMPENSATION

The State Draft Business Plan proposes a salary schedule for teachers participating in Preschool for All which is based on an average of the first five years of a public school teacher's salary across all jurisdictions in Maryland. The State has suggested that programs will be required to pay their teachers this base salary or higher based on experience and education. The State has said that local jurisdictions may add additional funding to raise teacher compensation to be consistent with local public school salaries and benefits if the local average is higher than the average across all Maryland jurisdictions.

The Work Group makes the following recommendation regarding teacher compensation<sup>1</sup>:

- **Work with MSDE to advocate for the adoption of a regional system of market-based pay and benefits, as the agency has for child care subsidies.** For Montgomery County, a regional system is preferable to a statewide average, which would not recognize the added costs of living and teaching in our area.
- **If the State is unable to adopt regional pay formulas, the County Government should consider supplementing State-provided enhancements for qualified Preschool for All teachers to bring compensation up to the average compensation of MCPS teachers in their first five years.** The Work Group recommends the increase in order to retain Preschool for All teachers in their positions and programs and allow teachers to reside in Montgomery County.
- **Any system of pay and benefits should be based on equal pay for comparable education and professional certification levels.** Considerations of equity suggest the need to pay teachers on a scale comparable to that of public school teachers. Paying

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<sup>1</sup> Any implementation program would honor and comply with current collective bargaining agreements, as applicable.

preschool teachers less than public school teachers will affect the program's ability to recruit and retain high quality teachers. The State's Draft Business Plan suggests that there will be a phase-in period during which certification requirements may be waived for teachers delivering Preschool for All services. In this case, the Work Group believes that compensation should be tiered based on actual education and certification levels achieved.

#### **G. BUILDING A PRESCHOOL FOR ALL TEACHER WORKFORCE**

In order to achieve the vision of Preschool for All and an integrated network of services for all young children, the Work Group emphasizes the need to build on the existing professional development system for early childhood professionals. The Work Group advocates for 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 professionals to access training opportunities, ensure sufficient outreach to make opportunities known to the provider community, and accommodate the cultural and linguistic diversity of professionals. Training and professional development opportunities should be available to move professionals up the ladder beginning at the lowest level, to the educator beginning a four-year degree, up to and including certified teachers.

- **Grow the pool of high quality preschool teachers by increasing funding to programs that support professional development, credentialing, certification, and accreditation.** Additional funding is needed for scholarships, technical assistance, child care substitutes, and program enhancements including equipment and supplies. **Existing professional development and scholarship funds for individuals serving all age groups should be maintained and not be supplanted in favor of supporting those who serve primarily four-year-olds.**
- **Give preference for the use of expanded professional development funding to child care teachers serving in high needs areas, with priority for child care teachers closest to certification for center-based programs and family child care providers closest to national accreditation.**
- **Explore the use of incentives to attract and retain qualified Preschool for All teachers serving high needs areas.**
- **Advocate for increased State funding to support provider training and professional development:**
  - Set aside a portion of Hoyer professional development grants to support regional trainings on curriculum use and Maryland Model for School Readiness (MMSR).
  - Support for an early education cohort through higher education providers in Montgomery County.
  - Increase state resources to allow expedient accreditation, credentialing, and training.

## H. CERTIFICATION WAIVER AND HIGHER EDUCATION OPPORTUNITIES

Higher education teacher training programs in Montgomery County that satisfy the requirements of Preschool for All do not address the full developmental range required for teachers working in child care classrooms. Teacher education programs that cover pre-kindergarten through 3<sup>rd</sup> grade do not address center-based child care or Early Head Start providers' work with children from birth through age three. The County also lacks availability of flexibly-scheduled or on-line early childhood courses and student teaching opportunities with children under age 5.

During the course of Work Group discussions, significant issues arose regarding the ability to address the higher education needs of the local child care workforce. The Maryland Higher Education Commission (MHEC), an organization key to moving forward the recommendations of the Work Group, was not a participant in these discussions. Consequently, the Work Group recommends that the Council establish communication with MHEC regarding the concerns raised by the Work Group.

- **Encourage MHEC, MSDE, and higher education teacher training institutions to develop a higher education system that meets the needs of the County's early childhood workforce**, including college coursework that is flexibly scheduled (e.g., weekend or evening coursework, on-line opportunities, accelerated formats, etc.) and provides opportunities for teachers 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). **Local funding may be required to support the development of and accessibility to programs that help motivated, under-qualified teachers achieve qualified status.**
- **Encourage higher education institutions to work with MSDE to collaboratively develop a certification for teachers working with children from birth through age five and clarify the practicum and professional development school expectations for teachers working with this age group.**
- **Encourage the higher education system to explore the possibility of awarding alternative credits that can be counted toward higher education degrees or certification.** It may be that experienced providers can receive credits for demonstrated competence in delivering quality early childhood education over a defined period of time or receive credit retroactively for early childhood coursework that was previously designated non-credit.
- **Allow a time-limited waiver of certification requirements with clear deadlines to teachers delivering Preschool for All services consistent with State requirements.** Certification should ultimately be required for teachers delivering Preschool for All services to ensure the quality of services to children. The length of the waiver period should be based on an analysis of responses to the Higher Education Needs Assessment Survey that would consider (1) the number of certified providers able to deliver Preschool for All Services, (2) the demand of children who need Preschool for All

services, (3) the demand for higher education services, (4) the feasibility of providing higher education programs that are tailored to the needs of the workforce, and (5) the accessibility of programs for teachers.

- **Designate a group to follow up on issues related certification waivers and developing higher education opportunities.** The group should include representatives from the Universities at Shady Grove, Montgomery College, Columbia Union College, MCCR&RC, MHEC, MCPS, and MSDE. The group would be responsible for analyzing data generated by the Higher Education Needs Assessment, exploring the development of programming that meets the needs of existing providers, and evaluating the costs of programming. The group should solicit input on their planning efforts from existing providers.

#### **I. CRITERIA FOR SELECTING PROVIDERS**

The Work Group recommends the following criteria for selecting providers of Preschool for All services:

- **Requirement for meeting national or state accreditation standards;**
- **Demonstrated ability to meet MSDE requirements identified in the Preschool for All Report that are aligned with COMAR 13A.06.02;**
- **Quality of proposed services and their responsiveness to the needs of the community as identified in the Request for Proposal;**
- **Capacity of the program to deliver services; and**
- **Cost effectiveness of services proposed.**

**The Work Group also recommends that some preference in the selection process be given to providers who demonstrate the ability to work with diverse populations, e.g., English Language Learners and children with special needs.**

#### **J. FAITH-BASED PROGRAMS**

The Work Group recognizes that the faith community represents an important segment of the preschool provider community. **The Work Group recommends making explicit the eligibility of faith-based programs to participate in Preschool for All and requiring that faith-based programs comply with all Preschool for All requirements.**

#### **K. FAMILY CHILD CARE NETWORKS**

The State Task Force included networks of family child care providers in its proposed system of delivering Preschool for All services. The Work Group supports the development of

family child care networks or other models that ensure the delivery of quality programming by family child care providers.

The concept of family child care networks is in the development stage at the State, and additional guidance from MSDE on the following topics is appropriate: What are the minimum requirements for family child care providers to deliver universal preschool services? How must family child care networks be structured, and what functions must they perform?

In the absence of specific mandates related to family child care networks, the Work Group makes the following recommendations:

- **The County should develop a pilot model for delivering Preschool for All services through family child care providers that aligns with State requirements.**  
Opportunities to provide instruction in the home environment and to have mentors support providers with technical assistance should be incorporated into the pilot. Additional research into the delivery of preschool services through family child care networks in other jurisdictions may be useful in developing a local pilot program.
- **Family child care providers delivering Preschool for All services must be nationally accredited through the National Association of Family Child Care.**

#### L. COMMUNICATION AND OUTREACH PLAN

The Work Group emphasizes the need for the Council to develop a rigorous communication and outreach plan, which will educate: (1) the community about the importance and effectiveness of preschool programs; (2) child care providers about the opportunities and requirement for delivering Preschool for All services; (3) parents about opportunities and eligibility for services; and (4) businesses about the impact of child care opportunities on their workforce and the opportunities to participate in and support this initiative.

The following points summarize the group's recommendations related to a Communication and Outreach Plan:

- Designate the Early Childhood Congress (ECC) to help deliver the message regarding Preschool for All.
- Use existing outlets and technology (e.g., websites, youtube, podcasts, cable TV, radio, ethnic radio, press, etc.) to disseminate information and target particular audiences.
- Perform outreach to the business community including the County Chambers of Commerce including local and ethnic affiliations and the Montgomery County Business Roundtable for Education.
- Engage the business community in a variety of ways matched to its interests (e.g., training, space, funding scholarships or children, etc.).

- Perform outreach to the faith community and religious institutions including Interfaith Works, Action in Montgomery, and County Executive Office of Community Partnerships.
- Make presentations to and solicit the support and feedback of other community groups, such as the Committee for Montgomery, NAACP, civic associations, MCCPTA, and Upcounty Latino Network.
- Perform outreach to and educate parents through the MCCR&RC, schools, and family support programs.
- Offer technical assistance to help preschool providers understand the opportunities to deliver Preschool for All services and the support that is available for credentialing, certification, and accreditation.
- Develop a communication plan among all Preschool for All providers to facilitate collaboration and foster a unified delivery system of Preschool for All services.

#### M. BUDGET AND FUNDING

Even during times of fiscal constraint, the Work Group recommends that the County maintain funding for early childhood services from birth through age five. Full funding must be in place for programs like the Montgomery County Child Care Resource and Referral Center that provide critical infrastructure services to preschool programs to support child care provider training, licensing, accreditation, English language development, and working with children with special needs.

For the future roll out of the Preschool for All initiative, the Work Group recommends that the County:

- **Keep pace with the State expansion of Preschool for All.** Ensure that the County is fully utilizing funding made available by the State, which may require the County to make local resources available in order access State funding.
- **Assess current early childhood infrastructure in Montgomery County to identify funding needed to address increased requirements generated by Preschool for All** that include community assessment; quality and outcomes monitoring; professional development; higher education program development; family child care network development; increased demands for auxiliary services; and technical assistance for RFP development. Phase-in infrastructure enhancements in conjunction with Preschool for All implementation.
- **Expand local funding for Preschool for All services beyond State formulas to the extent necessary to implement the Work Group’s recommendations.** Areas in need of enhancement may include teacher compensation, years of service incentives, transportation, and other service enhancements for at-risk children and their families.

- **Maximize available funding for programs by seeking public and private resources** including federal, state, and local funding streams, contributions from the business community, and foundation support.
- **Conduct a study of the Working Parents Assistance program (WPA) to explore the extent to which required family contributions affect participation in the program, how eligible families can pay a lower percentage of their income on child care, and what impact the lowering of family contributions would have on overall participation given existing funding levels. If changes to WPA are ultimately recommended, the Work Group recommends that the Council advocate for similar changes to the State Purchase of Care child care subsidy program, if applicable.**  
The Work Group discussed the importance of child care subsidies in making preschool services accessible to working, low-income parents. Because preschool programs under the State's Preschool for All model are likely to be 3 to 6 hours in length, some parents will need additional wrap around child care support to accommodate their work hours. Child care subsidies allow families to access licensed care at a higher cost than informal care; however, the family contribution required by the State Purchase of Care and the County Working Parent Assistance programs can be onerous, as much as 36% of a low income family's household income.
- **Advocate with policy makers at all levels to increase visibility and investment in early childhood education programs that support the development of young children and prepare them for school.**

## VIII. GLOSSARY

**Child Care Center:** A facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by the Maryland State Department of Education/Office Child Care.

**Child Care Substitutes:** A qualified child care provider who takes the place of the regular child care provider (in her/his absence) caring for the children.

**Community Pre-Kindergarten:** An approved educational program for four-year-olds provided by a private entity.

**DHHS:** Montgomery County Department of Health and Human Services

**Family Child Care:** Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day; in residences other than the child's residence; and for which the provider is paid. Regulated by the Maryland State Department of Education/Office Child Care.

**Full Day:** Providing a preschool education program for a specific length of time, usually a minimum of 6.5 hours.

**Full Year:** A program that is offered for 12 months or approximately 260 days.

**Half Day:** Providing a preschool education program for 2.5 to 3.5 hours per day.

**Qualified Child Care Teacher:** A person who meets the requirements of MSDE to be a credentialed child care teacher (90 clock hours and high school diploma).

**MCPS:** Montgomery County Public Schools

**MCPS Pre-Kindergarten:** A preschool educational program offered by Montgomery County Public Schools, including income eligible students who are four-years of age lasting at least 2.5 hours per day.

**MCPS Head Start:** A preschool educational program offered by Montgomery County Public School, including income eligible children who are four-years of age lasting 3.25 hours for half-day programs and approximately 6 hours for full-day programs.

**MSDE:** Maryland State Department of Education

**Part Day:** A program with an educational focus for children before entering Kindergarten. These programs are usually 2 -3 hours per day, nine months a year.

**Public Pre-Kindergarten:** Publicly funded programs for eligible 4-year-old children administered by local boards of education or qualified vendors.

**School Year:** 180 days

**Preschool for All Teacher:** An educator with Bachelor's Degree who is State certified or approved in early childhood education.

**Technical Assistance:** Providing advice, assistance or training.

**Wrap Around Care:** Child care that is provided before and/or after a school day and may include school vacation and holiday care.

**INVESTING IN THE FUTURE:**  
**A BALANCED APPROACH TOWARD  
PRESCHOOL EXPANSION IN  
MONTGOMERY COUNTY,  
MARYLAND**

**March 27, 2009**



**The Montgomery County Universal Preschool  
Implementation Work Group**

Appointed by the Montgomery County Council

**MEMBERSHIP**  
**UNIVERSAL PRESCHOOL IMPLEMENTATION WORK GROUP**

Co-Chairs: Janine Bacquie, Director, Division of Early Childhood Programs and Services, Montgomery County Public Schools

Kate Garvey, Chief, Children, Youth, and Families, Department of Health and Human Services

Members: Jose Alvarez, Parent Representative

Khadra Ayorinde, Family Child Care Association of Montgomery County

Lindsey Allard and John Surr, Maryland Community Association for the Education of Young Children

Julie Bader, Supervisor, Child Find Disabilities Unit, Montgomery County Public Schools

Gene Counihan, Montgomery County Chamber of Commerce

Jennifer Devine, Vice Chair, Montgomery County Commission on Child Care

Clara Floyd, President, Maryland State Teachers Association

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Mary Lang, Director of Planning, Universities at Shady Grove

Jaelyn Lichter, Political Director, Services Employees International Union

Traci McLemore, Senior Associate for Early Childhood Initiatives, Montgomery County Collaboration Council

Jane Seffel, Organization of Child Care Directors of Montgomery County

Brad Stewart, Vice President and Provost, Montgomery College

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>i</b>
<b>I. Introduction.....</b>	<b>1</b>
A. Authority and Scope	
B. Methodology	
C. Organization of the Report	
D. Acknowledgements	
<b>II. Background .....</b>	<b>4</b>
A. Research on Early Childhood Education	
B. Maryland Task Force on Universal Preschool Education	
<b>III. Preschool and Child Care Services in Montgomery County .....</b>	<b>7</b>
A. Publicly Funded Head Start and Preschool Services	
B. Private Early Childhood Care and Education Providers	
<b>IV. Training and Professional Development for Child Care Professionals .....</b>	<b>11</b>
A. Child Care Professional Training Requirements	
B. Credentialing and Educational Levels of Child Care Teachers	
C. Training and Professional Development Support Services in Montgomery County	
D. Higher Education Needs Assessment	
<b>V. Family Needs Assessment.....</b>	<b>14</b>
<b>VI. Cost Associated with Delivering Preschool for All in Montgomery County .....</b>	<b>16</b>
<b>VII. Work Group Recommendations.....</b>	<b>21</b>
A. Local Review Panel	
B. Program Expansion	
C. Auxiliary Services	
D. Transportation	
E. Program Monitoring and Evaluation	
F. Teacher Compensation	
G. Building a Preschool for All Teacher Workforce	
H. Certification Waiver and Higher Education Opportunities	
I. Criteria for Selecting Providers	

- J. Faith-Based Programs
- K. Family Child Care Networks
- L. Communication and Outreach Plan
- M. Budget and Funding

**VIII. Glossary .....32**

**Appendix:**

- A. Resolution Establishing UPI Work Group
- B. List of Presentations at UPI Work Group meetings
- C. Summaries of Parent Discussions
- D. Summary of Parent Survey Results
- E. Higher Education Needs Assessment Results
- F. Montgomery County Child Care Demographics 2009
- G. Child Care in Montgomery County At a Glance
- H. Maryland Child Care Licensing and Credential Requirements
- I. Resources Potentially Available to Support Preschool Services

## EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

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

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

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

## I. INTRODUCTION

### A. AUTHORITY AND SCOPE

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

The Council directed the Work Group to develop a report that assesses: (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) preschool program costs and available funding streams that may be used to support the program; (4) standards and processes 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.

### B. METHODOLOGY

Over the past seven months, the Work Group held numerous meetings and solicited information from a variety of sources including presentations from experts, informal discussions with parents, public forums, and surveys of parents and early childhood teachers as follows:

- **Meetings:** The work group began meeting on September 4, 2008 and has held thirteen meetings.
- **Presentations:** The Work Group heard presentations from a variety of experts and community organizations including representatives from the Maryland State Department of Education (MSDE), Montgomery County Department of Health and Human Services (DHHS), Montgomery County Public Schools (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. Appendix B provides a complete list of presenters.
- **Public Forums:** The Work Group held two public forums and heard from a total of 27 speakers, who addressed issues related to their experiences as parents or family members, advocates, child care providers from centers, nursery schools,

faith-based programs, Montessori programs, and family child care homes. In addition to oral testimony, the Work Group received written comments from three 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. Appendix C includes summaries of these discussions.
- **Parent Survey:** The Work Group solicited a parent survey to seek input from parents on how a universal preschool program should be implemented. The survey was widely disseminated in the community through networks including the Montgomery County Child Care Resource and Referral Center (MCCCR&RC), MCPS Early Childhood Community Partners, and Montgomery County PTAs. Approximately 1,465 parents from diverse backgrounds completed the survey and expressed a wide range of preferences related to the delivery of preschool education services. Appendix D provides a summary of survey responses.
- **Higher Education Need Assessment Survey:** The Work Group, in conjunction with the MCCCR&RC, developed a survey to assess: (1) the educational status of child care teachers; (2) teacher interest in obtaining advanced degrees in early childhood education; and (3) the level of support needed by teachers to complete the higher education requirements of Preschool for All. Appendix E provides a summary of survey responses.

## C. ORGANIZATION OF THE REPORT

**Part II – Background:** This section provides overview information about the benefits that accrue from early childhood education programs and the work of the Maryland State Task Force on Universal Preschool Education.

**Part III – Preschool and Child Care Services in Montgomery County:** This section provides demographic and service information on young children in Montgomery County and the programs that currently serve them.

**Part IV – Training and Professional Development for Child Care Professionals:** This section summarizes information on licensing and credentialing requirements for child care professionals and discusses the educational status of the current workforce. The section also summarizes the education and training needs of child care professionals and the results of a higher education needs assessment for child care teachers.

**Part V – Family Needs Assessment:** This section summarizes input from parents about their needs and concerns related to implementation of a Preschool for All program.

**Part VI – Costs Associated with Delivering Preschool for All in Montgomery County:** This section assesses the costs for developing Preschool for All in Montgomery County and describes the assumptions underlying cost projections.

**Part VII – Work Group Recommendations:** This section details the recommendations of the Work Group for implementing Preschool for All in Montgomery County.

**D. ACKNOWLEDGEMENTS**

The Universal Preschool Implementation Work Group received extensive information and assistance from State officials, County Government and MCPS employees, representatives of higher education institutions, child care providers, nonprofits serving children and families, and parents. The Work Group would like to express appreciation to all of the individuals who took their time to speak and write to the Work Group.

## II. BACKGROUND

### A. RESEARCH ON EARLY CHILDHOOD EDUCATION

A substantial body of research has explored the benefits that high quality preschool programs provide for young children. For example, a study conducted by Steve Barnett and Clive Belfield found that the benefits of high quality preschool programs break the link between parental behaviors and child outcomes in areas such as crime, welfare, and teen parenting.<sup>1</sup> According to the study, the most effective early childhood preschool programs were intensive programs with high quality teachers and small class sizes.

Such standards can be found in programs like the High/Scope Perry Preschool Program and the Abecedarian Project which 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. Thus, existing research supports the conclusion that early childhood education programs can produce lasting improvements in the life outcomes of children, especially disadvantaged ones.

These studies have also demonstrated the cost effectiveness of high quality early childhood programs. 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. A cost-benefit analysis commissioned by the Maryland State Task Force on Universal Preschool Education concluded similarly that 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.

The conclusions reached by studies examining the benefits of high quality early childhood education programs are consistent with existing State efforts to ensure high standards for early childhood education services; coordinate early learning programs, services, and resources; and focus on school readiness as a strategy to improve student achievement.<sup>2</sup> MSDE has developed and implemented a detailed early childhood educational program to increase the number of children entering kindergarten ready to learn and has centralized all early childhood education programs under one agency.<sup>3</sup> The State is continuing its efforts to expand high quality preschool opportunities through a request for proposal for Preschool for All pilot pre-kindergarten programs released in

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<sup>1</sup> Barnett, Steven.W. and Clive R. Belfield.(2006). Childhood Development and Social Mobility. *The Future of Young Children, Opportunity in America*, vol. 16, number 2, fall 2006, p. 73.

<sup>2</sup> Maryland Educational Initiatives: Early Childhood Education. Maryland State Department of Education. 2007

<sup>3</sup> Id.

February 2009. There will be grants awarded across the entire state, with grant funding ranging from \$75,000 to \$100,000 for each proposal.

Because of the cost-effectiveness of these high quality early childhood educational programs and the positive outcomes that these programs have for participants and society as a whole, the Work Group believes that investment in high quality early childhood preschool programs is an important strategy to increase life opportunities for all of Montgomery County's preschool children, with the greatest benefits to children highly impacted by poverty, mobility, and limited English proficiency.

## **B. MARYLAND TASK FORCE ON UNIVERSAL PRESCHOOL EDUCATION**

In 2006, the Maryland 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 (i.e., from families at or below 185% of the federal poverty level) or who are homeless.

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 available to 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 or an average of 20 children consistent with COMAR;
- 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 be delayed because of the current economic recession.

The Task Force charged MSDE with developing a business plan. MSDE released its Draft Business Plan in October 2008. Some key provisions in the Draft Business Plan include:

- Preschool for All would be a supplement to the existing Bridge to Excellence in Public School Act of 2002 mandate for pre-kindergarten.
- MSDE would have oversight of and be accountable for implementing Preschool for All; responsibilities would include budgeting, grants management, monitoring and accountability.
- Funding for Preschool for All would be shared by state and local governments with 70% of total costs to be borne by the State and 30% by local governments.
- 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.
- Local jurisdictions will select a local review panel to provide countywide coordination of the program, review and approve grant applications, and potentially serve in an advisory capacity to applicants.

Because the Draft Business Plan has not been finalized, changes to what has been proposed may yet occur and additional direction on specific aspects of the plan, e.g., family child care networks, may evolve.

### III. PRESCHOOL AND CHILD CARE SERVICES IN MONTGOMERY COUNTY

#### A. PUBLICLY FUNDED HEAD START AND PRESCHOOL SERVICES

The County supports a range of early childhood education programs based both in MCPS and in the community. The County has long had two primary programs for early childhood education services: Head Start and pre-kindergarten programs. For the most part, County-funded pre-kindergarten and Head Start programs have been operating at or above capacity during FY09. The MPCS pre-kindergarten program has been operating significantly over capacity during this period because of the Bridge to Excellence requirement that jurisdictions serve all low-income children needing services.

In the past, County-funded 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 funded capacity to deliver these services.

MCPS estimates the number of four-year-olds potentially eligible for the Free and Reduced Meals program (FARMS) to be approximately 3,969. During School Year 2008-2009, approximately 2,645 children from income eligible families, of which a small number were three-year-olds, accessed publicly funded preschool education programs. Thus, more than 1,324 four-year-old children eligible to receive publicly funded preschool services did not access them.

- **MCPS Pre-Kindergarten:** MCPS has allocated funds to serve 1,885 children in the MCPS pre-kindergarten program and as of February 2009 is serving 42 additional students for a total of 1,927 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 for school year services.
- **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 including health and wrap around social services at a level that is mandated by federal Head Start grant regulations. The average cost per child for these MCPS-based services is approximately \$7,288 for school year services.
- **MCPS Full Day Head Start:** MCPS is in its second year of offering a full day Head Start model with 13 classes at 10 Title I schools. The schools selected for this program are among the highest in eligibility percentages for Free and Reduced Price Meals

(FARMS) in MCPS. 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; personal-social skills 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, resulting in a \$10,558 total per child cost for the full day model for school year services and a summer program.

The Board of Education has recommended for the FY10 Operating Budget to include a total of \$553,466 in additional Title I dollars in anticipation of additional funding from the American Recovery and Reinvestment Act of 2009 to increase full day Head Start from 13 to 21 classes and from 10 to 18 schools.

- **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 component, 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 for full year services 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-Kindergarten -- 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-kindergarten 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 for full year services
- **Community-Based Pre-Kindergarten -- Centro Nia:** For FY09, Centro Nia received \$424,000 from the County to provide a comprehensive, community-based, full year pre-kindergarten program for up to 11 hours daily for 40 three and four-year-olds. The program uses a pre-kindergarten aligned curriculum. The average cost per child of this model is \$8,154<sup>4</sup> for full year services.

MCPS special education services are also publicly funded with services ranging from periodic therapy sessions to full day special education classes. In the beginning of the 2008-2009 School Year, 1,380 children at the pre-kindergarten level received MCPS special education services; some of these children attended another publicly funded pre-kindergarten option as well. 543 of these children participated in daily special education

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<sup>4</sup> This figure does not reflect other public and private funding leveraged by the program

preschool classes. As special education services are Federally-mandated, the number of children served increases throughout the year.

In addition, 361 non-income eligible, four-year-old children receive a preschool classroom experience through the MCPS High School Early Childhood Development program. This program is designed to expose high school students to career opportunities in early childhood education.

The Work Group notes that the funding formulas for Head Start and pre-kindergarten services do not cover the costs of services being provided to income eligible students that the County is required to serve. MCPS has continued to fill in this funding gap.

## **B. PRIVATE EARLY CHILDHOOD CARE AND EDUCATION PROVIDERS**

According to the Child Care Demographics 2009 (Appendix F), Montgomery County currently has 1,451 licensed child care programs that have the total capacity to serve 34,501 children between the ages of birth to 12 years old. Of the total number of licensed programs, 1,013 are family child care homes and 438 are center-based programs, which include nursery schools, faith-based programs, and Montessori schools.

Additional data provided by the Montgomery County Child Care Resource and Referral Center in October 2008 (Appendix G) indicate that the overall capacity to serve children two to four years of age in child care programs is 22,440, including 15,559 in center-based programs and 6,881 in family child care programs.

### ***Licensing and Accreditation***

All child care programs that provide service at least once a week for any number of hours must be licensed by the state; however, religiously approved programs can receive an exemption from licensing. Family child care providers must have a license if they care for a child more than 20 hours a month on a regular basis in their home.

Child care programs can demonstrate higher quality standards by becoming accredited by an outside accrediting body. MSDE and the National Association for the Education of Young Children (NAEYC) accredit child care centers. The National Association of Family Child Care (NAFCC) accredits family child care providers. The American Montessori Society or Association Montessori International accredits Montessori programs.

In Montgomery County, 12.8% of center-based programs have received state or national accreditation, and only 1.6% of family child care homes are accredited. The numbers of accredited programs by accrediting body are as follows:

- 16 Family Child Care providers by NAFCC accreditation;

- 8 centers by MSDE accreditation;
- 39 centers by NAEYC accreditation;
- 2 Montessori schools by American Montessori Society; and
- 6 Montessori schools by Association Montessori International.

All accredited family child care providers in Montgomery County received accreditation support services from the MCCR&RC. The MCCR&RC's accreditation project was funded by MSDE through a Judith P. Hoyer enhancement grant.

## IV. TRAINING AND PROFESSIONAL DEVELOPMENT FOR CHILD CARE PROFESSIONALS

### A. CHILD CARE PROFESSIONAL TRAINING REQUIREMENTS

For licensing purposes, child care professionals are required to satisfy pre-service and ongoing training requirements. MSDE has also developed the Maryland Child Care Credential, which is a voluntary career ladder system for child care professionals to receive financial incentives for improving their educational qualifications through training, college credits, and professional activities.

In recent years, MSDE has implemented more rigorous training requirements for State licensing and credentialing in accordance with its Division of Early Childhood Development Strategic Plan. These training requirements for licensing and credentialing are provided at Appendix H.

### B. CREDENTIALING AND EDUCATION LEVELS OF CHILD CARE PROFESSIONALS

Child care professionals in Montgomery County have varying levels of education. Of the 331 family child care providers who provided information on their education levels for the LOCATE: Child Care database, 56% have a degree, and 12% of County family child care providers have a college degree (associates, bachelors, or higher) in early childhood education. Of the 1,309 center-based staff who provided information on their education levels for the LOCATE: Child Care database, 75% have a degree, and 36% have degrees in early childhood education.

Montgomery County reports that 466 individuals (12% of the child care work force) currently participate in the Maryland Child Care Credential program. Of the 3,005 participants in Child Care Resource Center training, 88% earned “Core of Knowledge” credit towards the Maryland Child Care Credential. In Montgomery County, 19% of center-based staff have Maryland Child Care Credentials and 11% of family child care providers have credentials.

The chart below shows the number of child care professionals in either a family child care setting or a center-based setting and what level credential they have obtained.

<i>Credential Level</i>	<i>Family</i>	<i>Center</i>	<i>Total</i>
1	31	105	136
2	17	41	58
3	30	118	148
4	16	19	35
4+	8	4	12
5	4	18	22
6	2	53	55

Currently, there are a total of 124 individuals credentialed at level 4 or above. Approximately 11% of the workforce is credentialed, assuming a workforce of 4,000 employees in licensed or registered child care programs.

### **C. TRAINING AND PROFESSIONAL DEVELOPMENT SUPPORT SERVICES IN MONTGOMERY COUNTY**

Montgomery County supports and encourages higher education courses leading towards a Child Development Associates credential, Associates degree, or a Bachelors degree, which are indicators of qualified staff. The MCCR&RC provides a variety of services that support the ability of child care providers to deliver quality services including child care training, technical assistance related to licensing and accreditation requirements, scholarships for higher education courses, English language development programs, and curriculum training in conjunction with MCPS.

Private organizations in the County also educate providers and offer courses to help providers obtain the necessary course work to achieve credentials. There are over 80 MSDE-approved agencies and individuals that provide training to the child care community.

Two examples of organizations who presented to the Work Group are:

- **Montgomery Child Care Association Training Institute:** The services offered by the organization range from pre-service courses required for licensing to a Child Development Associate preparation course to a 45-hour child care director course. The organization trains on an annual basis approximately 2,000 child care professionals including aides, teachers, directors, and family child care providers.
- **Centro Familia:** The organization provides assistance to family child care providers in the Latino community. The organization has developed an Early Child Care and Education Career Ladder for Latino limited English proficient family child care providers to assist them in moving through the MSDE credential ladder and achieving accreditation from the NAFCC. The organization is in direct contact with 67 family child care providers that are able to serve 187 children between the ages of three to five years.

### **D. HIGHER EDUCATION NEEDS ASSESSMENT**

In March 2009 the Montgomery County Child Care Resource and Referral Center surveyed 229 child care providers interested in pursuing higher education opportunities. Participants included staff from both center-based and home-based settings. The vast majority (93%) is experienced in working with preschool age children and most (75%) have also worked with infants and toddlers and/or school age children. Participants'

commitment to continue working in the field is extremely high with 50% planning to stay in the field for 10 years or more and 29% planning to stay 5-10 years.

Of respondents who work directly with children, 49% currently have a degree from an institution of higher education including 7% with a Masters degree, 27% with a Bachelor's degree in a field other than early childhood, 9% with a Bachelors degree in Early Childhood, and 6% with an Associates degree. Approximately 1 in 4 individuals with a degree reported having earned the credential outside of the country. Most of the remaining staff indicated they have completed some college coursework (17%), the Child Care Development Associates (CDA) Credential (18%) or a high school diploma (10%).

While the vast majority of current scholarship recipients in the County are pursuing an Associates degree or CDA Credential, those surveyed had a wide range of educational goals. Those with teaching responsibilities were highly interested in the following credentials (listed in order of preference): Early Childhood Education 1 year Certificate (22%), Early Childhood Teacher Certification (21%), CDA Credential (18%), Masters Degree (16%), and Associates of Arts Degree (16%).

Overall, 96% of participants stated if a degree program were available that met their interests and needs they would be interested in pursuing a higher education degree. If a higher education program were offered, respondents said it would be very important to them that the type of program offered was aligned with their goals. In addition, other factors they considered important include: schedule/time of classes, cost/financial assistance, and location of the program. The vast majority need financial assistance with 58% requiring full assistance and 28% partial financial assistance. They also want classes to be scheduled on weekday evenings and/or weekend mornings. The most popular locations include Rockville, Gaithersburg, and a Virtual Campus (online courses).

## V. FAMILY NEEDS ASSESSMENT

Montgomery County is one of the most populous and diverse counties in the state of Maryland. For the 2008-2009 School Year, MCPS projects that 13,500 four-year-olds reside in the County, and that out of this total approximately 3,969 are eligible to participate in the Free and Reduced Meals Program based on family income. Currently, public preschool services are only reaching about 2,645 income eligible students, a small number of whom are three-year-olds. An additional 543 children attend daily special education preschool classes. According to the Maryland National Capital Park and Planning Commission, minorities account for a higher share of youths than adults living in Montgomery County; 51% of children are minorities compared to 43% of adults.

To understand the importance of a preschool education, and the factors that contribute to the selection of preschool programs by parents, the Work Group solicited parent input by hosting two Public Forums, attending various parent group meetings, and conducting an online survey. Through these different outreach mechanisms, the Work Group was able to hear from parents from all parts of the County, across a broad range of socioeconomic categories, and representing many different ethnic and cultural groups.

The responses of parents span the spectrum of potential responses. However, some general conclusions can be drawn from the input including the following:

### *High Quality Programs*

- Parents value high quality child care for their four-year-old children.
- The definition of high quality is viewed differently among individual parents.
- In defining highly qualified teachers, parents place great weight on experience in working with young children and personal attributes of teachers. They also associate college degrees in early childhood education and certification with highly qualified teachers.

### *Program Choices*

- Parents appreciate different options for preschool education that meet their individual family needs, culture, and values. Parent responses included a wide range of preferences including culturally competent, bilingual, religious, play-based, and cooperative programs.
- Key factors that contribute to a parent's selection of preschool options include: highly qualified staff, educational curriculum, a location close to work or home, program accreditation, affordability, and hours of operation.

- Low-income parents need accessible high quality programs. Factors that contribute to accessibility for low-income families include hours of operation and access to wrap around child care, affordable programs that limit the parent contribution for wrap around care, and transportation access and location of services in the community or near work.
- Important services identified by parents that should be part of a universal preschool program include: developmental screening services, parent involvement opportunities, and health, mental health, and nutrition services.

### ***Outreach to Families***

- Parents use a variety of methods to find out about preschool or child care opportunities for their young children including child care locator services, places of worship, advertisements, and internet research. By an overwhelming amount, parents rely on word of mouth information from friends, family and neighbors to find out about these opportunities.

## VI. COSTS ASSOCIATED WITH DELIVERING PRESCHOOL FOR ALL IN MONTGOMERY COUNTY

Significant resources will be needed at the state and local levels to realize the vision of universal preschool. The State’s Preschool for All Draft Business Plan includes cost estimates for expanding the program. The State estimated that expansion of Preschool for All to households with incomes at or below 300% of the Federal poverty level could cost \$20 million<sup>5</sup>, and expansion to all four-year-olds expected to matriculate to public kindergarten could cost \$120 million statewide.

In developing the total cost projection, the State developed a cost per student calculation that combines the base costs for operating pre-kindergarten classrooms and enhancement costs to meet the improved quality standards under Preschool for All, including parity in compensation for state certified teachers. Using a representative sample, the State estimated that the cost per student at nonpublic facilities is \$2,700 for a half day program and \$5,300 for a full day program.

Using the State’s methodology of calculating per student costs for Preschool for All, Tables 1-3 below show the derivation of costs for a full-day (6.5 hour) Preschool for All program in Montgomery County. Tables 4-6 show the derivation of costs for a half-day (2.5 hour) program.

**Table 1: Calculation of Full Day Preschool Tuition Costs in Montgomery County**

<b>Average Annual Preschool Tuition in nonpublic facility</b>	<b>\$11,368<sup>6</sup></b>
<b>Public funding (State and local) for 6.5 hour program</b>	<b>\$6,480<sup>7</sup> per child</b>

<sup>5</sup> The State currently requires under the Bridge to Excellence in Public Schools Act of 2002 that Montgomery County provide pre-kindergarten services to all four-year-olds from economically disadvantaged backgrounds (i.e., from families at or below 185% of the federal poverty level) or who are homeless.

<sup>6</sup> Montgomery County Child Care Demographics, Maryland Committee for Children, 2009

<sup>7</sup> The total cost per child was derived by taking 57% of the average annual preschool tuition. 57% is percentage used in the State’s Draft Business Plan to reflect the portion of the child care day that would be used for a Preschool for All Full-Day Program.

**Table 2: Enhancement Costs Calculation for Full Day Program  
in Montgomery County  
(The Costs of Meeting Improved Quality Standards under Preschool for All)**

<b>Required Quality Standard</b>	<b>Accredited Child Care</b>	<b>Preschool for All</b>	<b>Difference</b>
<b>Curriculum Standard</b>	\$0	\$1,500	\$1,500
<b>Teacher Standard</b>	\$24,110	\$46,410	\$22,300
<b>Fringe &amp; Benefits 35%</b>	\$8,439	\$16,244	\$7,805
<b>Assistant Teacher Standard</b>	\$18,000	\$18,000	\$0
<b>Teacher Recertification</b>	\$600	\$0	(\$600)
<b>Screening/referral</b>	\$0	\$1,000	\$1,000
<b>Monitoring</b>	\$0	\$600	\$600
<b>Total per Classroom</b>	\$51,149	\$83,754	\$32,605
<b>Total per Child (20 per Classroom)</b>	\$2,557	\$4,188	<b>\$1,631</b>

**Table 3: Total Per Child Costs for Full-Day Program with Enhanced Services**

<b>Per Child Tuition Costs for 6.5 hour Program</b>	\$6,480
<b>Per Child Enhancement Costs</b>	\$1,630
<b>Total Per Child Costs for Tuition and Enhanced Services required by Preschool for All</b>	<b>\$8,110</b>

**Table 4: Calculation of Half Day Preschool Tuition Costs in Montgomery County**

<b>Average Annual Preschool Tuition in non-public facility</b>	\$11,368
<b>Public funding (State and local) for 2.5 hour program</b>	<b>\$2,501 per child<sup>8</sup></b>

<sup>8</sup> The total cost per child was derived by taking 22% of the average annual preschool tuition. 22% is percentage used in the State's Draft Business Plan to reflect the portion of the child care day that would be used for a Preschool for All Half-Day Program.

**Table 5: Enhancement Costs Calculation for Half Day Program  
in Montgomery County  
(The Costs of Meeting Improved Quality Standards under Preschool for All)**

<b>Required Quality Standard</b>	<b>Accredited Child Care</b>	<b>Preschool for All</b>	<b>Difference</b>
<b>Curriculum Standard</b>	\$0	\$1,500	\$1,500
<b>Teacher Standard</b>	\$12,055	\$23,205	\$11,150
<b>Fringe &amp; Benefits 25%</b>	\$3,014	\$5,801	\$2,787
<b>Assistant Teacher Standard</b>	\$9,000	\$9,000	\$0
<b>Teacher Recertification</b>	\$600	\$0	(\$600)
<b>Screening/referral</b>	\$0	\$1,000	\$1,000
<b>Monitoring</b>	\$0	\$600	\$600
<b>Total per Classroom</b>	\$24,669	\$41,106	\$16,437
<b>Total per Child (20 per Classroom)</b>	\$1,233	\$2,055	<b>\$822</b>

**Table 6: Total Per Child Costs for Half Day Program with Enhanced Services**

<b>Per Child Tuition Costs for 2.5 hour Program</b>	\$2,501
<b>Per Child Enhancement Costs</b>	\$822
<b>Total Per Child Costs for Tuition and Enhanced Services required by Preschool for All</b>	<b>\$3,323</b>

The estimated per child costs reflected in the calculations above for Preschool for All Services in Montgomery County are \$8,110 for a 6.5 hour program and \$3,323 for a 2.5 hour program. The County's share (30%) of the 6.5 and 2.5 hour programs would be \$2,433 and \$997, respectively, and the State's share (70%) would be \$5,677 and \$2,326. See Table 7.

**Table 7: Total Per Child Costs By Funding Source (State and County)**

	<b>Full Day</b>	<b>Half Day</b>
<b>State – 70%</b>	\$5,677	\$2,326
<b>County – 30%</b>	\$2,433	\$997
<b>Total</b>	<b>\$8,110</b>	<b>\$3,323</b>

In developing this calculation, the Work Group used the following assumptions: (1) the average cost of care is based on child care center programs; (2) the average cost of

care is not restricted to accredited programs; (3) fringe and benefits are calculated at the same rate for both the child care center and the Preschool for All program; and (4) the amounts for teacher recertification, screening/referral, monitoring, and curriculum standard are taken from State calculations.

Assuming that Preschool for All will serve the remaining number of four-year-olds (10,312<sup>9</sup>) who are not being served by publicly funded preschool programs in full and half time programs of equal proportion, the County can anticipate spending \$17.7 million in tuition and enhancement costs to roll out Preschool for All.<sup>10</sup>

<p>It is important to note that the \$17.7 million figure does not take into account other costs associated with expanding preschool programming in the County and ensuring the quality and accessibility of high quality programming including:</p>
<ul style="list-style-type: none"><li>• Costs for transporting children to and from programs;</li><li>• Costs to provide wrap around child care for families that cannot afford quality care but do not qualify for child care subsidies;</li><li>• Costs to reduce co-payments from parents participating in child care subsidy programs to no more than 10% of a family's income;</li><li>• Costs to increase professional development opportunities to the whole community of child care providers of children birth through age five, including scholarships, accreditation, licensing, and credentialing support;</li><li>• Costs for implementing an outcome and assessment system and training providers in the use of that system; and</li><li>• Costs to increase infrastructure to support implementation.</li></ul>
<p>Although increased costs for screening and referral services are factored into the total cost figure, the Work Group notes that there may be additional costs associated with other auxiliary services recommended by the Work Group.</p>

The cost estimates represent a preliminary effort to quantify the scope of the Preschool for All initiative.<sup>11</sup> There are a number of factors driving program costs and the County's contribution that have not yet been finalized by the State. A more developed understanding of the total local funding required to support this program will require additional information about a number of outstanding issues, including the specific requirements of the State program and the demand for higher education opportunities of early childhood education and care providers.

<sup>9</sup> The remaining number of four-year-olds (10,312) is derived by taking the sum of income eligible children receiving preschool services (2645) and children receiving daily special education preschool services (543) and subtracting the resulting number from the total number of four-year-olds in the County (13,500).

<sup>10</sup> The total effort is based on current dollars and does not take into account the increase in program costs and the time value of money when the program is fully implemented.

<sup>11</sup> This cost estimate is based on all four-year-old children in the County. The Work Group has not estimated a cost specific to children whose family incomes are under 300% of the federal poverty level in this report because it did not have access to a reliable estimate of County four-year-old children in this demographic group.

The Work Group received information about public and private resources that may be available to support the effort of expanding Preschool for All services in Montgomery County. Appendix I provides a list of resources that have been used to support early childhood services; however, it is unclear to what extent these resources will be available to support efforts to expand preschool services given the current economic recession and budget deficits at State and local levels.

## 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.

- **Preschool programs should be required to provide or arrange for general screenings to all four-year-olds, consistent with State Preschool for All requirements, sufficient to identify children who need additional services and to refer them to appropriate service providers.**
- **Preschool programs must demonstrate how they would deliver or link children and families with auxiliary services.** Services are not required to be provided on site, but programs should be required to refer families to appropriate services. The provider may demonstrate an established relationship or affiliation with an auxiliary services provider or a means of accessing services.
- **Training resources are needed to help preschool providers link families to appropriate services.** Providers will need (1) to understand how to conduct or arrange for developmental screenings; (2) to navigate social service systems and understand what services are available for families in the community and how to make referrals for services; (3) to use existing services/resources like InfoMontgomery and ChildLink; and (4) to be able to identify families who need support services. Although there is training available to providers to conduct developmental screenings, additional funding may be required and could be provided through enhancements grants under Preschool for All.
- **There is a need for increased funding to keep up with the demand for auxiliary services generated by Preschool for All programs.** The Work Group anticipates that funded services such as developmental screening and other program supports will be in greater demand as program providers are encouraged and trained to refer families for services. **The Work Group recommends that an assessment be completed to determine what level of additional funding will be needed.**
- **Service providers that have the capacity to provide or connect a broad range of students (e.g., special needs, bilingual, etc.) with services should be given some preference in the application and selection process.**

#### **D. TRANSPORTATION**

Although the State does not require transportation for preschool services under COMAR, the Work Group recommends that the County develop a transportation plan for Preschool for All Services as a long-term goal. **As a matter of policy, the Work Group believes that access to transportation should be a component of quality programs and recognizes that many families would not access preschool services without transportation.**

Recommendations related to a transportation system are as follows:

- **Transportation service should follow the same priority rollout as the Preschool for All program. Children whose family income falls below 300% of the federal poverty level should not be required to pay for transportation service.**

- The system could include fee collection from participants whose household income exceeds 300% of the federal poverty level.
- In designing a transportation system, the Council and the Executive Branch may want to explore the costs of and different options for providing transportation services, assess the local transportation infrastructure, and examine how transportation is provided in other jurisdictions to deliver universal preschool services.

#### E. PROGRAM MONITORING AND EVALUATION

The State will have the primary responsibility to monitor and collect evaluation information from programs that participate in Preschool for All. Nevertheless, the Work Group recommends that as a policy, **the County monitor the progress and success of program participants using a student assessment tool and assess other programmatic aspects that reflect on high quality care and education. Additional support will be needed for training and implementation.**

#### F. TEACHER COMPENSATION

The State Draft Business Plan proposes a salary schedule for teachers participating in Preschool for All which is based on an average of the first five years of a public school teacher's salary across all jurisdictions in Maryland. The State has suggested that programs will be required to pay their teachers this base salary or higher based on experience and education. The State has said that local jurisdictions may add additional funding to raise teacher compensation to be consistent with local public school salaries and benefits if the local average is higher than the average across all Maryland jurisdictions.

The Work Group makes the following recommendation regarding teacher compensation<sup>1</sup>:

- **Work with MSDE to advocate for the adoption of a regional system of market-based pay and benefits, as the agency has for child care subsidies.** For Montgomery County, a regional system is preferable to a statewide average, which would not recognize the added costs of living and teaching in our area.
- **If the State is unable to adopt regional pay formulas, the County Government should consider supplementing State-provided enhancements for qualified Preschool for All teachers to bring compensation up to the average compensation of MCPS teachers in their first five years.** The Work Group recommends the increase in order to retain Preschool for All teachers in their positions and programs and allow teachers to reside in Montgomery County.
- **Any system of pay and benefits should be based on equal pay for comparable education and professional certification levels.** Considerations of equity suggest the need to pay teachers on a scale comparable to that of public school teachers. Paying

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<sup>1</sup> Any implementation program would honor and comply with current collective bargaining agreements, as applicable.

preschool teachers less than public school teachers will affect the program's ability to recruit and retain high quality teachers. The State's Draft Business Plan suggests that there will be a phase-in period during which certification requirements may be waived for teachers delivering Preschool for All services. In this case, the Work Group believes that compensation should be tiered based on actual education and certification levels achieved.

## **G. BUILDING A PRESCHOOL FOR ALL TEACHER WORKFORCE**

In order to achieve the vision of Preschool for All and an integrated network of services for all young children, the Work Group emphasizes the need to build on the existing professional development system for early childhood professionals. The Work Group advocates for 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 professionals to access training opportunities, ensure sufficient outreach to make opportunities known to the provider community, and accommodate the cultural and linguistic diversity of professionals. Training and professional development opportunities should be available to move professionals up the ladder beginning at the lowest level, to the educator beginning a four-year degree, up to and including certified teachers.

- **Grow the pool of high quality preschool teachers by increasing funding to programs that support professional development, credentialing, certification, and accreditation.** Additional funding is needed for scholarships, technical assistance, child care substitutes, and program enhancements including equipment and supplies. **Existing professional development and scholarship funds for individuals serving all age groups should be maintained and not be supplanted in favor of supporting those who serve primarily four-year-olds.**
- **Give preference for the use of expanded professional development funding to child care teachers serving in high needs areas, with priority for child care teachers closest to certification for center-based programs and family child care providers closest to national accreditation.**
- **Explore the use of incentives to attract and retain qualified Preschool for All teachers serving high needs areas.**
- **Advocate for increased State funding to support provider training and professional development:**
  - Set aside a portion of Hoyer professional development grants to support regional trainings on curriculum use and Maryland Model for School Readiness (MMSR).
  - Support for an early education cohort through higher education providers in Montgomery County.
  - Increase state resources to allow expedient accreditation, credentialing, and training.

## H. CERTIFICATION WAIVER AND HIGHER EDUCATION OPPORTUNITIES

Higher education teacher training programs in Montgomery County that satisfy the requirements of Preschool for All do not address the full developmental range required for teachers working in child care classrooms. Teacher education programs that cover pre-kindergarten through 3<sup>rd</sup> grade do not address center-based child care or Early Head Start providers' work with children from birth through age three. The County also lacks availability of flexibly-scheduled or on-line early childhood courses and student teaching opportunities with children under age 5.

During the course of Work Group discussions, significant issues arose regarding the ability to address the higher education needs of the local child care workforce. The Maryland Higher Education Commission (MHEC), an organization key to moving forward the recommendations of the Work Group, was not a participant in these discussions. Consequently, the Work Group recommends that the Council establish communication with MHEC regarding the concerns raised by the Work Group.

- **Encourage MHEC, MSDE, and higher education teacher training institutions to develop a higher education system that meets the needs of the County's early childhood workforce**, including college coursework that is flexibly scheduled (e.g., weekend or evening coursework, on-line opportunities, accelerated formats, etc.) and provides opportunities for teachers 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). **Local funding may be required to support the development of and accessibility to programs that help motivated, under-qualified teachers achieve qualified status.**
- **Encourage higher education institutions to work with MSDE to collaboratively develop a certification for teachers working with children from birth through age five and clarify the practicum and professional development school expectations for teachers working with this age group.**
- **Encourage the higher education system to explore the possibility of awarding alternative credits that can be counted toward higher education degrees or certification.** It may be that experienced providers can receive credits for demonstrated competence in delivering quality early childhood education over a defined period of time or receive credit retroactively for early childhood coursework that was previously designated non-credit.
- **Allow a time-limited waiver of certification requirements with clear deadlines to teachers delivering Preschool for All services consistent with State requirements.** Certification should ultimately be required for teachers delivering Preschool for All services to ensure the quality of services to children. The length of the waiver period should be based on an analysis of responses to the Higher Education Needs Assessment Survey that would consider (1) the number of certified providers able to deliver Preschool for All Services, (2) the demand of children who need Preschool for All

services, (3) the demand for higher education services, (4) the feasibility of providing higher education programs that are tailored to the needs of the workforce, and (5) the accessibility of programs for teachers.

- **Designate a group to follow up on issues related certification waivers and developing higher education opportunities.** The group should include representatives from the Universities at Shady Grove, Montgomery College, Columbia Union College, MCCR&RC, MHEC, MCPS, and MSDE. The group would be responsible for analyzing data generated by the Higher Education Needs Assessment, exploring the development of programming that meets the needs of existing providers, and evaluating the costs of programming. The group should solicit input on their planning efforts from existing providers.

#### **I. CRITERIA FOR SELECTING PROVIDERS**

The Work Group recommends the following criteria for selecting providers of Preschool for All services:

- **Requirement for meeting national or state accreditation standards;**
- **Demonstrated ability to meet MSDE requirements identified in the Preschool for All Report that are aligned with COMAR 13A.06.02;**
- **Quality of proposed services and their responsiveness to the needs of the community as identified in the Request for Proposal;**
- **Capacity of the program to deliver services; and**
- **Cost effectiveness of services proposed.**

**The Work Group also recommends that some preference in the selection process be given to providers who demonstrate the ability to work with diverse populations, e.g., English Language Learners and children with special needs.**

#### **J. FAITH-BASED PROGRAMS**

The Work Group recognizes that the faith community represents an important segment of the preschool provider community. **The Work Group recommends making explicit the eligibility of faith-based programs to participate in Preschool for All and requiring that faith-based programs comply with all Preschool for All requirements.**

#### **K. FAMILY CHILD CARE NETWORKS**

The State Task Force included networks of family child care providers in its proposed system of delivering Preschool for All services. The Work Group supports the development of

family child care networks or other models that ensure the delivery of quality programming by family child care providers.

The concept of family child care networks is in the development stage at the State, and additional guidance from MSDE on the following topics is appropriate: What are the minimum requirements for family child care providers to deliver universal preschool services? How must family child care networks be structured, and what functions must they perform?

In the absence of specific mandates related to family child care networks, the Work Group makes the following recommendations:

- **The County should develop a pilot model for delivering Preschool for All services through family child care providers that aligns with State requirements.**  
Opportunities to provide instruction in the home environment and to have mentors support providers with technical assistance should be incorporated into the pilot. Additional research into the delivery of preschool services through family child care networks in other jurisdictions may be useful in developing a local pilot program.
- **Family child care providers delivering Preschool for All services must be nationally accredited through the National Association of Family Child Care.**

#### **L. COMMUNICATION AND OUTREACH PLAN**

The Work Group emphasizes the need for the Council to develop a rigorous communication and outreach plan, which will educate: (1) the community about the importance and effectiveness of preschool programs; (2) child care providers about the opportunities and requirement for delivering Preschool for All services; (3) parents about opportunities and eligibility for services; and (4) businesses about the impact of child care opportunities on their workforce and the opportunities to participate in and support this initiative.

The following points summarize the group's recommendations related to a Communication and Outreach Plan:

- Designate the Early Childhood Congress (ECC) to help deliver the message regarding Preschool for All.
- Use existing outlets and technology (e.g., websites, youtube, podcasts, cable TV, radio, ethnic radio, press, etc.) to disseminate information and target particular audiences.
- Perform outreach to the business community including the County Chambers of Commerce including local and ethnic affiliations and the Montgomery County Business Roundtable for Education.
- Engage the business community in a variety of ways matched to its interests (e.g., training, space, funding scholarships or children, etc.).

- Perform outreach to the faith community and religious institutions including Interfaith Works, Action in Montgomery, and County Executive Office of Community Partnerships.
- Make presentations to and solicit the support and feedback of other community groups, such as the Committee for Montgomery, NAACP, civic associations, MCCPTA, and Upcounty Latino Network.
- Perform outreach to and educate parents through the MCCCCR&RC, schools, and family support programs.
- Offer technical assistance to help preschool providers understand the opportunities to deliver Preschool for All services and the support that is available for credentialing, certification, and accreditation.
- Develop a communication plan among all Preschool for All providers to facilitate collaboration and foster a unified delivery system of Preschool for All services.

#### **M. BUDGET AND FUNDING**

Even during times of fiscal constraint, the Work Group recommends that the County maintain funding for early childhood services from birth through age five. Full funding must be in place for programs like the Montgomery County Child Care Resource and Referral Center that provide critical infrastructure services to preschool programs to support child care provider training, licensing, accreditation, English language development, and working with children with special needs.

For the future roll out of the Preschool for All initiative, the Work Group recommends that the County:

- **Keep pace with the State expansion of Preschool for All.** Ensure that the County is fully utilizing funding made available by the State, which may require the County to make local resources available in order access State funding.
- **Assess current early childhood infrastructure in Montgomery County to identify funding needed to address increased requirements generated by Preschool for All** that include community assessment; quality and outcomes monitoring; professional development; higher education program development; family child care network development; increased demands for auxiliary services; and technical assistance for RFP development. Phase-in infrastructure enhancements in conjunction with Preschool for All implementation.
- **Expand local funding for Preschool for All services beyond State formulas to the extent necessary to implement the Work Group’s recommendations.** Areas in need of enhancement may include teacher compensation, years of service incentives, transportation, and other service enhancements for at-risk children and their families.

- **Maximize available funding for programs by seeking public and private resources** including federal, state, and local funding streams, contributions from the business community, and foundation support.
- **Conduct a study of the Working Parents Assistance program (WPA) to explore the extent to which required family contributions affect participation in the program, how eligible families can pay a lower percentage of their income on child care, and what impact the lowering of family contributions would have on overall participation given existing funding levels. If changes to WPA are ultimately recommended, the Work Group recommends that the Council advocate for similar changes to the State Purchase of Care child care subsidy program, if applicable.**  
 The Work Group discussed the importance of child care subsidies in making preschool services accessible to working, low-income parents. Because preschool programs under the State's Preschool for All model are likely to be 3 to 6 hours in length, some parents will need additional wrap around child care support to accommodate their work hours. Child care subsidies allow families to access licensed care at a higher cost than informal care; however, the family contribution required by the State Purchase of Care and the County Working Parent Assistance programs can be onerous, as much as 36% of a low income family's household income.
- **Advocate with policy makers at all levels to increase visibility and investment in early childhood education programs that support the development of young children and prepare them for school.**

## VIII. GLOSSARY

**Child Care Center:** A facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by the Maryland State Department of Education/Office Child Care.

**Child Care Substitutes:** A qualified child care provider who takes the place of the regular child care provider (in her/his absence) caring for the children.

**Community Pre-Kindergarten:** An approved educational program for four-year-olds provided by a private entity.

**DHHS:** Montgomery County Department of Health and Human Services

**Family Child Care:** Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day; in residences other than the child's residence; and for which the provider is paid. Regulated by the Maryland State Department of Education/Office Child Care.

**Full Day:** Providing a preschool education program for a specific length of time, usually a minimum of 6.5 hours.

**Full Year:** A program that is offered for 12 months or approximately 260 days.

**Half Day:** Providing a preschool education program for 2.5 to 3.5 hours per day.

**Qualified Child Care Teacher:** A person who meets the requirements of MSDE to be a credentialed child care teacher (90 clock hours and high school diploma).

**MCPS:** Montgomery County Public Schools

**MCPS Pre-Kindergarten:** A preschool educational program offered by Montgomery County Public Schools, including income eligible students who are four-years of age lasting at least 2.5 hours per day.

**MCPS Head Start:** A preschool educational program offered by Montgomery County Public School, including income eligible children who are four-years of age lasting 3.25 hours for half-day programs and approximately 6 hours for full-day programs.

**MSDE:** Maryland State Department of Education

**Part Day:** A program with an educational focus for children before entering Kindergarten. These programs are usually 2 -3 hours per day, nine months a year.

**Public Pre-Kindergarten:** Publicly funded programs for eligible 4-year-old children administered by local boards of education or qualified vendors.

**School Year:** 180 days

**Preschool for All Teacher:** An educator with Bachelor's Degree who is State certified or approved in early childhood education.

**Technical Assistance:** Providing advice, assistance or training.

**Wrap Around Care:** Child care that is provided before and/or after a school day and may include school vacation and holiday care.

# APPENDIX

Resolution No.:	<u>16-664</u>
Introduced:	<u>July 15, 2008</u>
Adopted:	<u>July 22, 2008</u>

COUNTY COUNCIL  
FOR MONTGOMERY COUNTY, MARYLAND

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By: Councilmember Ervin

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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.

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Linda M. Lauer, Clerk of the Council

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

**September 4**

Topic: State Task Force Overview

- Rolf Grafwallner, Maryland State Department of Education

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

- Kate Garvey, Montgomery County Department of Health and Human Services
- Janine Bacquie, Montgomery County Public Schools

**September 18**

Topic: MSDE Standards for Implementing Quality Child Care

- Janine Bacquie, Montgomery County Public Schools

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

- Kate Garvey, Montgomery County Department of Health and Human Services

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, Centro Familia

**October 2**

Topic: Accreditation Process: Experience and Challenges

- Accreditation through the National Association of Family Child Care: Khadra Ayorinde and Maria Artola (providers)
- Accreditation through the National Association for the Education of Young Children: Harriet Berger (provider)
- Accreditation through the Maryland State Department of Education: Taheera Rashid (provider)

**October 30**

Topic: Preschool for All Business Plan

- Rolf Grafwallner, Maryland State Department of Education

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, Montgomery County Public Schools
- Kathy Dodson, Montgomery County Public Schools



Montgomery County Universal Preschool Implementation Work Group  
From: CentroNía  
Date: 11/12/08  
Re: Parents Feedback Report:

On Wednesday, November 5<sup>th</sup> 2008 CentroNía conducted the Back to School Night. We had an excellent attendance with a total of 71 parents present. The Agenda included participation by Shondell Foster, Dr Rolf Grafwallner and Jose Alvarez, From the Montgomery County Universal Preschool Implementation Work Group. Their goal was to observe and participate in a brainstorming session where parents were given the opportunity to provide feed back on their children pre-school educational needs.

Parents were divided into three different groups with a facilitator at each table. Each team was given a set of questions provided by the Universal Preschool Implementation Work Group. At the end of the breakout sessions, each team presented the results of their conversation to the large group. A parent representative from each group reported back and provided very useful information about parents' needs and concerns.

Although each group was working individually, it was very interesting to see that parents share similar needs and concerns. There was also consistency across all groups in the priorities and importance of the following areas:

- *Bilingual Programs*- Parents shared the importance of having their children strengthen their home language as well as learn another language.
- *Location/access*- Parents expressed the need to have a center convenient to their residence or place of work and easy access to public transportation.
- *Affordable Programs*- Parents expressed that their income and low wages make it difficult to afford the high cost of programs.
- *Extended Hours of service*- Parents work full time jobs or have to work more than one job and may rely in public transportation so programs need to a full day.
- *Highly Quality Programs*- Parents would like for their children to have access to those programs that are typically only available to families that can pay high tuition fees.
- *Highly Qualified Staff*- Parents would like their children to be ready for kindergarten and to have the confidence that the teachers have the qualifications, knowledge and skills to work with their children.
- *Family Support Services*- Parents expressed the need for assistance in areas that support them to be better parents including improving their own education, dealing with discipline and understanding child development. Parents also expressed the need for support financial planning, job search, housing, translations, legal services, special need services for their children, and professional development.
- *Infant and Toddler Programs*- Parents expressed the need of affordable programs that can provide services to infants through school age. Having children attend different programs in one location, makes it easier for parents specially for those that rely on public transportation.

**Below are the results of the brainstorming session:**

**1. How old are your children?**

- All Parents have children ages, infants to 5 years old.

**2. Where are you in terms of thinking about child care or preschool programs for your child?**

- High quality programs for the younger children (2 and under)
- Affordable programs
- Some of us would like uniforms
- Programs like CentroNía. It is a great program and very well organized

**3. How did you find out about the program that your child is in?**

- I got a flyer through the mail
- Informational table at the mall
- Fieldtrips –While a was at the Zoo, I saw a group of children from CentroNía
- Word of mouth (neighbors, friends)
- The pew at church

**4. Did you contact any agency to help you find childcare? Did you consider other options?**

- Yes, three other child care institutions but waiting lists were long and it was expensive
- They were not bilingual programs

**5. Did you encounter any challenges/obstacles in looking for a child care or preschool program for your child?**

- Cost –most programs are expensive
- Location – not near where I live and with public transportation
- Finding a program with qualified personnel
- Extended hours –most programs offer half day programs
- Financial Assistance --obtaining a voucher from the subsidy program is difficult
- Bilingual programs –not many bilingual programs in the area

**6. How did you make the decision regarding child care or preschool for your child?**

- Bilingual program where my child can strengthen his home language or learn another language
- In pre-school programs, children learn compared to watching TV, children get along with other kids/ Share, play, and socialize
- I want my child to be prepared, not behind for Kinder
- I want my child to obtain a value towards culture, language, and their persona.
- I want my child in a place where there are opportunities for family support, parent involvement and the respect for family and community
- I want my child in a place where I (as parent) feel comfortable and safe

**7. What are/were the most important considerations for you in choosing a preschool program? (e.g., location, length of program, wrap around child care, setting-family child care/center, cost, educational goals, etc.)**

- Finding a bilingual program
- Structure Early Education Program were children learn

- Good communication between parent and teacher
- Highly qualify staff
- Affordable
- High quality program
- Extended hours
- Subsidy/financial support

**8. What services would you want the program to have?**

- Transportation
- Special needs services on site

**9. Do you have any specific needs that must be addressed by an early education or care program for your child? (special needs, disability, language, etc.)**

- Transportation
- Job opportunity (on site)
- Speech language-evaluation (on site evaluations and specialist)
- Parents support
- Financial Assistance
- Good communication: parents-teachers
- Safety

**10. Does the availability of a child care subsidy impact your decision on the type of program for your child?**

- Yes, not many programs offer affordable high quality programs with extended hours

**11. What does a quality child care program look like to you?**

- Good communication between parents and teachers
- Program quality
- Teachers Qualifications
- Parent Support

**12. What factors are most important and why?**

- Bilingual Education: strengthening the home language and learning another language
- How can I as parent help my child control his/her behavior
- I want my child to learn how to behave in different environments
- Help my child learn to take on responsibility
- Teach tolerance each other, respect, self-esteem.

**13. How important is it to you that child care programs work with professional organizations or government agencies to certify the quality of their services?**

- It is important because the teachers are with the children most of the day so we need to make sure the children area safe.
- Children will be better prepared for school.

**14. What kinds of child care or educational programs would you like for a younger child (ages 0-3)?**

- Qualified teachers that know child development
- Affordable programs
- Language development /special needs support programs
- On going communications: newsletter, parent meeting, trainings etc.

- Opportunities for parents improving their own education
- Parents program that helps us learn about child development -- especially first time moms

**15. To what extent would they be different from what you would want for a preschool age child (age 4)?**

- Routines
- A continues learning process that builds on the skills they have already learned
- Ask more of the child as he/she grows
- Take into account what we know about brain development

## **Families Foremost- Parent Discussion**

November 20, 2008

11:00-12:00

The participants consisted of 8 mothers in an English Language course. The ages of the mothers' children were from 1 year old to 4 years old. It was also clear that some of the mothers had older children attending Montgomery County Public Schools. The primary languages spoken at home are Spanish or Tigrinya from (Eritrea).

1. What do you think about preschool?
  - a. The mothers all praised MCPS preschool program
  - b. Older children have learned in the public preschool program
2. How did you hear about Family Foremost?
  - a. Friends-some who have used the program and some who are aware of government programs
  - b. Infants and Toddlers Program
  - c. Nurse
  - d. Counselor
3. Was finding child care difficult?
  - a. Finding child care is difficult because of working a changing schedule and the requirement for most providers to require full time payment even if part time care is being provided. The workdays change so the days needed for child care changes.
  - b. Not qualified for child care vouchers (Purchase of Care)
  - c. Income eligibility (mother works enough to cover child care expenses only)
4. What are some important things to consider in child care?
  - a. Hygiene, cleanliness
  - b. Security, safety
  - c. Age appropriate activities and interaction with the child
  - d. A place to where the children learn.
  - e. Child's comfort level
  - f. Licensed daycare
  - g. Experienced working with children;
  - h. Professional staff; good temperament
5. What services would you like to see in a preschool program?
  - a. A therapist
  - b. Family/couple counseling
  - c. Family ESL education and additional education courses for parents
  - d. Special needs care
  - e. School support
  - f. Support that helps parents, teachers and students communicate on issues regarding school work and homework.
6. What specific needs must be addressed by an early education or child care program for your child?
  - a. Separation anxiety

- b. Child knows or is learning the numbers and alphabet
  - c. Not worrying about how the child will transition
  - d. The child's needs are cared for
  - e. That the school ensure safe and secure responsibility for the supervision of children
7. How important is it to you that a child care program work with professional organizations or government agencies to certify the quality of the services offered by the program?
- a. It is helpful for a program to be certified as offering good quality programs.
  - b. It improves the parent's trust in the program.

**IMPACT Silver Spring- Parent Discussion**  
**December 3, 2008**  
**6:30-7:30 p.m.**

The participants consisted of 6 mothers (several are grandmothers and one is a child care provider) and two staff members. The ages of young children in the families were newborn to 4 years old. Some of the families had older children attending Montgomery County Public Schools. Their primary languages of participants included English and Spanish.

Many participants expressed need to have different options. There was much interest in all day programs with wrap around child care. Participants suggested they couldn't access half day programs of 2-3 hours because the short time didn't allow the caregivers to seek full-time employment. Another parent suggested that full-day programs can be long for young children and liked shorter programs. One parent said that culturally, some families do not want to send young children to day care.

Overall, parents were very interested in safe, affordable educational opportunities that provide enriching activities, opportunities for play and dance, exposure to different cultures, opportunities for socialization, meals, and preparation for children prior to starting kindergarten. One parent remarked that having a bilingual (Spanish/English) program was important to her.

One concern raised was around accessible site-based services and transportation. Some parents rely on public transportation and dropping their children off can be very time consuming. There was an interest in transportation services or programs that are integrated into housing complexes.

There was generally a preference for center-based care. Many lacked confidence in care that took place in individual homes and were concerned that children in those settings often watched television and lacked enriching activities. One mother suggested that parents choose these kinds of child care arrangements for affordability reasons. Parents often cannot afford programs even with child care subsidies. Another preferred center-based care for the opportunity for children to interact with others their own age.

There seemed to be a need for outreach and information about different opportunities to this community. Many of the parents did not access help to find child care services, and expressed interest in knowing different educational options for their children. They suggested a program like the health promoters programs that raise awareness about available programs.

There was significant interest expressed in family support services including help with child care subsidies, financial literacy, work force development and educational services, health insurance, and immigration support services. One participant was the mother of a teen mother and expressed the need for support services targeted for her daughter.

Parents expressed interest in services targeted at younger-aged children including home visiting services and parent/child programs offered by the Judy Centers.

One of the staff members commented that the parents represent an important source of social capital in the community. Involving them in the provision of care could elevate the delivery of services, promote cultural awareness and build community.

Montgomery Child Care Association  
Parent Meeting

There were approximately 7 parents at this meeting. There were also 4 staff/board representatives.

**How old are your children?**

The age ranges are from infant to school age.

Infant- 2

2yrs.- 1

3yrs.- 1

4yrs.- 4

5yrs.- 2

6yrs.+ 2

**Where are you in terms of thinking about preschool programs for your child?**

- The parents are happy where they are and are not looking for other child care.
- Some parents are concerned about their children who will be older kindergartens (entering at 6 years old) remaining for three years in the mixed classroom (3-5 year classroom, mixed age group). The parents worry that the children will need to be pushed further along in the learning process than may be possible in the mixed 3-5 year old classroom.

**How did you find out about the program that your child is in?**

- LOCATE Child Care
- Internet
- Friends

**Did you contact any agency to help you find childcare? Did you consider other options?**

- Network of homebased providers (Monday Morning Moms)
- Referral from real estate agent
- Referral from teacher/neighbor

**Did you encounter any challenges/obstacles in looking for a child care or preschool program for your child?**

- Wait list
- Infant care (continuity of care for birth to school age)
- Care for hours that meet the needs of a working parents

**How did you make the decision regarding child care or preschool for your child?**

- Accreditation
- Play based Curriculum
- Parent referral
- Interview process

**What are/were the most important considerations for you in choosing a preschool program? (e.g., location, length of program, wrap around child care, setting-family child care/center, cost, educational goals, etc.)**

- Non profit- changed the outlook of care that would be provided
- All of the above
- Diverse community
- Comfort level parents have when leaving the kids

**What services would you want the program to have?**

- A preschool classroom for the older children (4-5 year old classroom; something between a three year old and an almost 6 year old.

**Do you have any specific needs that must be addressed by an early education or child care program for your child? (special needs, disability, language, etc.)**

- Speech pathologist was provided through the Infant and Toddler Program.
- Staff used ChildFind

**Does the availability of a child care subsidy impact your decision on the type of program for your child?**

Not Applicable

**What does a quality child care program look like to you?**

- Park Street Child Care Center
- Low staff turnover
  - High quality teachers- high skill set (dual language speaking)

**What factors are most important and why?**

- Teachers being engaged with the children
- Good record keeping of child's activities
- Development of the brain intellectually

**How important is it to you that child care programs work with professional organizations or government agencies to certify the quality of their services?**

- It is important to a degree. Teachers are working for a level of pay that is not always conducive to the certification requirements, may be cost prohibitive
- Certification is very important, initially, because it provides an assurance of quality of care when parents are unfamiliar with the child care provider.

**What kinds of child care or educational programs would you like for a younger child (ages 0-3)?**

- Socialization experience is very important.
- Depending on the child, some family providers are able to provide the socialization desired by the parents.
- Structure from infancy; routine.
- Engagement with the child.
- Loving, nurturing connection with the infants.
- Connection with children.
- Commitment to the profession and children.
- Gross and fine motor skills development.

**Additional thoughts shared by the group:**

- Wrap around care will be extremely important so provisions should be recommended to address wrap around care
- Curriculum focused on play centered- learn through play. (One child was very unhappy entering kindergarten because he lost the “play” and fun part that was part of the Park Street curriculum.)
- A child care center that has combined classroom of 3-5 year olds prepared children well for kindergarten. Activities are structured around the needs and capabilities of the students. Intentional, purposeful planning is done to ensure each child’s academic needs are met.

Head Start Parent Policy Council  
Early Childhood Survey

- How old are your children?

0-5 years old

- Where are you in terms of thinking about child care or preschool programs for your child?

affordable  
with transportation  
a serious curriculum that is developmentally appropriate enrichment

- How did you find out about the program that your child is in?

letter in the mail  
newspaper  
family referral  
internet  
Head Start teacher  
Montgomery College  
flyers  
adds on the bus

- Did you contact any agency to help you find childcare? Did you consider other options?  
Yes

Locate  
Child Link  
MCPS  
Judy Center  
staying at home because private day care is so expensive

- Did you encounter any challenges/obstacles in looking for a child care or preschool program for your child? Yes

affordability  
transportation  
need for a full day program because of work  
income limits so low with Prekindergarten/Head Start

- How did you make the decision regarding child care or preschool for your child?

the one that was affordable  
program hours work with job schedule  
filled out the application and prayed  
waited for Prekindergarten/Head Start to call

- What are/were the most important considerations for you in choosing a preschool program? (e.g., location, length of program, wrap around child care, setting-family child care/center, cost, educational goals, etc.)

all of the above  
 cost options for before/after care  
 transportation

- What services would you want the program to have?

full-day program  
 before/after care  
 flexible hours for people who work beyond the regular 8 hr. work day  
 outdoor activities  
 transportation

- Do you have any specific needs that must be addressed by an early education or child care program for your child? (special needs, disability, language, etc.)

speech & language  
 ESOL  
 services provided by infants and toddlers  
 medical issues, i.e., allergies/heart problems, the expense of having to provide medications for home and school, can't get two prescriptions at the same time

- Does the availability of a child care subsidy impact your decision on the type of program for your child?

yes, definitely  
 co-pays too high

- What does a quality child care program look like to you?

MCPS Prekindergarten/Head Start? Programs with:  
 lots of activities  
 activities in art & theater  
 diversity of participants  
 nutritious food

- What factors are most important and why?

age-appropriate educational program  
 opportunities for socialization  
 safety  
 learning survival skills  
 more help with things students don't understand

- How important is it to you that child care programs work with professional organizations or government agencies to certify the quality of their services?

extremely important

- What kinds of child care or educational programs would you like for a younger child (ages 0-3)?

safe  
early intervention on issues  
potty training  
language development

- What would be important considerations or available services?

early reading  
socialization

- To what extent would they differ from what you would want for a preschool age child (age 4)?

still require flexible hours  
safe environment  
before/after care  
full-day programming  
more reading skills  
fun activities

# Universal Preschool Survey

## 1. How old are your children? (Please check all that apply)

Answer Options	Response Frequency	Response Count
0-2 years old	40.0%	586
3-4 years old	51.9%	761
5-10 years old	48.4%	709
11-17 years old	14.9%	219
<i>answered question</i>		<b>1465</b>
<i>skipped question</i>		<b>0</b>

## 2. Do you live in Montgomery County?

Answer Options	Response Frequency	Response Count
Yes	100.0%	1429
No	0.0%	0
<i>answered question</i>		<b>1429</b>
<i>skipped question</i>		<b>0</b>

## 3. Where do you live in Montgomery County?

Answers	Response Frequency	Response Count
Ashton	0.1%	1
Bethesda/Chevy Chase	14.2%	207
Brookeville	0.2%	3
Burtonsville	0.8%	11
Cabin John	0.1%	2
East County	0.1%	1
Derwood	0.9%	12
Gaithersburg	14.7%	214
Garrett Park	0.6%	9
Germantown	7.7%	112
Kensington	3.1%	45
Montgomery Village	0.7%	10
North Potomac	1.1%	16
Northeast County: Clarksburg, Damascus, Laytonsville	4.6%	67
Northwest County: Boyds, Darnestown, Poolesville,	2.3%	34
Olney	1.8%	26
Potomac	6.8%	99
Rockville	17.6%	255
Silver Spring	17.7%	257
Takoma Park	3.2%	46
Upcounty	0.1%	1
Wheaton	1.7%	25
		<b>1453</b>
<i>skipped question</i>		<b>0</b>

<b>4. How long have you lived in Montgomery County?</b>		
<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
Less than 1 year	3.4%	50
1-2 years	7.1%	104
3-4 years	10.9%	159
5-10 years	35.0%	511
11+ years	43.6%	636
<i>answered question</i>		<b>1460</b>
<i>skipped question</i>		<b>5</b>

<b>5. Do you work in Montgomery County?</b>		
<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
Yes	61.8%	899
No	38.2%	556
<i>answered question</i>		<b>1455</b>
<i>skipped question</i>		<b>10</b>

<b>6. Where do you work in Montgomery County?</b>		
<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
Ashton	0.1%	1
Bethesda/Chevy Chase	22.1%	198
Burtonsville	0.5%	4
Cabin John	0.2%	2
Cloverly	0.1%	1
Gaithersburg	10.8%	97
Germantown	5.2%	47
Kensington	1.3%	12
Northeast County: Clarksburg, Damascus, Laytonsville	2.9%	26
Northwest County: Boyds, Darnestown, Poolesville	1.0%	9
North Bethesda	0.1%	1
North Potomac	0.2%	2
Olney	1.0%	9
Potomac	2.7%	24
Rockville	32.5%	292
Silver Spring	13.5%	121
Takoma Park	2.8%	25
Upcounty	0.1%	1
Wheaton	1.4%	13
Other location (please specify)	1.4%	13
<i>answered question</i>		<b>898</b>
<i>skipped question</i>		<b>566</b>

<b>6. Other Work Location Responses</b>
Bethesda and Gaithersburg (question should allow for 2 responses for both parents)
from home
from home
Home
Home
numerous - fire department employee
Part time private tutor @ homes throughout the county
rockville, silver spring, takoma park
self-employed
throughout Montgomery County, Maryland
Various
wife burtonsville/ husband white oak
Work from home office

**7. Preschool Enrollment History: When your children were 4 years old, what kind of preschool/child care programs were they enrolled in?**

<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
Pre-Kindergarten or Head Start class in local public	6.7%	83
Special education class in local public school system	2.9%	36
Child care center-based program	29.0%	362
Montessori program	14.0%	175
Nursery school program	24.9%	311
Family child care home	6.3%	79
Faith-based program	19.4%	242
Stay at home with parent or other family member	6.4%	80
Other/Comments	16.7%	208
<b>answered question</b>		<b>1247</b>
<b>skipped question</b>		<b>218</b>

### 7. Other/Comments: Preschool Enrollment History

One of my sons attended the early childhood program at Watkins Mill High School. This was a great program--affordable and gave it him an opportunity to play iwth other children and to reinforce what we were doing at home. He loved knowing the older students and it helped us both feel more a part of the community. We knew older kids in malls, etc.
My child is 22 months and he is in licensed family child care
My child is not yet 4 years old
AN APPROVED PRE-K PROGRAM WITHIN A CENTER BASED PROGRAM
n/A
Private Preschool program
I own my own home daycare, so my children were with me
I could not aford the cost for center based day. and the county would not assist with child day care.
MY child is under 4 currently.
Special Education in Private School
University-based Child Care Center
My children are not yet 4 years old. When they are 4 they will be enrolled in preschool.
Our synagogue has a wonderful early childhood play based program
Jeiwsh preschool
a child care center at our synagogue, but is open to all faiths (not just Jewish), that has a core curriculum w/ early drop-off/late-stay options.
program).
not academics.
Hebrew immersion Jewish preschool
My daughter is 2 right now
My son will be 4 year old JULY 2009
I do not have any children who are yet 4 years old.
Would have liked to attended public school pre-K.
not applicable
My daughter is only three years old.
No child is 4 yet
time
small episcopal nursery school, faith was not a huge part of the curriculum
My children went to a cooperative nursery school - a wonderful program that teaches both child and parent.
She is not going to school yet.
he is not 4.
public school kindergarten at 5, so we found a wonderful faith-based program for 4-1/2 to 5 yo boys. It was very specialized and prepared him very well for public school.
stayed at home with au pair and attended various Montgomery County Recreation Dept. classes
My children are not 4 years old yet, but my three year old will be attending a private pre-school in the fall.
Early Childhood Education Center @ Har Shalom
Waldorf program
A Parent-participatory Model Nursery School
not 4 yet
N/A
cooperative nursery school
3 hour co-op
Co-operative preschool, 5 mornings per week
Preschool on campus where I work (NIH)
Private Preschool program
Pre-Kindergarter program at a local pre-school
Was enrolling child in VPK Program in Florida prior to moving to Maryland

**7. Other/Comments: Preschool Enrollment History**

money and accumulated a huge debt because we felt that preschool was extremely important to our sons' development. Both had received services through the infants and toddlers program (MCITP) as well as private therapies (the latter, for as long as we could afford it) due to significant developmental delays. As a pediatric occupational therapist, I am very well aware of the degree to which even mild developmental delays (i.e. delays that don't meet the "25% below age level" criteria established by schools and county-funded programs) impact on a child's functioning and self esteem. Preschool is even more critical for children who have a history of developmental delays or who are considered to be "at risk" for delays for reasons
They were both enrolled in a small center for ages 2 and up that describes itself as a "preschool," has a "prekindergarten" program, and emphasizes learning through play.
Parent co-op nursery school program
1 day/wk mothers day out program
My child is not 4 years yet. She is two.
private preschool
Private school pre-K
My child is not yet 4 (April 17) but is currently enrolled in PEP class at Montgomery Knolls elementary
Start early
Private Pre-school
no children over 4 yrs old
only two out of the three school age
My child is not 4 yet. She is three and in a nursery school.
My kids went to a Cooperative Pre-School - which means parents helped out, assisting the teachers.
Not 4 yet
Onsite at my workplace. This was fabulous.
Oldest child is 3 years old.
My children are not yet 4.
I'm trying to find one now to register my oldest in.
My child is not yet 4, but will be enrolled in a Montessori program when he is 4.
center" as I specifically selected a half-day school with a strong academic emphasis rather than an all day "babysitting" facility.
Child is still under 4.
We don't have a 4 year old yet but plan to have our child in a NAEYC accredited center-based program.
they were enrolled in a different country, where there is a different school system.
entrance by 7 days and was not allowed to enter Kindergarten this year. We had to enter our child in a Nursery/Pre-K school so as not to let a year waste away since we were not eligible for MCPS Pre-k programs.
Full day preschool at Jewish Community Center
Neither child is 4 years old yet.
It was a child care center that converted to Montessori during our stay there
Modified Montessori at Catholic parochial school
my child is less than a year old
My child is 2, and so has not participated in a 4 year old program.
Jewish Nursery School Program
Parent run, Co-Op Preschool
PAL
Stephen Knolls PEP program
Private school
Co-operative nursery school
Montgomery Village Community Center--Creative Playtime Program--part time mornings
University-based childcare/preschool center
preschool

7. Other/Comments: Preschool Enrollment History

We chose childcare and nursery school combined (we need full day care) and it was a faith-based program. One child also went to a special ed class through the county at a local elementary school
My daughter is only 17 mos now
Both of my children are under the age of 2. This question does not apply
My son is 2 years old .
Our son is only 3, and he's in a faith-based program
cooperative nursery school
oldest child is 3.
stay at home mom w/ a baby on the way soon.)
oldest is 3yrs old but is enrolled for a faith-based program next year
n/a
blah
Both my children are under 4 years old.
child is not yet 4 but currently stays at home with family friend.
N/A. My child is 2.
My only child is 3 and he is in an in-home child care setting currently.
Not 4 yet
center setting before and after the school day.
N/A - children not yet 4
My child is not 4 years old yet. This question is n/a to us at this time.
though we found it a bit expensive.
school children is so high that I choose to stay at home and work part time. I also go to school and so we live on 1 income from my husband which is not enough. Hope that someone would create a program that's affordable here in Montgomery county.
Bar-T Kiddie Club
Bar-T for my daughter, private part time preschool for my son.
in private preeschool.
Garrett Park cooperative nursery (parents were required to work)
difficult being a single parent and having no options available for preschool. All preschool programs that are available is only through day care centers and homes which do not provide any relief to parents. The county has a limited number of kids they take but you must meet certain criteria and income. Alot of parents are working and are turned down from Head Start/PreK because they make over \$17,000 a year.
my child is 2 years old and will probably continue to be in a private daycare at age four.
Made too much money for public school pre K and too little for private so child was with a babysitter.
child development program at public high school for the first 2 children
My child is only 2 and has not yet been enrolled in any preschool programs
My child is not yet 4 years old.
Bar-T Pre-K
system.
Cooperative preschool
Pre Kindergarten class located in a private school.
Executive Child Development Center, NIH
N/A.My only child is 2 yrs old.
the program at seneca valley for my older child and PEP for my younger child
Not yet 4 years old
not 4 yet, but planning on a 4-5 day/week preschool program
will be enrolled in a faith-based program
N/A Child under 4 years old
My children are not 4 yet.

7. Other/Comments: Preschool Enrollment History

Child is not yet 4
My children are currently three and under. My three year old has been enrolled in the Pre K language program at Beall and spent last Summer at Westmoreland Children's center. My one year old currently stays at home with me.
Not 4 yet.
My 4 year olds (twins) went to preschool first as 3-4year olds only 2x/week in a Presbyterian-run nursery school, then this year as 4yo & soon 5s in a 3x/week catholic-run program (so perhaps i should be in "faith-based").
my husband (who is currently a stay-at-home father) returns to work in which case he would need to go to a child care/daycare program. Likewise for my newborn.
Jewish pre-school during the mornings.
Neither one of my children is 4. However, when they turn 4, I will most likely have them enrolled in a faith based program or nursery / preschool part time program due to cost limitations.
Children not yet 4.
work full time jobs.
My children are 3, so this in not applicable to us
child not yet 4
N/A - my child isn't 4 yet
n/a
my child is currently 3 years old
N/A
my child is not yet 4 years old
private preschool program
My children are not 4 yet
my child is not yet 4.
not 4 yet but that is where they will be unless something else comes up
Will be 4 next fall - is currently home with babysitter that doesn't drive so preschool is a real struggle since there are none in walking distance. Husband will take time off work next year to take her and pick her up from preschool.
she just turned 3 so i'm not sure if this applies but i'll answer anyway.
My children are not 4 yet.
My children are not yet 4 years old
My child is 3 but when she is four she will be a Jewish preschool.
nursery school program.
My child is not four years old yet.
not 4 yet
N/A
My child is not yet 4 years old.
n/a
not old enough yet to be enrolled
My child is not yet 4 years old but currently attends a childcare center/preschool - she is 3.
children are not yet 4yrs old
The boys are only 13 months old but probably i will consider a pre-kindergarten or head start class in local public school system due to high cost rate in a nursery or preschool program.
Co-op nursery school
mom's day out program
In the process now and finding it very expensive and confusing
n/a
Not applicable yet
Bar-T Preschool in local public school system
N/A
My child is currently only 5 months old

7. Other/Comments: Preschool Enrollment History

Head Start based in licensed child care center - Montgomery College Rockville Early Learning Center.
Diamond, as we couldn't afford most of the other programs. He's also just completed MCInfants and Toddlers for Speech Therapy, and starting the next level for 3 yr olds at Diamond Elementary.
My son is only 5 months old.
not yet 4
Cooperative Nursery School Program
N/A
Only child is not yet 4
my child is only one -- no preschool yet
program in a few years.
Child is 2 in child care center-based program
N/A - our children are not 4 years old yet.
never enrolled my child in a preschool
child is 16 months
st. marys sch
also Walter Johnson HS Early Child Development class
For profit preschool.
play-based
co-op play based
cooperative nursery school
CO-OP Nursery School
My children are not yet 4 years old. Our plan, when the are 4, is to send them to a Nursery school program.
our children are not yet 4, but if there weren't public preschool, they will be enrolled in a childcare center based program
N/A
Child Development program at Sherwood High School
Cooperative nursery school
co-op the parents work in the classroom on a regularly scheduled basis, so I knew all the kids, their parents, the teacher well and learned a great deal.
Co-op
Cooperative nursery/preschool
A nursery school co-op
Cooperative nursery school
Cooperative nursery school
My kids are not yet 4 years old, but at 3 & 2, they are in a child care center/preschool program.
I have a two year old, no older children.
private jewish pre school
A Co-op nursery school
My daughter is not yet 4 years old

**8. Please rate the following factors in choosing a preschool program.**

<b>Answer Options</b>	<b>Not important</b>	<b>Somewhat important</b>	<b>Important</b>	<b>Very important</b>	<b>Rating Average</b>	<b>Response Count</b>
Affordability	26	167	505	620	3.30	1318
Educational curriculum	21	92	344	857	3.55	1314
Location close to work or home	20	125	398	748	3.45	1291
Accessible by public	879	195	103	98	1.54	1275
Child care setting	242	162	340	550	2.93	1294
Hours of operation	58	161	421	668	3.30	1308
Accredited program -- quality	47	145	359	756	3.40	1307
Highly qualified staff	6	24	197	1094	3.80	1321
Availability of special needs	618	317	192	142	1.89	1269
Other / Comments						115
<b><i>answered question</i></b>						<b>1334</b>
<b><i>skipped question</i></b>						<b>131</b>

## 8. Other/Comments: Rating Factors for Choosing Programs

(as opposed to the children interacting with the television) that much, if not all, of what they need to be prepared for school can take place in the home.
I worked at home as the provider.
Stable care provider/teacher
Besides educational curriculum a place where they can develop their social skills
I never had to use a daycare, so I am unsure as to why I was sent this survey.
Frequent unannounced official inspections are also very important.
I was interested in their having fun and opportunities to be creative. -I was NOT interested in their learning academic skills
I was fortunate enough to have a child development center located in my workplace.
We needed to have "early arrival" and "late stay" options to accommodate two parents who work in Downtown DC. Also, "Educational Curriculum" for 4 year olds should be play based and not truly "academic"
Wanted Jewish program
ages
arrangement is hard to find that meet our standards, and we have kept our sitter (nanny) on full-time even though the children are in school half-time for the preschooler and full-time for our first grader. It should be a little easier once they are both in the same school in 2010, but it is expensive to have sitter plus preschool.
Faith Based - Very Important
Prefer play based program with educational components, because is most developmentally appropriate.
Caring environment.
latino teacher
I wanted a good place to develop a positive view of school. I was more interested in social growth and creativity and fun.
children.
I want to have a faith based program.
racially - every aspect of diversity.
Working on social interaction skill, not just reading preparation
Fun, exciting learning and exploring program
I wanted an opportunity to meet other moms whose children were the same age as mine, and I wanted to be involved in my children's pre-school experience, so I chose to enroll my children in a co-operative nursery school, which was the best!
Evening child care is difficult to find, and that is what we needed due to our job hours-- we had to go with an au pair
Free Play and time out doors very important
loving staff
Highly-qualified DOES NOT mean 90-hours certification -- it means a BA, BS, or MA in EARLY CHILDHOOD program.
art program, play-focused curriculum
limited hours, fun things to do with same age students, parent involvement priority
your-kid-off-and-run preschool program)
too rigid. I want my children to have an introduction to school that is fun, loving, and that inspires them to see learning as a pleasure.
scary to a small child.
special needs in an integrated setting, especially given the current movement towards providing integrated services. It would also be nice to have onsite therapies available for children who need them, but that is not "very important" - not even to me, as a parent of 2 children with developmental delays.
opportunity to learn good parenting skills from teachers and other parents, Very helpful to observe my child interact with other children.
community is important.
table/desk is EXTREMELY important to us. These are four year olds, who way too soon will be in kindergarten where they do nothing but sit at tables and do worksheets all day (at least in MCPS).
High parental involvement very important -- that's why we chose a co-operative preschool

## 8. Other/Comments: Rating Factors for Choosing Programs

environment. I believe that positive first experiences in the education system can shape a child's view of future education in a very positive way.
interaction.
not sure what child care setting means...
available here in the US. Compared to Europe, it's very disappointing -- expensive and the quality of teaching was quite below what we are used to in Europe.
Mon through Friday - all day!!! 6-6
Many others may rank accessibility by public transportation highly--for me it wasn't an issue.
Both parents work, so child transportation is an issue
weather.
Size of class room is important, also that the staff there speaks and understands written and spoken English.
looked for all of these things.. funny enough, our preschool is NOT accredited.. I see the importance of it....
Food menu. We don't feed our kids any and everything. We prefer to bring our own lunch.
At this age I think a play-based program (non-academic, like e.g. the Creative Curriculum) is the best for the children.
We could not afford the montessori programs. We were able to put our children through preschool and still have them ready for kindergarten by going through our HOA Program.
Recommendations and first-hand experience were also important factors in my choice.
prior to entering K
Qualifications of the staff include their philosophies in raising and disciplining a child, how they interact with the children and their thoughts and values on their role as caregivers.
After care was essential.
I like preschools to have a balance of educational and socializing curriculum i.e. in a 3s program to introduce them to playing in small groups in organized games and make-believe play.
I'm not sure what "child care setting" means
i don't know what "child care setting" means
"Curriculum" should be limited to crafts, active adult-led games, lots of movement, learning songs and fingerplays, etc. I am convinced that the focus on trying to get our children to read and write earlier and earlier robs them of precious time when they should be learning how to be good friends and playmates.
A consideration for child-development based upon attachment parent tenets of compassion, empathy, and bonding (utilitarianism/child-led development) v. authoritarian development.
Focus on encouraging diversity; focus on physical education, too
Staff turnover
have experience with children who have food allergies.
Structured program & variety of activities offered - also very important
our way when commuting from home to work and back. Thus, for us, locations between I-270 and River Road are key. We also need an option for full time care. Half-day preschool programs are logistically impossible for us since both parents work full time.
street is expanding, and all of this may make it more time consuming, frustrating, and stressful for our commute (husband and wife both work at NIH and 2-year old enrolled at NIH daycare)
extended hours. They also had a good number of hours coverage per day. & AM to 6:30 PM. which is great for most of us parents working 8:30 AM to 5:30 PM
I'm a working mom so affordability and hours of operation are my biggest constraint
healthy snack (no trans-fat, no high fructose corn syrup b/c it contaminates with mercury, no sugary soft drink)
safety, social-economic status of the families in that preschool, space/hygiene condition,
Affordability and how much a parent(s) income should never be an issue. This service should be available to ALL 4 year olds unconditionally - regardless of family income.
Since my child will go to mcps for Kindergarten and elementary, I would prefer an environment that, while fun and play centered, prepares my child for the kindergarten curriculum and format.

## 8. Other/Comments: Rating Factors for Choosing Programs

children. I am afraid programs would tell him to clean up or put things away before he is done, or that more active children could not help but accidentally kick his stuff.
I would avoid programs that focus on the alphabet, or on learning what one calls digits ( this isn't really math anyway) in important important foe the success
school curriculum (unfortunately, that provider moved away). My now-3-year-old is in a wonderful center that is accredited by the school system, but it's very expensive.
A balance of caring and educational support is important to me.
class size was VERY important.
this age.
access via public transportation is mandatory for us.
It is/was very important to me that I am/was involved in a cooperative school.
I would like something close to my house but am willing to travel a little more for a really good program.
safe, "warm"/caring environment - very important
I'm assuming that you mean important to me. Because I have a car, accessibility to public transportation isn't a big deal, but of course it's a huge deal for parents without a car (or teachers without a car).
It is also important to note that preschool programs are competitive to get into. I just completed an extensive process of applying to 4 preschools for my 2-year-old and it can be stressful to find the right program.
We were mostly interested in a Jewish pre-school with a quality curriculum and quality staff.
by "special needs" I am actually referring to specific enrichment programs that I am looking for
Happy employees who are treated and paid well is, in our experience, critical to a high-quality child care/school experience.
Space for indoor and outdoor recess activities is very important to me.
structure.
environment.
Bilingual programs (Spanish)
Cleanliness
equipment....included in the decision process.
convenient.
very bad term to use in this survey!!!!
I looked for a "play-based" philosophy, not academic
Access to outdoor/nature environment for play and learning
Socialization program was important
Learn-through play was an important criteria for us.
was all I could afford to send our twins somewhere. A 9-3pm program for two runs \$1,900 per month; this would not have been reasonable for ANY family to pay per month. Hence, the co-op "solution".
learn through play philosophy
play- based curriculum
I like the play-based learning
all studies show that this is the most important type of curriculum for 3 and 4 year and olds. Academics will come at a later date, but just social skills which is what the play based curriculum is developed on is the most IMORTANT question. This questionnaire is not addressing it at all.
Valued learning through playing, not really structured academics.
I don't know what "child care setting" means
The philosophy of the program was extremely important. We wanted a preschool that encouraged children to learn through play and hands-on activities. We also wanted a program that emphasized social and emotional development. Academics (such as learning the alphabet) were not important. Our children were already picking up these things at home.
We wanted a play-based curriculum.
We looked for a loving, nurturing, caring environment that would stimulate and engage our kids.
certain places are feasible logistically.

### 8. Other/Comments: Rating Factors for Choosing Programs

have significant qualifications. I was very interested in my children developing all the classroom and social skills in a supportive and nurturing environment.
home-school collaboration is important
Flexibility in accomodating various schedules.
that has been forced down to Kindergarten.
To be bilingual Spanish/English
I am interested in part-time
Every day care center is different. No all day-cares can meet the important factors. For the good one, you need to pay. The special needs require demands more personnel, knowledge and space

<b>9. Which kind of preschool setting would you prefer for a 4 year-old child?</b>		
<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
Child care center	13.3%	178
Family child care home	1.6%	21
Faith-based program	10.9%	146
Pre-Kindergarten or Head Start program in Montgomery	30.5%	408
Special education class in Montgomery County Public	0.5%	7
Nursery school	18.9%	253
Montessori program	15.9%	212
Stay at home with parent or other family member	1.4%	19
Other (please specify)	6.9%	92
	<i>answered question</i>	<b>1336</b>
	<i>skipped question</i>	<b>129</b>

## 9. Other: Setting Preference

location is not the issue group size is: small ratios one teacher to 7 children, a group size no larger than 14, other days at home.
Not important. Quality of care, professional teacher and stable environment are most critical
Private School
merits of quality, cost and convenience.
academic environment
Jewish school
See above--I prefer one that fits my needs (core curriculum with early drop-off/late-stay), and I currently have that.
pre-K program in a faith-based setting
that may utilize updated educational methods.
Private PreK
We will enroll our child in a faith-based pre-K, however, if public pre-K was available I might take advantage of it.
quality, faith-based program was what I opted for since I wasn't working and had more flexibility. It was nice that I had options to choose from.
It would depend on the child, I wanted to choose 2 but was unable....faith based is important and nursery school setting.
Any setting than cares kids the most and best serves my child's interest.
children.
caring staff
affordable/free for all, I would prefer that. Since that is not currently available to us, our 4 yr old is in a faith-based preschool where he is learning in a class of 16.
Waldorf early childhood or Waldorf inspired (play, outdoors, arts, developmentally appropriate)
school/pre-K at the school -their home school has the program - and I offered to pay; why should my children be denied this service because I work? I certainly pay for it with my taxes!
High quality (developmentally appropriate) with educated, certified teachers. The type of setting matters much less than the quality and type of the educational program my child would receive.
An active and informed parent-participatory model school
A good, quality, affordable preschool
centers, I took my 2 older children to these from ages 2-4, excellent programs. PRC taught parents great ways to get kids ready for school, I'm sorry the county cut back on these Parent resource programs. At age 4 my children (all 3) attended preschool 3 days a week and for 2.5 hours, that seemed to be enough. The rest of the time they were with family, which is always the preferred placement for children, but not necessarily financially or logistically practical for all families.
good fit for our second child, and isn't necessarily a good fit for children in other families with different strengths/weaknesses and needs.
mostly with parent
Co-operative program with MANDATED rotating parental participation
I like what we had at Georgetown Hill
It would depend on the family. A child care center worked very well for mine.
Every family and child has different needs. For us, a parent-participation (co-op) nursery school was ideal.
co-operative accredited nursery school
A program that is half day with emphasis on play and socialization is most important to me
Private school preK
I would like a pre-k program that is the same no matter where we go in the county and I want the option of paying private if we want to also incorporate faith based or through the public schools.
Faith & Academic Based program would be ideal!
emilio reggio inspired with play-based component.
An ideal preschool would be linked to and feed into local public schools. The teachers would have significant teacher training. The curriculum would be age appropriate and involve a lot of play, hands on and physical outlets.
the preferred setting for a 4-year-old is dependent upon the particular child/family situation
Highest quality preschool setting

## 9. Other: Setting Preference

Again, a strong academic emphasis is vitally important regardless of the setting. The main thing is to prepare the child for success in the Kindergarten classroom academically as well as socially.
programs are very excellent/ Faith-based programs/Child care centers/Nursery schools and I guess Special education class in Montgomery County Public Schools.
Parent run, co-op preschool
do not seem prepared enough for kindergarten.
kindergarten. I would have even paid a small fee to do so. We make too much for headstart, but we don't make enough for an expensive program like Montessori.
considered as just one of the "customers."
Child care center that offers a nursery school curriculum
A daycare that has specific learning lessons per day, qualified teachers, ability for parents to participate.
uncertain
child care center, a full time nursery school or pre-kindergarten/head start w/mo co schools would all be fine.
I would prefer a PK school-based program, but only if it was full day and/or had a daycare component to it.
Depends on the needs of the child, one size does not fit all.
Pre-Kindergarten or Child Care Center with educational programs
my husband makes over the limit and we DO NOT qualify for any of these wonderful programs, I would very much like my son to attend affordable pre-school.
PreK/Head Start Preschool programs should be available at many locations throughout Montgomery County Public Schools
I don't want my taxes to go up so much that I can't stay home. My child is obviously thriving from this decision. (He is a good reader as well).
Parents should have setting for their preschool child that they want and can afford.
Cooperative preschool
education class.
All day Pre K class in Montgomery County Public School (certified teachers).
kindergarten when I would rather have my child in a 1/2 day program, yet there is no other public option available and very little private options offered at significant cost. I believe that this is an outcropping of parents who are looking to lower day care costs. Any universal pre-school for four year olds, or younger, should be offered as only an option available for families looking for such programs and not mandated by the county/government as the ONLY choice -- "you must send all four year olds and they must be in programs for x amount of hours." -- many families are in no hurry to see their children in a institutional environment and provide many other benefits to their child by keeping a four year old at home for the greater care. We were disappointed with child care center. My preference is Pre-K combined with family child care home or stay home with parent for a 4-year-old.
In this state? private school pre-k program
Kindergarten
days 3 times/week like 5 hours or so (mine only go 3x half-days/week, as that is what is available, and other options are only 5 days/week full-day which is not what i want), as I found my children are more than ready for learning but the teaching is very limited in the preschools i've chosen.
Nursery or Montgomery County. It would depend on how the Montgomery County Public Schools program was designed and compared with traditional nursery school programs.
Jewish nursery school
Nursery school with a sound, child-focused developmental curriculum and philosophy-not just babysitting or daycare.
preschool with extended care options
I would like to see a Montessori Language Immersion Program. There are montessori programs and language immersion programs but there are no programs offered in the public system that do both at the preschool level in Montgomery County.
The PEP Piolt program is great for our 3 years old but does not offer 4 old years program in our area. So, I will have to find some where else to send our child for the 4 years old preschool program.
Ideally, something free or very inexpensive which includes a Jewish education and secular/academic education.
necessarily MCPS.

**9. Other: Setting Preference**

these kinds of schools.
I prefer a center-based program where my four year old already knows the teachers and the routine. For #4 I prefer a 3-6 hour program day but need a 7-12 hour day because of work.
was fine in family day care.
focused on play -- not too academic.
Though my child is enrolled in Montessori, I would certainly consider a faith based program based on all the above criteria.
structure and guidance. We are happy with faith based but this is not a requirement and can be a seperate part of our children's education. Independence is good, but I don't know enough about the Montessori way to decide offhand. We couldn't afford any so I stopped researching it. We liked Goddard but not anywhere near our budget and closer would be
A play-based, developmentally-appropriate preschool program that develops the whole child: socially and develops all skills through hands-on, NOT SITTING IN A CHAIR learning. Play-based with rich, hands-on experiences. NOT SITTING AND LEARNING ABCs and NUMBERS. Don't bring Kindergarten down to the PRE-K level!!!!!!
Play-based, nature-oriented preschool
play based
jurisdiction of MCPS, but not academically based with standards and report cards. It should be a wholistic child oriented method: e.g. Reggio Emillia or Montessori or Waldorf.
Cooperative nursery school
have a morning school experience, and I very much wanted to be involved. (My children needed quiet time, and unstructured activities in the afternoon).
Co-op
discovery learning or IB
I prefer a Cooperative Nursery School program, where parent involvement is important and encouraged
Any of these would work. It depends on staff and environment.
Bilingual program English/Spanish

<b>10. What length of program would you prefer for a 4 year-old child?</b>		
	<b>Response Frequency</b>	<b>Response Count</b>
<b>Answer Options</b>		
2-3 hours		200
3-6 hours	54.3%	717
7-12 hours	30.6%	409
	<i>answered question</i>	<b>1326</b>
	<i>skipped question</i>	<b>139</b>

**11. Please rank the following qualities that you would associate with a highly qualified preschool teacher of 4 year-old children?**

<b>Answer Options</b>	<b>Not Relevant</b>	<b>Some what relevant</b>	<b>Highly relevant</b>	<b>Definitive</b>	<b>Rating Average</b>	<b>Response Count</b>
Has significant experience working with young children	5	40	432	849	3.60	1326
Has a college degree	39	316	493	470	3.06	1318
Has a college degree in Early Childhood education	48	338	531	419	3.01	1326
Holds certification by MSDE	76	275	466	498	3.05	1315
Other (please specify additional criteria and degree of relevance)/Comments						130
					<b><i>answered question</i></b>	<b>1331</b>
					<b><i>skipped question</i></b>	<b>134</b>

## 11. Other/Comments: Qualities of Highly Qualified Teacher

You could have the education but not the experience
personality and skill- (not really measurable, either they have it or they don't)
active, enthusiastic, professional, takes my child's care to heart
continuing education for all teachers and staff;
This is preschool not SCHOOL
compassion, understanding and dedication - and really liking children- a person will not do a good job and is not qualified to care for children. It's not just a matter of having head knowledge. Children learn by exploring and doing. We steal our children's childhood when we place too much emphasis on certain types of learning. Unfortunately some of what is really normal healthy behavior is not acceptable in certain settings. Children need outdoor play, they need to move around, they
A place where I know my child/ren will be respected, loved, and care from the people that take care of them
clearly relate to kids at that age is a must!
Jewish
Also the Director must be qualified
Knowledge of child development, patience, maturity and responsibility.
As long as the program director has the appropriate experience and credentials, and the staff is competent, level of education of the staff is less relevant than some education combined with either experience or a love of educating small children.
Attitudes toward work is positive. Excited about kids.
Has her/his own children.
not so into a religion.
Pleasant, stable, friendly person
I don't think plain college degree or other certifications would qualify a teacher better. Things like how he or she interacts with the children and if he or she has a caring heart matter the most.
Makes my child feel loved and accepted for who he is.
Personality, experience, creativity, enthusiasm, attention to individuals -- these all matter more than formal certification.
It must be a person has the personality which like to get along with children in a long hour.
age nurturing
Substantial training in early childhood ed could substitute for college degree in early childhood ed.
opinions or information. What I want is someone competent and caring who can teach in a group setting with good educational skills - this person need not necessarily have significant experience, as new teachers are terrific, and need not have a college degree and certainly not a college degree in early childhood ed, as sometimes experiential learning is far better
I think when people work with preschool children it is not as important what education they have but how they relate to the kids and how they make the kids feel about themselves.
The most important thing is experience working with children, and lots of patience. I would like to make sure the person is thoroughly evaluated to make sure they are both safe and kind with children. There should be extensive
That they _enjoy_ working with young children and have patience.
That they allow children to learn in a variety of different ways.
or has several years of experience with children ages 2-4 years old
areas of expertise; life experiences as well
understands the emotional needs of preschool; while some educational needs are important, paying attention to the child's social and emotional development at this age is far more important to me.
"college degree" could be an AA, not necessarily a BA
understands early childhood development and social emotional development.
Play-based curriculum with games, songs, etc. (much too young to sit at desks and write).
teacher has knowledge of NAEYC criteria/standards.
NOT 90-hour OCC qualifications
combination of skills, experience and education. Not necessarily all one or another
kind person familiar with child's real requirements rather than forced development of reading or math skills
Experience is the most important, the other items are not
background check

## 11. Other/Comments: Qualities of Highly Qualified Teacher

want to see the children succeed in everything they do and not just provide a babysitting service, but a mind preparation service for the children and the parents.
I think that people working with kids need to understand them and their developmental stages. I also think people working with little ones need patience and an ability to meet children where they are.
I feel anyone who holds the CDA or 90-hour course would be qualified to teach 4 year olds.
Genuinely enjoys working with children (can only be determined through observation).
A degree would be nice but if cost prohibitive not as important.
Personality and the ability to relate to the whole child and not just the academic concerns.
children's learning.
REALLY LOVES KIDS, has lots of patience, prefers to work with parents
BEST Of the BEST.
Has opportunities for continuing education. Is in an environment where teachers attend conferences and is supported by a director who does have a college degree and a degree in early childhood education.
The curriculum should be developmentally appropriate, according to NAEYC. I'm appalled at what's happened to kindergarten in this state, I wouldn't want the same thing to happen to Pre-K and early childhood programs.
Clean criminal record - definitive
patient, kind, understanding, energetic, creative, excellent communication skills, no criminal background all definitive soft and kind personality
Loving, nurturing, patient are high on my list.
have that could cause them difficulty in a larger classroom: i.e. holding a writing utensil, speaking in turn, identifying letters and sounds of the alphabet, counting to 20 or more, etc.
Should be pursuing opportunities for continuing education in Early Childhood education
on their levels/ someone whom is very patience, understanding and or very calm. A college degree or a certificate and or significant experiences working with young children is/should be very important--Highly relevant or Definitive but is a person doesn't have it shouldn't necessarily be ruled-singled out and he/she may/may not have other qualities that could be beneficials to very young children.
Background check
experience with special needs, cpr and first aid trained, team of teachers, etc.
Has a demonstrated commitment to and interest in working with young children to prepare them for Kinderharten success.
Experience with young children is most important, someone with an ECE degree and no experience would not be as good as someone with 5 plus years working with young children.
Must like working with children. Many people in childcare do not. It is essential that the person likes kids and maybe even has some of their own and can personally understand the experience.
very important and how they interact with the children to help them learn to play and interact in a way that matches my values.
periodically.
Is warm and loving.
training
Participates in regluar professional development of some kind.
important thing.
*excellent* teachers and much better than other people who have some/all of those qualifications. however, to call them "highly qualified" i agree that it would be nice if they had all of those 4 things.
Has a warm engaging personality; is gentle but firm; knows how to redirect kids' energies to avoid full-blown conflicts
If no college degree, child care certification and training is essential. Should be provided Continuous training.
A consistent warm and supportive demeanor among the teaching staff is critical for children in their first group setting.
quality.
What it really turned out to be was supervised daycare. I would not want another parent to have to deal with that. I would expect a premium placed on learning and development.

## 11. Other/Comments: Qualities of Highly Qualified Teacher

Dedication to teaching, love of children, understanding of childhood development, sensitivity to family needs and situations
-criminal background checking, definitive
-physical and mental health checking, definitive
prints should be a definite!
Not being put in with highly disruptive children is far more important than the qualifications of the teacher. All children suffer when a teacher needs to reprimand or give time-outs to certain children.
college degree is required. We've found that the most successful preschool teachers are those with the personality suited for the work. An extremely well educated preschool teacher wont succeed unless he or she is personally suited for the job. So, the "soft science" part of the qualifications is also extremely important.
Background screening
experience and training can be equivalent to a degree in ECE for a mcps teacher; a degree in education would be most important. A degree in education or related field would be a "nice to have" for a private pre-k.)
Clean criminal background.
If the county is going to offer the program, then the teacher should be the best you can get
be working. Of course, criminal background checks should be a prerequisite. There should be a continuing education component to any newly certified or renewing teacher, about half moderated forum setting, about half didactic.
Montessori accredited
If Montessori, AMI certification.
training in early childhood education classes.
continuing education in child psychology & conflict resolution
Teachers who receive a high level of teacher training for their work is more important than the actual degree they hold.
around children. I think that if the curriculum is already established by the school the teachers will learn it and or adapt it to suit the needs of their kids.
I would only want the best - education base starts in these formative years
obviously, kind, caring, and knows CPR
Takes part in continuing education
Ability to communicate well with other teachers, parents, and administrators "highly relevant"
students working on early childhood ed degrees.
Is certified in child development
CPR Certified
most important.
Actually likes children. Is warm and responsive, listens and watches children when they talk. Can think 'out of the box.'
Loves children!!!
Approval and evaluation from OCC would be definitive for me.
Warmth of emotion is very important with young children. I would rate the friendliness and approachability of a teacher very highly, as well as their ability to communicate efficiently and effectively with parents.
Personality and ability to learn how to teach a 4 year old. Relating to a 4 year old. Patience.
Loves teaching children also relevant and impt.
development is nice but not definitive. Other speciality programs such as Montessori has their own training programs which are very relevant to their settings.
someone who speaks english well and has proper grammer/speaking skills
a good teacher benefits from training, but a good nursery school teacher has some innate qualities that cannot be taught
n/A
Has been observed in a classroom and demonstrates the necessary skills
Excellent professional references -- Definitive
Teachers should have extensive hands-on experience working with the age group and exposed to developmentally-appropriate practices. Logging hours of experience is much more important than classroom certifications. our preschool teachers all have 18+ years of experience and take workshops and read much literature of current trends and practices

## 11. Other/Comments: Qualities of Highly Qualified Teacher

patient? Is the teacher "burned out" /not paying attention to the kids? Do the teachers have the physical stamina to keep up with 4 year olds?
Years of experience are most important
early childhood learning. If you donot have this quality, your chance trying to educate the young children will not be good. We ask for "CARE" before you lay your heart there to teach the children, and most often if the child feels cared, loved, he/she will be out there thriving, and learning will happen naturally.
patience
pre-school children without having a college degree in Early Childhood Education. Just having a college degree doesn't really mean much.
Back ground check
Has an engaging style of teaching that helps children feel comfortable and enjoy learning.
Highly relevant: regardless of education level, has opportunities and encouragement for continued education
Has Experience with Nonviolent Communication
have a certificate by the MD Department of Education. I believe their experience has as much or more value as a freshly-minted, certificate holding, 22yr old that has not had significant experience with 4 yr olds.
Also highly important: first-aid trained, CPR certification, background checked
Has excellent behavior management skills and a solid understanding of child development.
I also look for other types of experience and expertise -- art, music, language, literacy, math, science, etc. Ideally, a program would include many teachers who have different specialties to make the program rich and fun.
education.
Cheerful and caring demeanor
members of a staff have the same level of education; experience working with children can be much more helpful than a specific educational degree.
are adequate. A teacher can be certified in another area, and have taken the 90-Hour ECE course, which allows her to teach pre-school aged children. So then I interviewed the school, the teacher, etc. and made my decision as to where to enroll my children from all I learned about each school.
communication skills, and high emotional intelligence.
Kindness and patience
The teacher must be highly qualified, to teach small children because they need a good beginning (stimulus, knowledge, etc.); to support the academic advancement of the students.
Of course that the participation and collaboration of the parents complement this job.
Experience to be comprehensive and lovely.

**12. What services for the child or family should be part of a universal preschool program?**

<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
Developmental screening for children	81.2%	1052
Children's health, mental health and nutrition services	62.3%	807
Bilingual educational services for children	46.3%	600
Special education services -- PLEASE SPECIFY IN COMMENTS	17.6%	228
Home visiting family support services	16.2%	210
Parenting classes	34.7%	450
English language classes for parents	16.6%	215
Parental involvement opportunities	77.0%	998
Social service support (income supports, etc.)	28.0%	363
Other / Comment	16.0%	207
	<b><i>answered question</i></b>	<b>1296</b>
	<b><i>skipped question</i></b>	<b>169</b>

## 12. Other/Comments: Services for Children and Families

should provide supports for bilingual children but not bilingual instruction. Children are able to learn english rapidly at the pre-k level and their kindergarten learning will be greatly supported by a year of instruction in english prior to entering the public school setting.
to be accessible to at-risk populations
This is where intervention should begin, or continue, if previously enrolled with Infant and Toddler or PEP.
Access to qualified counselors and programs
speech and language, social and emotional services for the child and parents
to address the needs of special needs families
Speech and language delays, some behavioral delays, some sensory integration, mild to moderate spectrum disorders to those children, like PEP
education center to parents on how to get help.
Special education services for special needs children & their parents / guardian.
Programs should integrate pre-school special education services
I don't want my taxes used for this.
etc).
universal preschool should always be voluntary and should be based on what is developmentally appropriate for the child, not what is convenient for parents (i.e. cheaper than a babysitter/daycare) or good for the school system.
high enough.
Enhanced staffing for special needs students, speech, pt, ot
enrichment program such as art and music classes for parents and their children. Science "club" outdoor activities
Teach kids a foreign language
If in MCPS, then same services provided to K-12 students/families.
Accessibility to services such as Physical Therapy, Speech Therapy, and Occupational Therapy.
school.
My twin boys were both born premature. Right now they are both healthy but have noticeably different strengths. Ideally, it would be better to have them screened for learning disabilities before they start kindergarten.
I think all day preschool is hard on kids. Though I know lower income kids maybe need this to catch up?
Socially is hard because they institutionalized too young. Young children need time with their parents, family, and they need down time to interact with friends. This seems to be a privilege of the middle and upper classes
I object to this question and the answers!!
Is Montgomery County planning on engaging in Social Engineering as part of it's curriculum?!?!
speech, behavior
If it is to be universal, many of these things are necessary, but not necessarily for me and my family.
be able to understand red flags in terms of developmental delays
Developmental screening would be good for all kids to make sure he or she has the services they need.
already know how to read.
motor skill problems, speech/articulation issues/delays, developmental delays, in addition to ADHD and Autism spectrum disorders
early intervention for children with learning disabilities or other challenges would be a main concern, because the earlier the intervention, the more help can be provided to the child.
None. There shouldn't be a universal preschool program. Why take money from low-income families, in order to create a universal entitlement available to wealthy families? Universal preschool is a regressive idea.
supports
Children should be challenged by the activities
side social-emotional issues.
Ideally, it would be an extension of the neighborhood school's qualities (but yes, we know, funding is tight).
I do not have children with special needs however i believe in inclusion and think it is important for my children to attend a school where all children are welcomed regardless of their ability.
follow the standards that MCPS has for school age children, and extend it to pre-school

## 12. Other/Comments: Services for Children and Families

Opportunities for parents themselves to develop reading/math skills.
Speech support
One of my children required speech therapy when he was four years old, and he had to go outside his preschool to receive speech therapy from the school system. It would have been nice to have the speech therapy at his preschool.
propose to create universal pre-k AND support the enrichment and individualized learning required in early childhood, especially since both the State and the County require only minimal training for early childhood providers?
free outdoor play, exercise, healthy snacks, creative play.
universal preschool program is implemented. There are far too many children with special needs who are failing to receive the services they deserve (or even the same services afforded to typically-developing children).
school system
Coordination with MCITP
Pre- and after-school program
disabilities.
program would need all kinds of support services.
be at. I'd rather the money be spent to ensure those schools are the best they can be before expanding to this preschool program.
I do not believe the county should fund a universal pre-school program.
Aides for children of Autism
None of these things are relevant to our family, although all of these are great initiatives. If this takes money away from the rest of the school system & increases class size for K-12, I don't think it's worth it.
Education for the Children -fundamentals for math and reading
preschool classroom or in a room within the same building if pull-out services are necessary. While some of the additional services listed above would be nice, I don't think that they should be a priority because of the expense.
many children we have referred to Child Find over the years because we can see that there is something not right, only to be told that "there is no problem," but later, when the children are in elementary school, it turns out that they do need all kinds of special ed services. The nursery school teachers are the early warning system for many of these children who later require special attention, but Child Find does not seem to be set up to take our concerns seriously. Daily interaction with children beats a couple of quick diagnostic tests every time. If universal preschool becomes a reality, it must be constructed in such a beneficial for both the "normally" developing children and those who have challenges. My children benefited greatly from attending pre-schools that had special education supports.
Any child who is in need should be able to receive speech, PT, OT, or ESOL as they can later i their education.
should not be limited to low income families only
observe the child and make recommendations (tools for the teacher to help the child be successful, tools for the parents, and prehaps referrals to mental health, OT, social skills, etc. as necessary).
special ed teachers included in such programs
itinerrant services for speech, ot, pt, etc.
the world; and since we're so concerned @ what the world thinks (and I'm not) but in no other country are they so accommodating. I want the \$ to go the education of MY children. They are MY tax dollars; not to educate someone's parents. IF I want to further my education;whether it be language (which I would LOVE to study) or any other course; I must incur a cost to do so! How dare you suggest that my tax dollars go towards this!
OT,PT,Speech
It would be ideal to have inclusion programs.
Speech, behavioral control, particular gifted signals and what to look for, etc.
I don't believe a universal preschool program is warranted.
for those parents who have learning issue with there child and this would be there first experience in a school atmosphere
Field trips, music instruction, art instruction, science instruction, physical education
Special Needs services...physical, occupational and speech therapy
Speech, anything needed to help the child succeed
be neurotypical, not half and half.

## 12. Other/Comments: Services for Children and Families

accelerated program for all the children that are needed .
doesn't have to provide all of this.
Behavior Management
Speech therapy, Physical therapy, and occupational therapy for kids
GT Programs
speech & Language services, PT services, OT services,
relevant to the needs of an individual child
he/she starts school(kindergarten). Home visiting family support services should be up to the parents whether or not they wants it. The same thing apply to Parenting Classes.
available, although not necessarily at each location.
be in place for successful inclusion
Priority 1: Children's health, Developmental screening, Parental involvement opportunities
Priority 2: Parenting classes, Special education (advanced, standard and remedial programs)
Priority 3: Bilingual education, English classes for parents, Home visiting family support, Social service support
Help for disabled students
Child Find services
inclusive- special needs of different kind
Speech services in a preschool setting would have been very beneficial to my child.
Special Education services: help with insurance, testing, transition to kindergarten help, etc.
Not understanding these for a preschool program for an overall 4 year old
All of these services would be ideal as part of a comprehensive program, but the absence of any of them should not prevent the establishment of a universal preschool/nursery school program.
going blind in her right eye and they caught it doing a screening at age 4yr. We were able to get her to a ped opth right away and start treatment. Screenings are invaluable.
If needed, provide ANY and ALL sp.ed. services to better prepare them for school
incorporate those into the home
Some special classes like arts, music, etc..
Availability of therapy- ex. PT, OT and Speech
Special ed- side by side and then eventually inclusive preschool options like speech and language programs, or PT.
I don't believe a universal preschool program is best for 4 year olds. Sounds too much like school.
Accesibility for children with physical challenges is needed.
Outside organization coming in to run classes i.e. language or sports
Speech and Sensory
IF needed, would want available classes that apply to special need.
What is universal child care? I don't like the idea.
preschoolers.
Speech and occupational services
In terms of special ed, these would depend on needs of the child - such that any child who would be appropriate for MoCo public schools would be able to participate in preschool.
These are all great, but providing universal preschool would be enough. The rest would be extra.
school nurse or heatlh aide
of kids living in poverty.
speech/language therapy, occupational therapy
accommodations for special needs including learning disabilities, physical disabilities, etc.
Speech services
As an educator, I know the importance of providing services to children with special needs.
Language therapy, occupation therapy, social skill development
emotional, etc)
Most of the above should be addressed via family services, not through preschool program

## 12. Other/Comments: Services for Children and Families

provided to assist the child along with his/her parents to address the problem and establish a plan of dealing with the issue educationally.
Sped: specifically language enrichment services and gross motor/fine motor development.
It would be wonderful if the food wasn't horrible!
Speech and OT specialists.
My son has been provided with the county's speech development therapy and i will be eternally grateful for it.
chinese-english
Speech and other developmental therapies
Services for the mentally disabled with extreme regulation by the county/state. This program exist in DC
OT and speech language should be available for those children who need it.
POST SCREENING SERVICES FOR CHILDREN WITH DEVELOPMENTAL ISSUES I.E (A.D.D.)
None -- parents take care of children until kindergarten
Do not support universal preschool program.
Early intervention speech, OT, PT as needed.
ed preschool classes if needed
Rules against dyes , sodium benzoates, and additives that dirupt behaviour; asking parents not to use same at home.
should be mandatory. It does not necessarily have to be during school hours. The preschool program should not be treated as day-care or babysitting for parents.
Do not believe that Montgomery County should pay for universal preschool.
I think these all should be provided - I just don't personally need them.
As you can see, I believe preschool programs are very important to the healthy development of children as future students.
typical peers
Speech Language services, Occupational Therapy, Severe Disabilities
If its a universal program, they should try to take care of the population. Things like ADD or dyslexia, poor eye sight/hearing, different starting off stages with skills (speaking English), etc.
Neither of our children are special needs students, but if the county chooses to offer universal preschool, they should make sure that families with special needs children are also included, just as they are in kindergarten.
If the child needed these services
any services that are applicable for that child. If they need OT, they should get OT or speech, etc. This will give the child the ability to be ready for Kindergarten and successful in school.
Speech pathology
taught by certified special educator; smaller class ratio
behavioral guidance/therapy to prepare for 5-yr kindergarten
grades
constant screenings to identify early educational developmental concerns, resources and support for any educational developmental concerns, a knowledgeable contact person (parent representative) to assist with any educational concerns
If development screening indicates areas of concern they should be addressed.
early access for families w/ special needs kids and screenings for them
should be given services to help them adjust.
no idea what a universal preschool program is
highly gifted children should be recognized early to give them a chance to get the most out of their public education
My first question is how will universal preschool be paid for? If it involves increasing taxes, I'm not for it.
Special education services would be nice for children who need them.
Special services in the sense that every child should have the opportunity to attend.
Outdoor time (playground, or a walk, etc.; circle time; storytime; etc.
at that age with no problem). As for native English speaking children, bilingual education is a nice perk, but probably not affordable in this economy.
If it's universal, there have to be services in place for children who need "SPED."
At this stage of our county's economy, I am highly opposed to a universal preschool funded by the county

## 12. Other/Comments: Services for Children and Families

Gifted child programs
Therapies as deemed necessary by specialist- Physical therapy, occupational, speech etc
Special education services available as needed for children as needs are identified
All of these things would be nice to have
Services for advanced children - gifted and talented.
such as mine.
children.
i would love a biligual program. my daughter is currently in a home-based spanish speaking daycare. i'd really like to put her in a proper preschool next year but i want her to continue speaking spanish as she doesn't at home.
these components are extremely important. The more we're able to support young children and their families at the beginning of life, the better outcomes we'll have not just for them, but for our community, community safety, and quality of life. The more resources we afford young children and their families in the earliest part of their lives, the less resources we'll need to expend later in more expensive services to help children and their families succeed. Prevention pays!
OT, PT and Speech service just case someone has child who may need these service before going into Kindergarten.
SLP, PT
aides or other assistance needed to include children with special needs
Assistance in physical and speach therapy for children who may lag developmentally.
special education services that are similar to those currently available to parents
Early intervention for cases such as Asperger's
Children with special needs deserve a quality and free education, too. I would say that any support systems they need in place at school (special materials, assistants, etc.) should be in place for these individual children.
needs children.
be provided. Other social services can be accessed through the county although it could be helpful to many families to have services provided in the elementary school. I don't think there should be a distinction between services provided for 4 year olds and services provided for older children.
Attendance should still be optional at this age and not a requirement.
It all sounds good but I selected what was most important toi our needs. We love the Montg.Co Infants and Toddlers resource and would fully support something thar led with those interests.
Any needed special education services...
experience and expertise dealing with food allergies
Appropriate services for children with learning disabilities
In a perfect world, all of these things would be available. However, in the real world, especially the real world as it now exists with finances exceedingly tight, most of these things can not be offered. The director of any school, however, should be trained so s/he can recognize issues with children/families and at a minimum refer them to services outside the school.
<b>FOR KIDS WHO NEED MORE ATTENTION OR WITH ANY DISABILITIES</b>
Nothing more, nothing less.
such services. Well-off jurisdictions do not need the added expense. ALL schools should have access to developmental screenings for children -- they are ESSENTIAL
have all of these, but as a bare minimum, the food served for meals should be health and top-quality, all children should have English education that suits their level, and basic developmental/health screening tests, like hearing screening, should take place.
Speech, occupational therapy and physical therapy support for those children at risk
Testing and intervention services should be available
Part of the development screen and follow-up - sensory issues, Asperger Syndrome, etc.
children to separate from their parent(s) and have a positive first experience away from home. Children with special emotional needs, who are disruptive or who hit, bite, etc. should be separated from a regular preschool environment until their behavior is appropriate and non-threatening to others. Children with special needs that are physical in nature (cerebral preschool. It was a valued service.
components?

## 12. Other/Comments: Services for Children and Families

Language education.
Parenting classes and parental involvement should be a priority.
a head start for early parenting skills classes and co-oping experiences. They can see the necessity of parent involvement in his/her child's education can change the future for all members of the family.
Some of these services, such as children's health, English classes, and parent support services could be provided through other programs that work in cooperation with the universal preschool program.
OT, PT and Speech Therapy
available, and parents should be able to choose according to their needs. My children had no need of bilingual education services, for example, although I think it would be very important for some other families.
education curriculum; language introduction (spanish, chinese, etc), pre-reading, math (pattern work etc)
universal preschool program would either provide the needed services or provide information on affordable, quality resources for the needed services.
the parents get help for their child the better the child will do. But, that means the parents may need help in realizing that their child needs services. Being involved in a cooperative I learned what was normal developmentally appropriate behavior, and could recognize behavior that wasn't. It's very difficult to be objective about one's own child, but as a parent we have to be our child's adovate. So I think a pre-school must provide full support, for the entire family. We have so many folks who come from other parts of the world living here, with very different cultural values, experiences and expectations. If there is
If a child needs services, she/he should be able to obtain them during the day. Their days are long enough without having to attend specialized therapy - ie OT - outside of school hours.
before and aftercare, nurturing environment with ample time to learn and to play
handicaps
Speech/occupational therapy as needed.
Programs/classes should be inclusive of children with special needs when possible.
It is important for children's disabilities.
learning or to prevent the problems of learning.

**13. If your child has been in a preschool or child care program, how did you find out about it?**

<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
Word of mouth (e.g., family, friends, neighbors, etc.)	71.3%	895
Family event	1.3%	16
Advertisement (e.g., flyer, parent magazine, etc.)	12.9%	162
LOCATE: Child Care services of the MCCR&RC	15.1%	189
Other child care locator agency	3.8%	48
Church or place of worship	13.4%	168
Other (please specify)	16.8%	211
	<b><i>answered question</i></b>	<b>1255</b>
	<b><i>skipped question</i></b>	<b>210</b>

13. Other: How Did You Find Out About Child Care?

I work at the center
Looked up Montessori programs on the web.
Social Services through Georgetown University Hospital NICU
Resource and Referral services at my work
My children have been in a couple of different settings. One of the best was in someone's basement. She did a small pre school with a few boys. It was just a couple of hours a day 3 days a week, but it was wonderful. He learned a lot of things- practiced many skills - social, fine motor, did science experiments, etc. It helped prepare him to love school and learning.
our own family day care.
Once again, I never used a daycare other than my own
I investigated options in my area by visiting centers and checking on the internet.
care provider.
workplace information
Employee Sponsored Program
It's in my neighborhood.
My wife and I are licensed family child care providers.
place of mother's employment
Visible sign on property
Internet
Did research and visited schools
DC Urban Moms
Internet Research
searched on internet for nearby montessori schools
driving my in my neighborhood and community
Internet
internet research
phone book. These days folks look on the web
My child is not in a program.
private center via world of mouth; MCPS pre-K program at local ES known throughout neighborhood
web
Preschool fair
internet
internet
Through the Internet
Was available at work
Internet (search engine)
Internet
Internet
Yellow pages
literally our only option. The facility was ok but my daughter's cousins, who live in DC, attended preschool and are ahead in reading and in math.
Internet
YMCA
Extensive internet search and listservs to which I belong.
NAEYC certified
Preschool Fair
Montgomery County Infants and Toddlers program (down county) Graduated at 3 and received an IEP.
Drove by
NAEYC web site
It is at our local community center which we are members of.

13. Other: How Did You Find Out About Child Care?

I work part-time at the facility
Went there myself.
education consultant
Phone book
Infants and Toddlers then transitioned into PEP
I work for a non-profit childcare organization. My children attended one of their programs.
Locate Child Care through Military Facility Referral
close to job
Naeyc website
already knew about it.
Phonebook
I researched several preschools throughout the county, visited them, spoke to administrators, viewed classes in session, and talked to parents who had children enrolled before making a decision.
Internet
Workplace Provider
I live very close to the school.
with me. I apply for a child-care voucher.
internet search for daycare providers near my office
Accrediting bodies
I did a Web search for Montessori Schools in the area.
local listserv
Internet, street signs
Due to income requirements, the Montgomery County program was not available to me. When contacted, the county office responsible for the pre-school program had NO information for someone like me, so I did my own research.
I worked there
Through workplace
Internet research.
In my neighborhood attached to the Elementary school nearby.
Internet
It is a preschool program through the Montgomery Village HOA. I got rave reviews from parents that had already put their children through the program. The teachers are very loving and the kids learn everything they need for kindergarten.
I work at a Preschool.
Child care facility was located at my work (NIST)
Conducted my own search
Federal agencies Child Care program
work-based center
Infants and Toddler Program
Children.)
Saw signs when driving past the facility.
the BEST facility of available options.
Internet searches
We found our present child care center right near another one we were visiting (which we did not like)
I am stay at home mom so my child with me at home.
Onsite location of employment
"A Parent in Silver Spring" (blog) preschool fair
pre-school fair
Google search
search for child care near work.
my child isn't in yet, but we've applied and the above is how we found out about it.

### 13. Other: How Did You Find Out About Child Care?

internet and phone book
not applicable at this time
searched the internet
We were aware of it because of its proximity to our home.
employer associated daycare center
web site
work-sponsored care
It's in my neighborhood.
I work for the government and they offer daycare
work
The daycare center is at my place of work.
Work
NIH referral service, NIH preschools.
NAEYC accreditation website
My own search
drive by and visited the facility in person
work for a child care company
I was an intern when I was in high school.
Internet
Information services from Employer
NIH website
NIH employee services program
childhood development providers.
Non-profit organization networking.
through my employment (NIH)
it's the only facility available
parent 's e-mail group
child care center sponsored by employer (federal agency)
Saw the sign while driving.
My child has not yet been in preschool, but it seems the #1 way people find out about the more popular places (those that are less expensive and offer greater scheduling flexibility) is by word of mouth.
The National Institutes of Health
Through work, since my child is in a work affiliated child care program
co op nursery school list
did not find one
Child was in MCPS preschool program for students with disabilities
internet
MoCo Infants and Toddlers program
Internet Search
I did the majority of my research online
My own research and then visiting the school to find the right fit
Husband is a Montessori primary teacher. Our daughter goes where he teaches.
MCPS Pre-K info from MCPS web site.
Work
children!
N/A.
WORK
Phone book.
Internet

### 13. Other: How Did You Find Out About Child Care?

already in the Infants & Toddlers program, no staff member or therapist ever mentioned the program to us that was ultimately appropriate for our child. It was solely through parental 'word of mouth' that we found it. We passed along the information to other parents as well, and they had the same experience--only finding the program through word of mouth. (As a note, this
parenting list-serv at work
Searching on Internet
NIH WorkLife Center
website
work place based
DCUM, Washington Parent Magazine
Reference through Montgomery Conty Infants and Toddlers program.
Searching yellow pages, internet, etc..
Internet - Google
Ours is a child care center, but we found it through NAEYC's list of accredited centers.
Parenting listserv (i.e. Takoma Park listserv, DC Urban Moms)
Mom's groups
My place of work has a child care center.
Local mothers listservs
Work-based child care center
Infants and toddlers
web searches
my employer
Internet search close to my home.
through my employer
visited 27 schools around the area.
i found her current daycare provider via her website.
Online search
neighborhood listserv
affiliated with my work
specifically researched jewish based preschool programs that were accredited and visited several before deciding.
Preschool booklet published by Montgomery County Parents of Multiples
MCPOM website
web search
Work affiliated
friend
A Parent in Silver Spring blog
Research online
N/A
Location - we drive by it frequently when visiting grandparents who care for our young children.
My baby is only 5 mos
I worked briefly for his center when I was in college.
Internet
Potomac Pediatruc for the speech,neighbor for the Mother's Day Out
Montgomery County Infants & Toddlers Program!
Email listserves, playgroups, local festivals,
neighborhood advertisement
not in preschool yet
Montgomery County parents of multiples preschool booklet.
State of Maryland accredited Preschool/Nursery School database
center at work

13. Other: How Did You Find Out About Child Care?

One was just around the corner from our home and the other was in my office building.
internet search
Looked through the phone book and called, visited facility and spoke with teachers, etc.
Ours is a workplace child care center.
Each of my three children attended the day care center that was sponsored by, and located in, the federal agency for which I work. The day care center is well publicized and well-supported by the agency.
child care program affiliated with workplace
infants and toddlers
Internet
Listserv of the community serving our elementary school; e.g Woodnet
internet
Info in the local library.
through my work
NIH child care locator
Phone book. Today I would "google it" or attend a pre-school fair.
of the day. I was limited to the centers around the school due to bussing reasons. Luckily there were a number of very high quality programs near the school providing the special education services.
internet website
In the child care center where my child attended day care before preschool.
location for one, carnival/fair for one
N/A My children stayed home with a family member.
DCUM
My child has never been
Websearch
Someone recommend.
I simply saw the name of the school.
I did my investigation looking on the Web through the internet and asking orientation to professionals in the field of education
In the Family Centers

<b>14. Race and Ethnicity of family members: (check all that apply)</b>		
<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
White	77.1%	1013
African American or Black	8.7%	115
Hispanic or Latino	12.9%	169
Asian	14.7%	193
American Indian or Alaskan Native	1.2%	16
Pacific Islander or Native Hawaiian	1.0%	13
Other (please specify)		39
	<i>answered question</i>	<b>1314</b>
	<i>skipped question</i>	<b>151</b>

#### 14. Other: Race and Ethnicity

Algeria
iii
Caribbean
no comment
Arab
mixed race
South Asian/Indian
I find this question offensive and do not see how our race or ethnicity has any bearing on the quality of education being offered - all children deserve a high quality education, no matter race, religion, etc.
White and Asian
All of the above
should make a difference.
Human
Dual nationality (American - Belgian)
Latin American
White Hispanic
Caribbean
white, european
We are originally from India
Central American Indian (Mayan)
Middle Eastern
We are from Spain (so we are latinos), our race is white. This question is consistently wrong in the way it is asked in most surveys, it should be corrected. Latino is no a race it is a culture, latinos come in every color too.
I am latino mother, my husband is Russian.
Indian
4 year old - 1/2 white and 1/2 african american
multiracial.
how is this relative?
mixed "race"
South Asian
Asian/caucasian mix
native american
Mixed Caucasian and African American
My foster son is mixed race: white/latino, all other family members are white.
My children are a mix between Latino (Mexican) and Asian (Sri Lankan).
Mixed children caucasian and hispanic.
We speak spanish, portuguese and english in our home
Brazilian-Guyanese American
Whaite, Asian
Jewish
Persian, Latin American, American

<b>15. What language(s) do you speak at home?</b>		
<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
English	91.3%	1202
American Sign Language	0.2%	3
Amharic	0.1%	1
Arabic	0.7%	9
Armenian	0.1%	1
Bengali	0.2%	2
Bulgarian	0.1%	1
Chinese	3.7%	49
Cicewa	0.1%	1
Creole/Krio	0.2%	2
Dutch	0.2%	3
Farsi	1.1%	14
French	2.7%	36
Georgian	0.1%	1
German	0.5%	7
Greek	0.4%	5
Gujarati	0.5%	6
Hebrew	1.5%	20
Hindi	1.3%	17
Hungarian	0.2%	3
Ibo	0.1%	1
Italian	0.3%	4
Japanese	0.8%	10
Kannada	0.1%	1
Konkani	0.1%	1
Korean	1.1%	15
Marathi	0.2%	2
Native African Language	0.1%	1
Polish	0.1%	1
Portuguese	0.6%	8
Romanian	0.1%	1
Russian	0.2%	2
Slovak	0.1%	1
Slovenian	0.1%	1
Spanish	12.0%	158
Swahili	0.1%	1
Tagalog	0.4%	5
Tamil	0.2%	3
Telugu	0.2%	3
Thai	0.5%	6
Turkish	0.2%	3
Ukranian	0.1%	1
Urdu	0.1%	1
Vietnamese	0.3%	4
Yoruba	0.1%	1
<b>answered question</b>		<b>1317</b>
<b>skipped question</b>		<b>148</b>

**16. In which broad category is your total (gross) family income for 2008 represented?**

	Response Frequency	Response Count
<b>Answer Options</b>		
Less than \$20,000	1.1%	14
\$20,000 to \$39,999	4.1%	52
\$40,000 to \$49,999	2.9%	37
\$50,000 to \$74,999	10.2%	128
\$75,000 to \$99,999	14.8%	186
Over \$100,000	66.9%	843
	<i>answered question</i>	<b>1261</b>
	<i>skipped question</i>	<b>204</b>

# Professional Development Survey

## 1. Position

		Response Percent	Response Count
Family Child Care Provider	<input type="checkbox"/>	30.6%	70
Child Care Center Assistant	<input type="checkbox"/>	3.1%	7
Child Care Center Aid	<input type="checkbox"/>	0.4%	1
Child Care Center Teacher	<input type="checkbox"/>	15.7%	36
Child Care Center Director	<input type="checkbox"/>	32.3%	74
Other (please specify)	<input type="checkbox"/>	24.0%	55
<b>answered question</b>			<b>229</b>
<b>skipped question</b>			<b>0</b>

## 2. Age Group(s) you currently work with (check all that apply):

		Response Percent	Response Count
Infants & Toddlers (0-2 years old)	<input type="checkbox"/>	59.9%	130
Preschool (3-4 years old)	<input type="checkbox"/>	85.7%	186
School Age (5-12 years old)	<input type="checkbox"/>	47.5%	103
<b>answered question</b>			<b>217</b>
<b>skipped question</b>			<b>12</b>

**3. Age Group(s) you have worked with in the past (check all that apply):**

		<b>Response Percent</b>	<b>Response Count</b>
Infants & Toddlers (0-2 years old)	<input type="checkbox"/>	74.3%	162
Preschool (3-4 years old)	<input type="checkbox"/>	93.1%	203
School Age (5-12 years old)	<input type="checkbox"/>	73.9%	161
		<b>answered question</b>	<b>218</b>
		<b>skipped question</b>	<b>11</b>

**4. I plan on continuing to work in the child care field for:**

		<b>Response Percent</b>	<b>Response Count</b>
1-3 years	<input type="checkbox"/>	7.2%	16
3-5 years	<input type="checkbox"/>	14.0%	31
5-10 years	<input type="checkbox"/>	28.8%	64
10+ years	<input type="checkbox"/>	50.0%	111
		<b>answered question</b>	<b>222</b>
		<b>skipped question</b>	<b>7</b>

5. I have completed (please check the highest level of education that pertains to you):

		Response Percent	Response Count
Doctoral Degree	<input type="checkbox"/>	0.5%	1
Master's Degree	<input type="checkbox"/>	16.0%	30
Early Childhood Education Bachelor of Arts/Science Degree (BA/BS)	<input type="checkbox"/>	13.4%	25
<b>Bachelor's Degree in a Field Other than Early Childhood Education</b>	<input type="checkbox"/>	<b>33.7%</b>	<b>63</b>
Early Childhood Education Associate of Arts in Teaching (A.A.T. Degree, prepares for transfer)	<input type="checkbox"/>	2.7%	5
Early Childhood Education Associate of Applied Science (A.A.S. Degree)	<input type="checkbox"/>	4.8%	9
Some College Not Related to Early Childhood Education	<input type="checkbox"/>	10.2%	19
Child Development Associate (CDA) Credential Training Program	<input type="checkbox"/>	8.6%	16
High School/GED	<input type="checkbox"/>	10.2%	19
		<b>answered question</b>	<b>187</b>
		<b>skipped question</b>	<b>42</b>

6. Were any of your degrees earned outside of the U.S.A.?

		Response Percent	Response Count
No	<input type="checkbox"/>	76.7%	125
Yes	<input type="checkbox"/>	23.3%	38
		<b>answered question</b>	<b>163</b>
		<b>skipped question</b>	<b>66</b>

7. I am currently enrolled in:

		Response Percent	Response Count
Early Childhood Teacher Certification Program (PreK-3rd Grade)	<input type="checkbox"/>	3.2%	6
B.A./B.S. Program in Early Childhood Education	<input type="checkbox"/>	0.5%	1
A.A.T. Early Childhood Education Program	<input type="checkbox"/>	3.7%	7
A.A.S. Early Childhood Education Program	<input type="checkbox"/>	3.2%	6
Early Childhood Education 1 year Certificate Program	<input type="checkbox"/>	2.1%	4
Child Development Associate (CDA) Credential Training Program	<input type="checkbox"/>	5.9%	11
College Coursework Not Related to Early Childhood Education	<input type="checkbox"/>	4.3%	8
<b>Not Enrolled in an Educational Program</b>	<input type="checkbox"/>	<b>61.5%</b>	<b>115</b>
Maryland Child Care Credential (level)	<input type="checkbox"/>	25.7%	48
		<b>answered question</b>	<b>187</b>
		<b>skipped question</b>	<b>42</b>

**8. I am interested in obtaining the following early childhood credentials (check the highest goal):**

		<b>Response Percent</b>	<b>Response Count</b>
Doctoral Degree	<input type="checkbox"/>	10.2%	19
Master's Degree	<input type="checkbox"/>	20.9%	39
Early Childhood Teacher Certification (certified to teach PreK- 3rd grade)	<input type="checkbox"/>	19.3%	36
B.A./B.S. in Early Childhood Education	<input type="checkbox"/>	15.0%	28
A.A.T. in Early Childhood Education	<input type="checkbox"/>	4.3%	8
A.A.S in Early Childhood Education	<input type="checkbox"/>	5.9%	11
Early Childhood Education 1 year Certificate	<input type="checkbox"/>	13.4%	25
CDA Child Development Associate Credential	<input type="checkbox"/>	10.7%	20
<b>I am Not Interested in Obtaining an Advanced Degree in Early Childhood Education</b>	<input type="checkbox"/>	<b>23.5%</b>	<b>44</b>
		<b><i>answered question</i></b>	<b>187</b>
		<b><i>skipped question</i></b>	<b>42</b>

**9. I am available to take coursework (check all that apply):**

		<b>Response Percent</b>	<b>Response Count</b>
Weekday Morning	<input type="checkbox"/>	7.5%	14
Weekday Afternoon	<input type="checkbox"/>	8.0%	15
<b>Weekday Evening</b>	<input checked="" type="checkbox"/>	<b>59.4%</b>	<b>111</b>
Weekend Morning	<input checked="" type="checkbox"/>	44.9%	84
Weekend Afternoon	<input checked="" type="checkbox"/>	31.0%	58
Weekend Evening	<input type="checkbox"/>	24.6%	46
Rockville	<input checked="" type="checkbox"/>	51.3%	96
Gaithersburg	<input checked="" type="checkbox"/>	43.9%	82
Wheaton	<input type="checkbox"/>	24.1%	45
Germantown	<input checked="" type="checkbox"/>	31.0%	58
Silver Spring	<input type="checkbox"/>	23.0%	43
Takoma Park	<input type="checkbox"/>	13.4%	25
College Park	<input type="checkbox"/>	10.2%	19
Virtual Campus (online)	<input checked="" type="checkbox"/>	42.8%	80
		<b>answered question</b>	<b>187</b>
		<b>skipped question</b>	<b>42</b>

**10. In order to complete a degree program I require:**

		<b>Response Percent</b>	<b>Response Count</b>
No Financial Assistance	<input type="checkbox"/>	14.4%	27
Partial Financial Assistance	<input checked="" type="checkbox"/>	27.8%	52
<b>Full Financial Assistance</b>	<input checked="" type="checkbox"/>	<b>57.8%</b>	<b>108</b>
		<b>answered question</b>	<b>187</b>
		<b>skipped question</b>	<b>42</b>

**11. Please rate the importance of each of the following for you to participate in a degree program:**

	Very Important	Somewhat Important	Not Important	Response Count
Schedule/Time of classes	92.7% (165)	6.7% (12)	0.6% (1)	178
Cost/Financial Assistance	80.7% (142)	16.5% (29)	2.8% (5)	176
Location of Program	71.8% (127)	25.4% (45)	2.8% (5)	177
Type of degree program	83.1% (143)	13.4% (23)	3.5% (6)	172
Duration of program (years needed to complete degree)	67.6% (117)	28.3% (49)	4.0% (7)	173
Employer's commitment to increase pay	55.8% (91)	25.2% (41)	19.0% (31)	163
Employer's commitment to allow time off for studies	45.1% (73)	29.0% (47)	25.9% (42)	162
Potential for earning a higher salary	71.2% (121)	21.8% (37)	7.1% (12)	170
			<b>answered question</b>	<b>181</b>
			<b>skipped question</b>	<b>48</b>

**12. If a degree program was available that met my interests, schedule and financial needs I would be:**

		Response Percent	Response Count
Very Interested	<input type="checkbox"/>	76.2%	138
Somewhat Interested	<input type="checkbox"/>	19.9%	36
Not Interested	<input type="checkbox"/>	3.9%	7
		<b>answered question</b>	<b>181</b>
		<b>skipped question</b>	<b>48</b>

Professional Development Survey Results for Staff with Teaching Responsibilities

**Position**

Answer Options	Position				Response Frequency	Response Count
	Family Child Care Provider	Child Care Center Assistant	Child Care Center Aid	Child Care Center Teacher		
Family Child Care Provider	60	1	0	0	63.8%	60
Child Care Center Assistant	1	5	0	0	5.3%	5
Child Care Center Aid	0	0	1	0	1.1%	1
Child Care Center Teacher	0	0	0	29	30.9%	29
Child Care Center Director	0	0	0	8	8.5%	8
Other (please specify)	0	0	0	0	0.0%	0
					<i>answered question</i>	<b>94</b>
					<i>skipped question</i>	<b>0</b>

Professional Development Survey Results for Staff with Teaching Responsibilities

I have completed (please check the highest level of education that pertains to you):

Answer Options	Position				Response Frequency	Response Count
	Family Child Care Provider	Child Care Center Assistant	Child Care Center Aid	Child Care Center Teacher		
Doctoral Degree	0	0	0	1	1.1%	1
Master's Degree	6	0	0	1	7.4%	7
Early Childhood Education Bachelor of Arts/Science Degree (BA)	1	0	0	7	8.5%	8
Bachelor's Degree in a Field Other than Early Childhood Education	16	1	1	8	27.7%	26
Early Childhood Education Associate of Arts in Teaching (A.A.T.)	0	0	0	3	3.2%	3
Early Childhood Education Associate of Applied Science (A.A.S.)	3	0	0	0	3.2%	3
Some College Not Related to Early Childhood Education	14	0	0	2	17.0%	16
Child Development Associate (CDA) Credential Training Program	8	1	0	4	13.8%	13
High School/ High School/GED	12	3	0	3	18.1%	17
					<i>answered question</i>	94
					<i>skipped question</i>	0

Professional Development Survey Results for Staff with Teaching Responsibilities

I am interested in obtaining the following early childhood credentials (check the highest goal):

Answer Options	Position				Response Frequency	Response Count
	Family Child Care Provider	Child Care Center Assistant	Child Care Center Aid	Child Care Center Teacher		
Doctoral Degree	3	0	0	2	5.3%	5
Master's Degree	6	0	0	9	16.0%	15
Early Childhood Teacher Certification (certified to teach PreK-3rd grade)	13	1	0	6	21.3%	20
B.A./B.S. in Early Childhood Education	11	2	0	3	17.0%	16
A.A.T. in Early Childhood Education	5	0	0	2	7.4%	7
A.A.S in Early Childhood Education	5	1	0	2	8.5%	8
Early Childhood Education 1 year Certificate	17	1	0	4	22.3%	21
CDA Child Development Associate Credential	14	0	0	3	18.1%	17
I am Not Interested in Obtaining an Advanced Degree in Early Childhood	6	1	1	7	16.0%	15
<i>answered question</i>						<b>94</b>
<i>skipped question</i>						<b>0</b>



Maryland Child Care Resource Network  
 Montgomery County Child Care  
 Resource and Referral Center

2009

# Montgomery County Report

Montgomery County is Maryland's most populous jurisdiction. Its 495 square miles border on Washington, D.C., and is 34 miles southwest of Baltimore. Major business concentrations are along the I-270 corridor and the Route 29 corridor in eastern Montgomery County. High technology, especially telecommunications and biotechnology, is the principle economic activity. The County also is home to a number of Federal research and development installations.

The County's 32,400 companies employ 386,000 workers. Some of its major private employers include BAE Systems, Discovery Communications, GEICO, IBM, Lockheed Martin, Hughes Network Systems, Human Genome Sciences, National Institutes of Health Medical Research, Marriott International, and Westat.

Source: Maryland Department of Business and Economic Development (DBED) 2007-2008.

*Montgomery County Child Care Resource and Referral Center, the Maryland Child Care Resource Network and Maryland Committee for Children, Inc. are co-publishers of this Montgomery County Report for the Network's Maryland Child Care Demographics Report series. The series includes reports for the State, for each of Maryland's 23 counties and the City of Baltimore..*

This publication was produced as a work for hire for the benefit of, and with funds from, the Maryland State Department of Education.

## Frequently Requested Child Care Information

### Child Population 2000

Age Group	Number in age group
0-1	24,043
2-4	36,130
5-9	63,303
10-11	26,248
Total	149,724

Source: Maryland Department of Planning (MDP), 2000 Census Summary File 1.

### Child Care Costs as Compared to Other Major Household Expenses

The estimated current median family income in Montgomery is \$105,410<sup>6</sup>. A family of four that included a couple and two children ages 1-2 and 3-5 years can be expected to have the following yearly household expenses:

Expense	Cost	% of Income
Child Care	\$22,527	21.4%
Infant <sup>1</sup>	\$11,159.20	
Preschooler <sup>2</sup>	\$11,368.24	
Food <sup>3</sup>	\$ 9,838	9.3%
Housing <sup>4</sup>	\$18,924	18.0%
Taxes <sup>5</sup>	\$27,380	26.0%
Total	\$78,669	74.7%

<sup>1</sup>Average cost of full-time care in a family child care home (LOCATE, 2008).  
<sup>2</sup>Average cost of full-time care in a child care center (LOCATE, 2008).  
<sup>3</sup>National average cost of food at home based on a moderate cost plan (Cost of Food at Home Estimated for Food Plans at Four Cost Level, September 2008), U.S. Average, United States Department of Agriculture).  
<sup>4</sup>Based on U.S. Bureau of the Census 2000 median selected owner costs with a mortgage; included mortgage, taxes, insurance and utilities.  
<sup>5</sup>Federal, state, and local income taxes, Medicare, and FICA taxes per IRS and Maryland Office of Comptroller (2008). Taxes do not reflect Earned Income Credit.  
<sup>6</sup>Current income as shown in the 2nd Quarter 2008 EDIS Report. This data cannot be compared to previous data.

### Average Weekly Cost of Full-time Child Care

Montgomery County	Family Child Care Programs	Child Care Centers
0-23 months	\$214.60	\$ 300.15
2-5 years	\$184.78	\$ 218.62
School Age*	\$167.94	\$ 205.47

Source: MCC/LOCATE: Child Care, 7/08.

\* Family child care provider, center or school-based settings for school age children licensed by Office of Child Care; programs offered before and/or after school hours and during school holidays and vacation.

### Number of Montgomery Children under 12 Mothers in the Work Force<sup>1</sup>

114,147 - 77%<sup>2</sup> of total 2008 child population under 12 (148,243).

<sup>1</sup>Source: MCC/LOCATE: Child Care. <sup>2</sup>Percent based on 2000 census data. Total population number based on Geolytics, Inc. Estimate Professional 2008/2013. Data is not directly comparable to earlier reports.

# Montgomery County

## Population Information

### Child Population<sup>1</sup>

	1990		2000	
	Montgomery	Maryland	Montgomery	Maryland
0-3 years	35,121	216,136	35,779	209,218
3-4 years	22,017	141,682	24,394	144,175
5 years	10,765	69,456	12,246	74,546
6-9 years	39,632	262,917	51,057	316,772
10-11 years	18,248	124,328	26,248	162,481
Total	125,783	814,519	149,724	907,192

<sup>1</sup>Source: U.S. Bureau of the Census Summary Tape File 1A (STF 1A), 1990, 2000 Censuses. Age breakdowns prepared by MCC.

### Female Population (selected ages)

Age Group	1995 <sup>1</sup>	2000 <sup>2</sup>
20-24	23,061	21,948
25-29	30,152	29,724
30-34	40,031	36,155
Total	93,244	87,827

<sup>1</sup>Source: MDP Population Projections 7/97.  
<sup>2</sup>MDP Census 2000 Summary File 1.

### Work Force Information

#### Total Population Ages 16+ in Work Force

	Montgomery	Maryland
<b>1990</b>		
Female	212,277	1,238,003
Male	236,007	1,401,893
<b>2000</b>		
Female	230,995	1,351,034
Male	246,128	1,418,491
<b>Change</b>		
Female	8.8%(+)	9.1%(+)
Male	4.3%(+)	1.2%(+)

Source: U.S. Bureau of the Census, 2000 Census. Prepared by MDP, April 2002 based on STF 3A.

### Females (16+) with Children

Age Group	2000	1990	Change
Total females (16+) with children under 6	29,250	49,777	41.2%(-)
Total females (16+) with children under 6 in the work force	19,676	33,157	40.7%(-)
Total females (16+) with children 6-17	64,240	47,250	36.0%(+)
Total females (16+) with children 6-17 in the work force	50,541	38,447	31.5%(+)

Source: U.S. Bureau of the Census, 2000 census. Prepared by MDP, April 2002 based on STF 3A.

### Total Population

	Montgomery	Maryland
2000	873,341	5,296,486
1995	810,000	5,046,079
1990	757,027	4,780,753
1980	579,053	4,216,975

Source: U.S. Bureau of the Census Summary Tape File 1A (STF 1A), 2000, 1990, 1980 Censuses of Population and Housing and Maryland Department of Planning Data Services, Revisions, 6/95.

### Male Population (selected ages)

Age Group	1995 <sup>1</sup>	2000 <sup>2</sup>
20-24	23,989	21,736
25-29	27,556	27,839
30-34	37,127	32,849
Total	88,672	82,424

<sup>1</sup>Source: MDP Population Projections 7/97. Spread of ages by LOCATE: Child Care  
<sup>2</sup>MDP Census 2000 Summary File 1.

### Households

	1990	2000
Total household population	749,257	863,910
Total # of households	282,228	324,565
Average household size	2.65	2.66

Census 2000 Summary File 1. Produced by the Source: Maryland Department of Planning, Planning Data Services



# Montgomery County

## Census Information

### Families and Poverty

	1990	%	2000	%	%Change
All Families	200,522	100%	224,225	100%	11.8%(+)
Families Below Poverty Level	5,541	2.7%	8,428	3.8%	52.1%(+)
All Families w/Children Under 6**	45,478	100%	27,701	N/A*	N/A*
Families w/Children Under 5 Below Poverty Level	2,112	4.6%	2,808	N/A*	33.0%(+)
All Families w/Children Under 18	100,531	100%	113,665	100%	13.1%(+)
Families w/Children Under 18 Below Poverty Level	4,352	4.3%	6,110	5.4%	40.4%(+)

Source: U.S. Bureau of the Census, 2000 Census. Prepared by MDP, May 2002 based on STF 1, STF 3A. Measurements of poverty status are based in income received from the previous year.

\*Comparable data not available from 1990 Census.

\*\*Data collected in 1990 was for children under 5.

### Educational Attainment

	Montgomery	%Adult Pop. Over 25 Yrs	Maryland	%Adult Pop. Over 25 Yrs
High School Grad or Higher	536,558	90.3%	2,930,509	83.8%
Bachelor's Degree or Higher	324,080	54.6%	1,099,360	31.4%

Source: U.S. Bureau of the Census, 2000. Prepared by MDP, April 2002 based on STF 3A.

### Children and Poverty

	1990	%	2000	%	%Change
Total Related Children Under 18	174,609	100%	205,941	100%	17.9%(+)
Total Children Under 18 Below Poverty Level	8,580	4.9%	13,516	6.6%	57.5%(+)
Total Related Children Under 5	56,219	100%	54,753	100%	2.6%(-)
Total Children Under 5 Below Poverty Level	2,796	5.0%	3,698	6.8%	32.3%(+)
Total Related Children 5-17	118,390	100%	151,188	100%	27.7%(+)
Total Children 5-17 Below Poverty Level	5,784	4.9%	9,818	6.5%	69.7%(+)

Source: U.S. Bureau of the Census, 2000 Census. Prepared by MDP, August 2002 based on STF 3A. Measurements of poverty status are based in income received from the previous year.

### Families

#### Montgomery

	Total	Total # of All Families With Related Children Under Age 6	Total # of All Families With Related Children Under Age 18
1990	200,522	45,478**	100,531
2000	224,225	27,701	113,665
Change	11.8%(+)	N/A*	13.1%(+)

#### Maryland

	Total	Total # of All Families With Related Children Under Age 6	Total # of All Families With Related Children Under Age 18
1990	1,256,327	281,342**	649,622
2000	1,359,318	150,011	662,172
Change	8.2%(+)	N/A*	1.9%(+)

Source: U.S. Bureau of the Census, 1990 and 2000 Censuses. Prepared by MDP, April 2002 based on Summary tape File 3A (STF 3A). See "Census of Population and Housing" in definitions section for additional information.

\* Comparable data not available for 1990 Census.

\*\*Data collected in 1990 was for children under 5.

# Montgomery County

## Income, Unemployment and Housing Information

### Annual Wage Rate Information

Public School Teacher Salary Average (Montgomery County)	\$70,011
Public School Teacher Salary Average (MD)	\$60,069
Nonpublic School Teacher Average (Maryland)	\$47,860
Family Child Care Provider (Maryland)	\$28,620
Child Care Center Director (Maryland)	\$34,862
Center Senior Staff/Teacher (Maryland)	\$24,110
Center Aide (Maryland)	\$16,016

Sources: MSDE, Oct 2007, Association of Independent Maryland Schools (AIMS), 2008-09 school year, and MCC's 2008 Statewide Survey of Family Child Care Providers and Child Care Centers.

### Family Income

#### Median Family Income, 2000 Census

Montgomery	\$84,035
Maryland	\$61,876

Source: U.S. Bureau of the Census, 2000 Census. Prepared by MDP, May 2002 based on STF 3A.

#### Median Household Effective Buying Income (EBI):

Montgomery	\$66,215
Maryland	\$50,597

#### Percent Households

EBI Distribution	Montgomery	Maryland
under \$25,000	11.2%	19.2%
\$25,000 - \$49,999	23.8%	30.1%
\$50,000 - \$74,999	21.9%	22.3%
\$75,000+	43.1%	28.3%

Source: Reprinted by permission: Copyright © Market Statistics, 2007. Demographics USA-County Ed. Median Household Effective Buying Income (EBI) is not directly comparable to 1997 or earlier reports.

### Unemployment Rate

	Montgomery	Maryland
1996	2.7%	4.9%
1997	2.4%	4.7%
1998	2.4%	4.3%
1999	1.8%	3.3%
2000	1.6%	3.4%
2001	2.6%	4.0%
2002	2.5%	3.9%
2003	2.5%	4.1%
2004	2.2%	3.9%
2005	2.8%	3.9%
2006	2.7%	3.7%
2007	2.7%	3.6%
2008	3.3%	4.5%

Source: Maryland Department of Labor, Licensing and Regulation (DLLR), Sept 2008.

### Housing Information

	Montgomery	Maryland
Owner-Occupied housing	223,017 (69%)	1,341,751 (67.7%)
Renter-Occupied housing	101,548 (31%)	639,108 (32.3%)

Note: Percentage is based on total occupied housing units.

	Montgomery	Maryland
Mean value of Owner-Occupied Housing	\$221,800	\$146,000
Median Selected Monthly Owner Costs With a Mortgage	\$1,577	\$1,296
Median Gross Residential Monthly Rent	\$914	\$689

Source: U.S. Bureau of the Census STF 1A and STF 3A, 2000 Census. Prepared by MDP, May 2002. Percentage based on total occupied housing units prepared by MCC.

# Montgomery County

## Supply of Regulated Early Childhood Programs and Education

### Children's Programs by Type with Capacity/Enrollment

	# of Programs	Capacity
Family Child Care Providers	1,013	7,332
*OCC Licensed Group Programs	438	27,169
8-12 Hour Child Care Centers	241	15,793
Infant/Toddler	126	1,524
Part-Day	85	N/A
Before/after School (School & Center-Based)	298	N/A
Small Centers	43	496
Employer-Sponsored Centers	13	1,182
Youth Camps	138	N/A
Nursery Schools	111	N/A
Kindergarten	91	N/A
**Head Start/Early Head Start	32	enrollment: 832
***Public Pre-Kindergarten	62	participants: 2,586

\*Note: Numbers do not total because facilities may have more than one type of program. Unless otherwise indicated, all programs are privately funded.  
 \*\*= federally funded \*\*\*= state funded

Source: MCCLOCATE Child Care, 7/08; Maryland State Department of Education; Department of Health and Mental Hygiene.

### Education

#### Public and Private Schools (Elementary and Middle)

	Public	Private
Elementary Schools	130	72
Middle Schools	38	3
Combined	0	32

#### Elementary School Enrollment

	Public	Private
Pre-Kindergarten (included EEEP):	3,046	12,332
Kindergarten	9,775	2,599
Grades 1 - 6	48,931	12,237
Total	61,752	27,168

Source: MSDE, 2007-08 school year. Enrollment figures are for September 30, 2007. Private schools include MSDE approved schools and those operated by a tax-exempt religious organization which hold a letter of exemption from approval in accordance with State law.



# Montgomery County

## Supply of Regulated Early Childhood Programs and Education

### Density of Family Providers and Center Programs by Community/Zip Code

The following chart shows the number of registered family child care providers and licensed full-day child care centers in Montgomery as of July 1, 2008.

Community/ Zip Code	Family Providers	%	8-12 Hour Centers	%
Ashton 20861	2	0.2	0	0.0
Beallsville 20839	1	0.1	0	0.0
Bethesda 20814	7	0.7	10	4.1
Bethesda 20815	1	0.1	0	0.0
Bethesda 20816	2	0.2	4	1.7
Bethesda 20817	16	1.6	7	2.9
Bethesda 20892	0	0.0	2	0.8
Boyd's 20841	13	1.3	2	0.8
Brookeville 20833	4	0.4	0	0.0
Burtonsville 20866	24	2.4	3	1.2
Cabin John 20818	1	0.1	1	0.4
Chevy Chase 20815	2	0.2	4	1.7
Clarksburg 20871	27	2.7	2	0.8
Damascus 20872	22	2.2	4	1.7
Damascus 20878	1	0.1	0	0.0
Darnestown 20874	1	0.1	0	0.0
Darnestown 20878	0	0.0	1	0.4
Dickerson 20842	2	0.2	0	0.0
Derwood 20855	7	0.7	3	1.2
Gaithersburg 20877	41	4.0	12	5.0
Gaithersburg 20878	36	3.6	10	4.1
Gaithersburg 20879	61	6.0	4	1.7
Gaithersburg 20882	12	1.2	1	0.4
Gaithersburg 20886	5	0.5	0	0.0
Gaithersburg 20899	0	0.0	1	0.4
Garrett Park 20896	0	0.0	2	0.8
Germantown 20874	108	10.7	21	8.7
Germantown 20876	67	6.6	6	2.5
Kensington 20895	18	1.8	3	1.2

Laytonsville 20882	2	0.2	0	0.0
Mt. Airy 21771	1	0.1	1	0.4
Montgomery Village 20886	39	3.8	2	0.8
North Bethesda 20852	0	0.0	1	0.4
North Potomac 20878	17	1.7	5	2.1
Olney 20832	38	3.8	6	2.5
Poolesville 20837	5	0.5	2	0.8
Potomac 20854	24	2.4	7	2.9
Rockville 20850	38	3.8	15	6.2
Rockville 20851	35	3.5	6	2.5
Rockville 20852	22	2.2	16	6.6
Rockville 20853	39	3.8	10	4.1
Rockville 20854	1	0.1	0	0.0
Rockville 20855	7	0.7	4	1.7
Sandy Spring 20860	2	0.2	1	0.4
Silver Spring 20901	46	4.5	5	2.1
Silver Spring 20902	50	4.9	10	4.1
Silver Spring 20903	12	1.2	1	0.4
Silver Spring 20904	44	4.3	11	4.6
Silver Spring 20905	21	2.1	4	1.7
Silver Spring 20906	56	5.5	13	5.4
Silver Spring 20910	12	1.2	7	2.9
Spencerville 20868	1	0.1	0	0.0
Takoma Park 20912	11	1.1	9	3.7
Wheaton 20902	8	0.8	1	0.4
Wheaton 20906	1	0.1	1	0.4
Totals	1,013	100.0%	241	99.6%

Source: MCCC/LOCATE: Child Care, 7/08. Note: Percentages do not total 100% because of rounding.

# Montgomery County

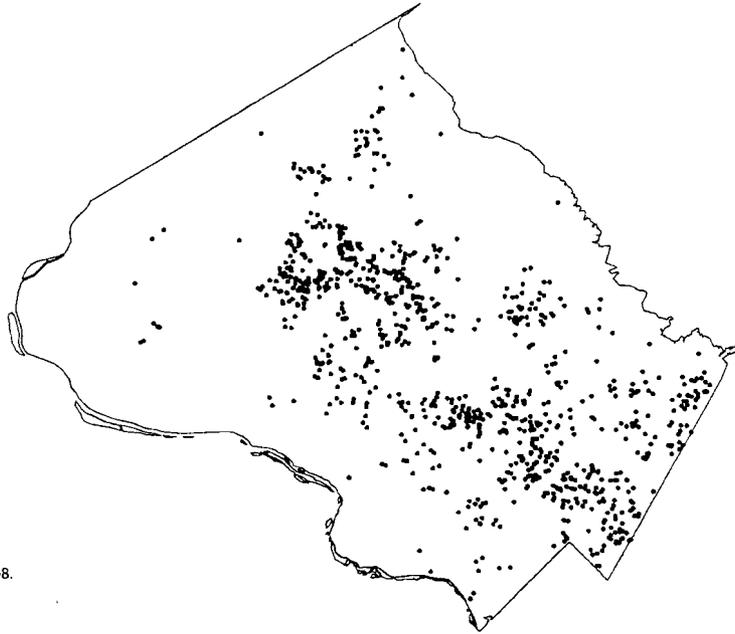


## Supply of Regulated Child Care

### Density of Regulated Family Child Care Homes in Montgomery County

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1 dot = 1 home

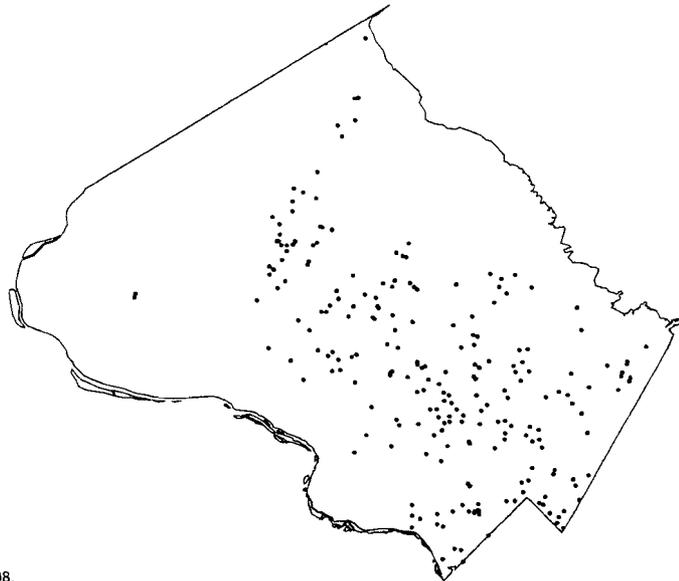


Source: MCCLOCATE: Child Care, 7/08.

### Density of Licensed 8-12 Hour Child Care Centers in Montgomery County

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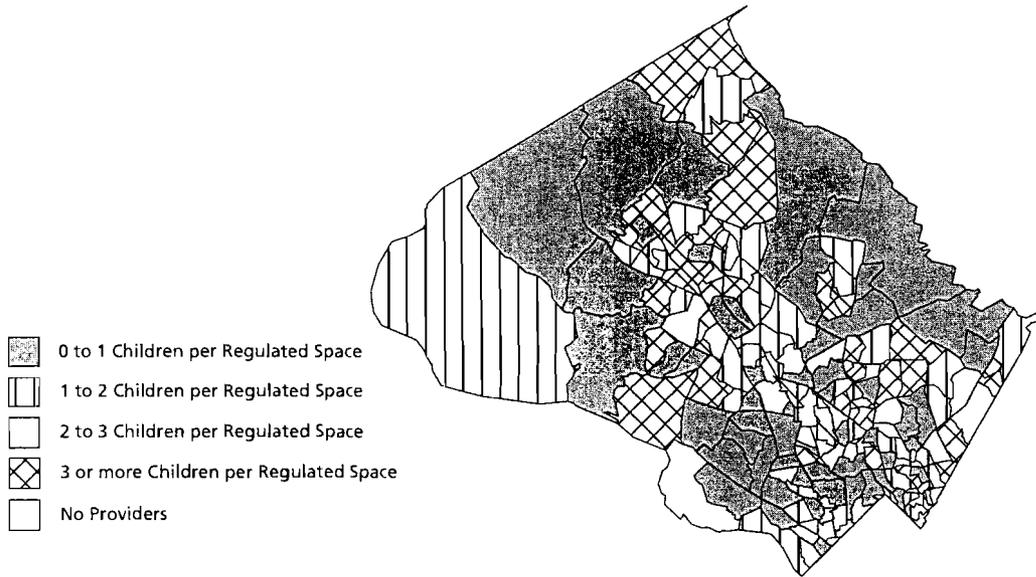
1 dot = 1 center



Source: MCCLOCATE: Child Care, 7/08.

## Supply of Regulated Child Care

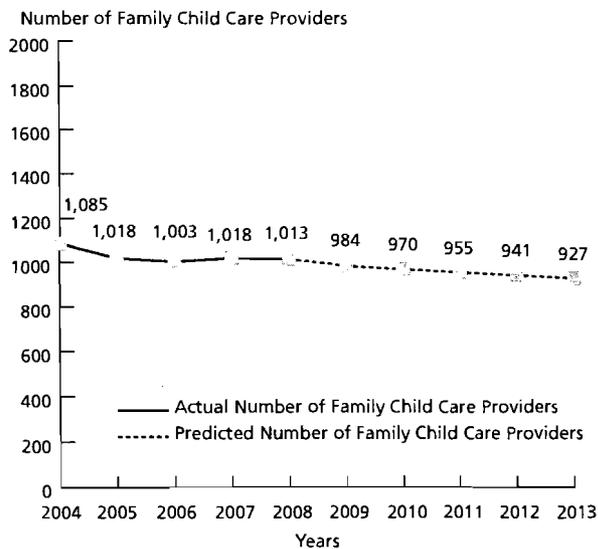
**Number of Children 0-5 Years Per Regulated Child Care Space by Census Tract**



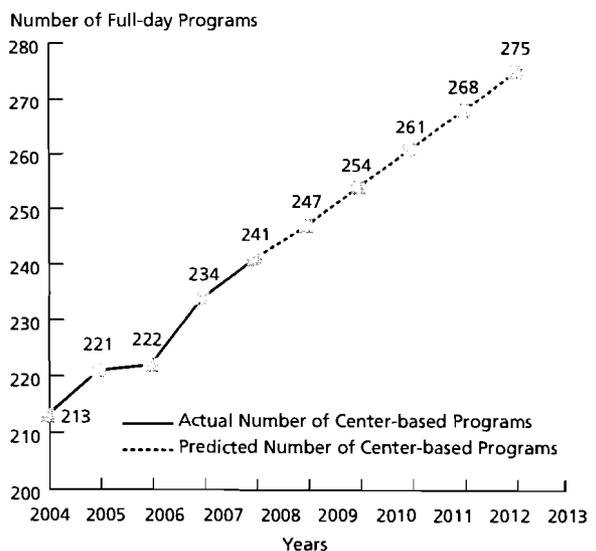
This map is based on the total population of children 0-5 yrs. Child population numbers are taken from Geolytics, Inc. Estimate Professional 2008/2013. When assessing the need for child care, the results of the National Child Care Survey 1990 also should be considered which indicate that approximately 66% of the working mothers surveyed used no supplemental care or utilized care by relatives, caregivers in the child's own home, or other arrangements. Only 34% utilized care in regulated out-of-home settings. See "National Child Care Survey 1990" in definition section for additional information.  
 Source: U.S. Bureau of the Census STF 3B, 2000 Census; MCC/LOCATE: Child Care, 7/08.

## Past and Anticipated Growth Patterns for Family/Center Providers

**Family Child Care Providers in Montgomery 2004-2013**



**Center-based Programs in Montgomery 2004-2013 Full-day (8 to 12 hours)**



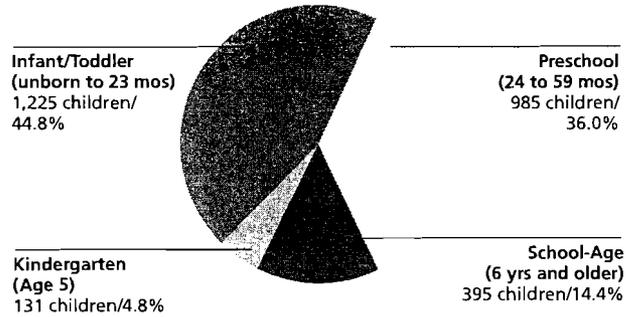
These predictions were generated with the use of the Cycle Regression Analysis Model. This model is being developed as part of the FORECAST system by Dr. LeRoy Simmons and Mr. George Wright of Loyola College. The predictions generated by the Model do not reflect the effects of current changes to social programs affecting child care. For further information, contact Arna Griffith, 410.752.7588.  
 Source: MCC/LOCATE: Child Care, 7/08.

# Montgomery County

## Demand for Child Care

### Children Served by Age

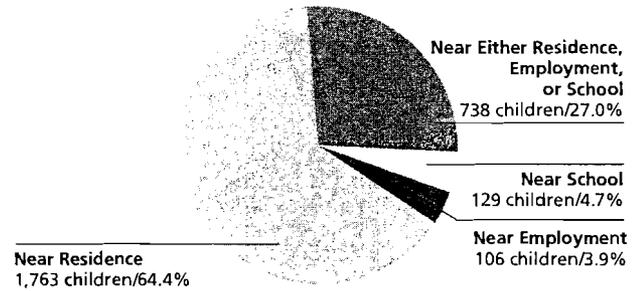
N=2,736



Source: LOCATE: Child Care at Montgomery County Child Care Resource and Referral Center (7/1/07-6/30/08).

### Children Served by Locational Preferences for Care

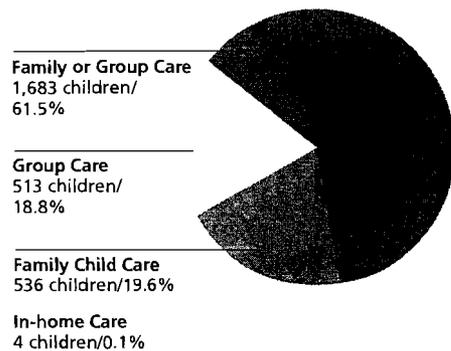
N=2,736



Source: LOCATE: Child Care at Montgomery County Child Care Resource and Referral Center (7/1/07-6/30/08).

### Children Served by Type of Care Preferred

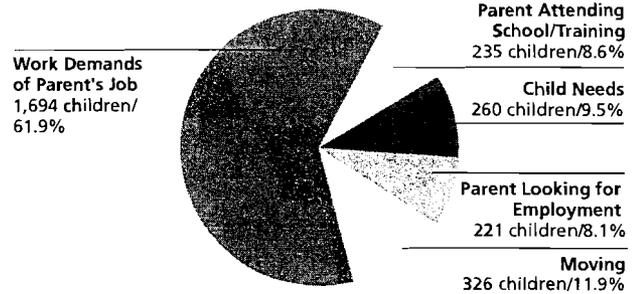
N=2,736



Source: LOCATE: Child Care at Montgomery County Child Care Resource and Referral Center (7/1/07-6/30/08).

### Reason Child Care is Needed

N=2,736



Source: LOCATE: Child Care at Montgomery County Child Care Resource and Referral Center (7/1/07-6/30/08).

# Montgomery County

## Demand for Child Care

### Number of Children Served by LOCATE: Child Care

2,736 children (7/1/07-6/30/08)

### Full-time or Part-time Care Needs of Children Served

N=2,736

Full-time: 1,931 children (70.6%)

Part-time: 763 children (27.9%)

Other\*: 42 children (1.5%)

\* Includes requests for sick, backup and temporary care.

Source: LOCATE: Child Care at Montgomery County Child Care Resource and Referral Center (7/1/06-6/30/07).

### Major Reasons Parents Could Not Find Child Care in Montgomery County

Reason	Count
Cost	106
Quality of care	29
Other	20
No vacancies for infant	15
Schedule	13
Location	12
Transportation/Escort	6
Combination of ages	5
No part time	4
Special needs	4
No vacancies for preschool	3
No vacancies for school age	2

Source: LOCATE: Child Care at Montgomery County Child Care Resource and Referral Center (7/1/07-6/30/08).

### Major Factors Important to Parents Who Found Child Care in Montgomery County

Reason	Count
Proximity to home	174
Quality of care	160
Educational program	138
Cost	114
Appearance/facilities	87
Family setting	81
Hours of operation	62
Group size	48
Proximity to work	45
Only provider/program with vacancy	27
Proximity to school	21
Nearby transportation	14
Special needs experience	12
DNP	7
Offered part time care	6

Source: LOCATE: Child Care at Montgomery County Child Care Resource and Referral Center (7/1/07-6/30/08).

### Child Care Subsidy Program (formerly POC)

Children Receiving Child Care Subsidy in April 2008  
1,570

Children Receiving WPA in June 2008  
452

NOTE: Purchase of Care is a statewide child care subsidy program funded with federal and state dollars and administered by the Maryland Department of Human Services\*.

\*WPA, The Working Parents Assistance Program is a County-funded subsidy program.

Source: LOCATE: Child Care at Montgomery County Child Care Resource and Referral Center (7/1/07-6/30/08).

## Supply of Child Care

### Child Care Subsidy Program

Average Number per Month of Family Child Care Providers Serving CCS Children in Montgomery County  
143 (14.1% of total family providers)

Average Number per Month of Child Care Providers Serving WPA Children in Montgomery County  
140

Average Number per Month of Child Care Centers Serving CCS Children in Montgomery County  
165 (68.5% of total centers)

Average Number per Month of Informal Providers Serving CCS Children in Montgomery County  
136

Source: Montgomery County Department of Health and Human Services Child Care Services, 12/08.

Montgomery County FY 09 Allocation  
\$7,535,133 = 1,811 full-time children

Source: Maryland State Department of Education, Office of Child Care.

### Special Needs Child Care

Family providers who serve/have served children with special needs  
348 (34.4% of total family child care providers in Montgomery)

Centers who serve/have served children with special needs  
151 (62.7% of total child care centers in Montgomery)

Source: MCC/LOCATE: Child Care, 7/08.

# Montgomery County

## Definitions

**Before/After-School Care:** School-Age child care offers care to children enrolled in Kindergarten or above. Care is provided before and/or after school and during school holidays/vacations. Programs are licensed by the Office of Child Care. Programs may operate from a school building or other licensed facility.

**Census of Population and Housing:** There are two versions of the 1990 Census questionnaire: a short form which asks a limited number of population and housing questions of all households, and a long form questionnaire which asks additional social and economic questions of a sample of all households. The data contained in the Census Summary Tape File 1 A (STF 1 A) are based on the questions which were asked of all persons, while the data from the Census Summary Tape File 3A (STF 3A) are based on the sample questionnaire. The user should note that data obtained from a sample are subject to sampling variability, and that there are limitations to many of these data.

**Child Care:** The care or supervision of a child when the child's parent has given the child's care over to another for some portion of a 24-hour-day as a supplement to the parent's primary care of the child. (OCC)

**Child Care Center:** Child care provided in a facility that, for part or all of the day, provides care to children in the absence of the parent. Centers are licensed by the Office of Child Care.

**Child Care Subsidy Program (formerly POC):** Provides financial assistance to eligible families in securing care for their children in registered family child care homes or licensed child care centers while parents/guardians are attending school, working, or in job training.

**Children with Special Needs:** Children who, because of a disability or other special educational, developmental, physical, emotional, behavioral, or medical condition, require additional care, or whose activities are restricted by a certain condition. (OCC)

**Current Median Family Income:** Current median family income is the value presented in the Economic Development Intelligence System (EDIS) 2nd Quarter 2008 report.

**Current Population Estimates:** Current population estimates are based on GeoLytics, Inc. Estimate Professional 2008/2013.

**Educational Attainment:** The highest level of school completed or the highest degree received. Educational attainment figures were used for persons over 25 years of age. (U.S. Bureau of the Census)

**Effective Buying Income:** Personal income less personal tax and nontax payments. It is commonly known as "Disposable personal income." (DBED)

**Employer-Sponsored Centers:** A child care center located on-site or off-site which is sponsored by a corporation, business, or other employer. Employees are given priority for enrollment slots.

**Family Child Care:** The care given to a child younger than 13 years old or to a developmentally disabled person younger than 21 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulations allow a family child care provider to care for as many as eight children at any time. (OCC)

**Family Household Income:** Family includes a householder and one or more persons living in the same household who are related to the householder by birth, marriage, or adoption. A household can contain only one family for purposes of census tabulations. Information on money income received in the calendar year 1999 was requested from persons 15 years and over. (U.S. Bureau of the Census)

**Head Start:** Project Head Start provides comprehensive developmental services for children from low-income families. Head Start is comprised of four components including Education, Health, Parent Involvement, and Social Services. Head Start Centers serve children from age 3 to school entry age from income eligible families.

**Infant/Toddler:** In the State of Maryland, "infant" means a child under 18 months old. "Toddler" means a child 18 months old or older but younger than 2 years old. (OCC)

**Kindergarten:** An instructional program for children who are 5 years old by September 1st of each academic year. Programs may be operated by a private or public school. Kindergarten is the year of school which precedes entrance to first grade.

**The National Child Care Survey 1990:** (NCCS) contains information on demand and parental preferences for care based on a nationally representative sample of families with children younger than age 13. The NCCS examined the type of care and education (excluding formal schooling) that parents use to supplement their own care of children. Employed mothers were surveyed regarding the primary supplemental care arrangements used for the most hours per week by their youngest child excluding school or kindergarten attendance.

## Definitions, cont.

The results indicate that 66% of the employed mothers surveyed used no supplemental care, or utilized care by relatives, by caregivers in the child's own home, or other arrangements. Family child care homes or child care centers were used as the primary supplemental care arrangement by the remaining 34%. The mother's utilization of out-of-home care varied with the age of the child, with 42% of children under 3 years of age, 60% of children ages 3-4 years, and 21 % of children 5-12 years placed in these settings for supplemental care.

**Nursery Schools:** An instructional program approved or exempted by the Maryland State Department of Education for children who are two through four years old. The maximum length of the program is 6 hours per day, however most operate only a few hours per day and may meet only two or three times per week for a nine month period.

**Owner Costs with Mortgage (Selected Monthly):** The sum of payments for mortgages, deeds of trust, contracts to purchase, or similar debts on the property; real estate taxes; fire hazard, and flood insurance on the property; utilities; and fuels. It also includes, where appropriate, the monthly condominium fees or mobile home costs. A housing unit is owner-occupied if the owner or co-owner lives in the unit even if it is mortgaged or not fully paid for. (U.S. Bureau of the Census)

**Part Day:** A program regulated by OCC with an educational focus for children one or two years before entering kindergarten. These programs are usually 2-3 hrs/day, 2-3 days/week, nine months/year.

**Pre-Kindergarten:** These are publicly funded pre-kindergarten programs for eligible 4-year-old children administered by local boards of education or qualified vendors. The programs have the overall goal of providing learning experiences to help children develop and maintain school readiness skills necessary for successful school performance. Local school systems shall enroll all 4-year-old applicants from economically disadvantaged or homeless families.

**Poverty Level:** The poverty guideline for a family of four persons was \$21,200 in 2008. (U.S. Department of Health and Human Services, OCT 2008)

**Renter Occupied Gross Monthly Rent:** Monthly contract rent plus the estimated average monthly cost of utilities and fuels, if these are paid by the renter. All occupied housing units which are not owner-occupied, whether they are rented for cash rent or occupied without payment of cash rent, are classified as renter-occupied. (U.S. Bureau of the Census)

**Small Centers:** A small center is licensed by the Office of Child Care for a maximum of 12 children. It may be in a residential or non-residential setting.

**Unemployment Rate:** Civilians 16 years old and over are classified unemployed if they (1) were neither "at work" nor "with a job but not at work" during the reference week, and (2) were looking for work during the last four weeks, and (3) were available to accept a job. Also included were civilians who did not work at all during the reference week and were waiting to be called back to a job from which they had been laid off. (U.S. Bureau of the Census)

**Youth Camps (Licensed):** A day camp, residential camp, travel camp, or trip camp licensed by the Department of Health and Mental Hygiene.

The Maryland Child Care Resource Network is a public/private partnership designed to expand and improve child care delivery. MCC manages the Network and operates as the Statewide Coordinating Entity. MCC wishes to acknowledge the contributions of the Montgomery County Child Care Resource and Referral Center in the compilation of the Montgomery County Report. Funding for this publication was made available by MCC, the Maryland State Department of Education, and Maryland's business community.

For more information about this series, call or write Maryland Committee for Children/608 Water Street/Baltimore, MD 21202, (410) 752-7588. For more information about the Montgomery County Child Care Resource and Referral Center, call or write the Montgomery County Child Care Resource and Referral Center, 332 W. Edmondston Drive/Rockville MD 20852, (240) 777-3110.

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Montgomery County  
Child Care Resource  
and Referral Center

## Child Care in Montgomery County At A Glance

<b>Program Capacity</b>					
<b>1447 Licensed Child Care Programs</b>	<b>Number of Programs</b>		<b>Capacity for all ages</b>	<b>Programs Serving 2-4 Yr Olds</b>	<b>Capacity for 2-4 Yr Olds</b>
	1018 Family Child Care Homes		7,341	951	6,881
	429 Center Based Programs		24,041	233	15,559
<b>Accredited Programs</b>		NAFCC= 16 Family Child Care Homes			
		MSDE = 8 Centers			
		NAEYC = 39 Centers			
<b>Workforce Capacity</b>					
<b>4,000 Estimated Workforce in Licensed Programs</b>		Estimated 55% of all child care programs have at least one staff person who speaks a language other than English.			
<b>MD Child Care Credentialed Providers</b>	<b>Level</b>	<b>Family</b>	<b>Center</b>	<b>Total</b>	} 124
	1	31	105	136	
	2	17	41	58	
	3	30	118	148	
	4	16	19	35	
	4+	8	4	12	
	5	4	18	22	
6	2	53	55		
<b>151 new CDA's Credentials issued since 1/1/07</b>		Family Child Care = 18			
		Infant & Toddler = 44			
		Preschool = 89			
<b>Degree (AA or BA)* *including foreign credentials</b>		Family Child Care = 198 AA/163 BA (51 in ECE)			
		Center Based Programs = 184 AA/562 BA (356 in ECE)			
<b>Resources to Expand Capacity</b>					
<b>Training</b>	80+ MSDE approved Agencies and Individual Trainers				
	172 trainings offered in 2008 (as advertised in the Training Bulletin) by 7 partners				
	150 trainings offered for the general public by MCCCRRRC*				
	Pre-K Curriculum Project collaboration between MCPS and DHHS				
<b>Higher Education</b>	Montgomery College		CEU's, 1 year Certification, CDA, AAS in ECE, AAT		
	Columbia Union		BA in ECE		
	Universities @Shady Grove		BA in ECE		
<b>Local: DHHS Quality Enhancement Awards</b>	<b>Credential Supports</b>		<b>Accreditation Support</b>		
	CDA Assessment Reimbursement; Higher Education Scholarship; Evaluations of Foreign Credentials		Accreditation Support; Family Child Care Network; MCAEYC Accreditation Facilitation Project		
<b>Local: Technical Assistance &amp; Consultation</b>	MCCCRRRC*; Professional Development Coordinator		MCCCRRRC*; Health Consultation		
<b>State: Maryland State Department of Education</b>	Training Vouchers; Higher Education Scholarships		Curriculum Development Fund; Judith P. Hoyer Enhancement Grants; Accreditation Support		



\*Montgomery County Child Care Resource and Referral Center (MCCCRRRC) is a program of the Department of Health and Human Services and member agency of the Maryland Child Care Resource Network funded by the Maryland State Department of Education and DHHS to provide free and low cost training and technical assistance to providers, child care referrals for parents and support to the community in identifying and addressing child care needs. MCCCRRRC administers local funds to support quality enhancement of child care providers



Data Sources: MSDE website 9/08, NAEYC website 9/08, NAFCC website 9/08, Council of Professional Recognition Report 9/08, LOCATE: Child Care 9/08, MCC Child Care Demographic 2008  
Montgomery County Child Care Resource & Referral Center  
October 2008

## Pre-Service Training Requirements

Applies to new applicants and those moving to higher positions in centers

<b>Family Child Care: 24 clock hours of Core of Knowledge training ( Six - 4 clock hour Modules)</b>			
<b>Current Requirement</b>	<b>New Requirement</b>		
8 clock hours of approved training	<b>Module</b>	<b>Area</b>	<b>Topics Covered:</b>
	<b>1</b>	Child Development	<ul style="list-style-type: none"> <li>• Stages of child growth and development</li> <li>• Overview of leading child theorists</li> <li>• Learning differences</li> </ul>
	<b>2</b>	Curriculum	<ul style="list-style-type: none"> <li>• Creating a developmentally appropriate Family Child Care curriculum</li> <li>• Environments</li> <li>• Setting up a family child care (FCC) home</li> </ul>
	<b>3</b>	Health, Safety & Nutrition	<ul style="list-style-type: none"> <li>• Emergency preparedness</li> <li>• Menu planning</li> <li>• Health and Safety concerns</li> </ul>
	<b>4</b>	Special Needs	<ul style="list-style-type: none"> <li>• Inclusive child care settings</li> <li>• ADA requirements</li> <li>• Health, behavioral, and developmental issues and concerns</li> </ul>
	<b>5</b>	Professionalism	<ul style="list-style-type: none"> <li style="width: 50%;">• Supervision</li> <li style="width: 50%;">• Marketing</li> <li style="width: 50%;">• Abuse &amp; Neglect</li> <li style="width: 50%;">• Contracts</li> <li style="width: 50%;">• Appropriate Guidance</li> <li style="width: 50%;">• Policies and procedures</li> <li style="width: 50%;">• Record Keeping</li> <li style="width: 50%;">• Handbooks</li> </ul>
	<b>6</b>	Community	<ul style="list-style-type: none"> <li>• Developing relationships with children, families, and community</li> </ul>

<b>Center</b>	❖ Denotes new requirement		
<b>Position</b>	<b>New Training requirements</b>		
<b>Aide</b>	❖ Enrolled in a recognized high school child development/career-tech child development program OR ❖ Complete a 3-clock hour orientation training		
<b>Child Care Assistant</b> (Formerly – Assistant Group Leader)	<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
	<ul style="list-style-type: none"> <li>• 800 hrs of experience</li> </ul>	<ul style="list-style-type: none"> <li>• 600 hrs of experience, and</li> <li>• 15 clock hrs of approved college coursework</li> </ul>	<ul style="list-style-type: none"> <li>• 400 hrs of experience, and</li> <li>• 45 clock hrs of approved training</li> </ul>
	❖9 clock hrs of training in communicating with staff, parents and the public		
<b>Child Care Teacher – Infant/Toddler</b> (Formerly - Senior Staff – Infant Toddler Option)	<u>Option 1</u>		<u>Option 2</u>
	<ul style="list-style-type: none"> <li>• 90 clock hrs Child Development and Curriculum Planning</li> <li>❖45 clock hrs of Infant/Toddler Training</li> </ul>		<ul style="list-style-type: none"> <li>❖90 clock hrs Infant/Toddler Child Development and Curriculum Planning</li> </ul>
	❖9 clock hrs of training in communicating with staff, parents and the public		
<b>Child Care Teacher – Preschool</b> (Formerly - Senior Staff)	<ul style="list-style-type: none"> <li>• 90 clock hrs Child Development and Curriculum Planning</li> <li>❖9 clock hrs of training in communicating with staff, parents and the public</li> </ul>		
<b>Child Care Teacher – School-age</b> (Formerly -Group Leader)	<ul style="list-style-type: none"> <li>❖45 clock hrs Child Development (birth through school age)</li> <li>❖45 clock hrs Curriculum for School Age Care</li> <li>❖9 clock hrs of training in communicating with staff, parents and the public</li> </ul>		Currently - required to have a total of 45 clock hours of training
<b>Child Care Center Director</b>			
General Requirements for all age-groupings:	<ul style="list-style-type: none"> <li>❖40-45 clock hrs administrative training</li> <li>❖9 clock hrs of training in communicating with staff, parents and the public</li> <li>• OCC conducted 3 clock hr regulation training session (currently voluntary)</li> </ul>		
Specific Requirements for:			
• Infant/Toddler	<ul style="list-style-type: none"> <li>❖ 45 clock hrs of Infant/Toddler Training</li> <li>• 90 clock hrs Preschool Child Development and Curriculum Planning</li> </ul>		Currently – required if infant/toddler staff does not have.
• Preschool	<ul style="list-style-type: none"> <li>• 90 clock hrs Preschool Child Development and Curriculum Planning</li> </ul>		
• School-age	<ul style="list-style-type: none"> <li>❖45 clock hrs Child Development (birth through school-age)</li> <li>❖45 clock hrs Curriculum for School Age</li> </ul>		

NOTE: All positions must meet additional requirements, as specified in regulation, for age, experience and college

## Child Care Continued Training Requirements

<b>Family:</b> (Currently required to complete 12 clock hours every two years)		
<b>1<sup>st</sup> Year of registration</b>	18 clock hours to be divided into two categories: <ul style="list-style-type: none"> <li>• 12 specified core of knowledge clock hours required in the following areas: (3 clock hours each) <ul style="list-style-type: none"> <li>▶ Child Development</li> <li>▶ Working with Mixed Age Groups</li> <li>▶ Health, Safety, Nutrition</li> <li>▶ Emergency Preparedness</li> </ul> </li> <li>• 6 clock hours: <ul style="list-style-type: none"> <li>▶ Elective subjects</li> <li>▶ Conference attendance, or</li> <li>▶ Other approved training</li> </ul> </li> </ul>	
<b>Each year thereafter</b>	12 clock hours per year to be divided into two categories: <ul style="list-style-type: none"> <li>• 6 core of knowledge clock hours required in the module training track, and</li> <li>• 6 clock hours of elective training</li> </ul>	

<b>Center:</b>		
	<b>Current Requirement</b>	<b>New Requirement</b>
<b>Aide/Assistant</b>	None	6 clock hours per year
<b>Child Care Teacher</b>	3 clock hours per year	12 clock hours per year that must include: <ul style="list-style-type: none"> <li>• At least 6 core of knowledge clock hours, and</li> <li>• A minimum of 6 clock hours of elective training</li> </ul>
<b>Child Care Director</b>	6 clock hours per year	12 clock hours per year that must include: <ul style="list-style-type: none"> <li>• At least 6 core of knowledge clock hours, and</li> <li>• A minimum of 6 clock hours of elective training</li> </ul>

### **Training tracks:**

<b><u>Training Track I</u></b> <b><u>Core of Knowledge</u></b>	<b><u>Training Track II</u></b> <b><u>Administrative</u></b>
<ul style="list-style-type: none"> <li>- Child Development</li> <li>- Curriculum</li> <li>- Health, Safety &amp; Nutrition</li> <li>- Special Needs</li> <li>- Professionalism</li> <li>- Community</li> </ul>	<ul style="list-style-type: none"> <li>- Environments – shared/permanent</li> <li>- Curriculum planning</li> <li>- Budget</li> <li>- Staff management</li> <li>- Ethics</li> <li>- Communication - newsletters, conferences</li> <li>- Resources – training/internet, etc.</li> <li>- Business practices</li> <li>- Materials/equipment</li> <li>- Schedules</li> <li>- Reporting - Incident forms</li> </ul>

### **For ALL PROVIDERS:** (Family and Center)

- Training must be completed according to the Early Care and Education Professional Development Plan

**MARYLAND CHILD CARE CREDENTIAL – Staff Credential**

Level	Education	Experience	PAU	Cont Trng Clock Hrs per year	Bonus	
 1	Meet CCA Licensing or Registration Requirements	NA	NA	NA	NA	
 2	<ul style="list-style-type: none"> <li>45 clock hours Core of Knowledge training that includes:                             <ul style="list-style-type: none"> <li>A minimum of 20 clock hours in child development.</li> </ul> </li> </ul>	NA	1	12	\$200 (one time)	
 3	<ul style="list-style-type: none"> <li>90 clock hours Core of Knowledge training that includes:                             <ul style="list-style-type: none"> <li>A minimum of 20 clock hours in child development and 20 clock hours in curriculum methods.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1 yr experience,</li> <li>1 yr of college, or</li> <li>Exper/college = 1 year</li> </ul>	2	18	\$300 (one time)	
 4	<ul style="list-style-type: none"> <li>135 clock hours Core of Knowledge training consisting of:                             <ul style="list-style-type: none"> <li>45 hrs child development</li> <li>30 hrs curriculum</li> <li>20 hrs health, safety &amp; nutrition</li> <li>15 hrs special needs</li> <li>15 hrs professionalism</li> <li>10 hrs community</li> </ul> </li> </ul>	2 years	3	24	\$500 (one time)	
<b>Level</b>	<b>Option</b>					
 4+	1	<ul style="list-style-type: none"> <li>135 clock hours of core of knowledge training, and</li> <li>Program Accreditation (family child care only)</li> </ul>	2+ years	4	24	\$600 (yearly)
	2	<ul style="list-style-type: none"> <li>135 clock hours of core of knowledge training, and</li> <li>15 semester hours of approved coursework that includes courses in child development and curriculum planning</li> </ul>	7 years			
	3	<ul style="list-style-type: none"> <li>135 clock hours of core of knowledge training,</li> <li>Enrollment in an approved college course of study toward a degree, and</li> <li>Accumulate 55 points by earning 5 points for each early childhood course and/or each additional year of experience</li> </ul>	2 years			
<b>Level</b>	<b>Option</b>					
 5	1	<ul style="list-style-type: none"> <li>Associate with 15 semester hours of approved coursework and</li> <li>Course work in Child Development and Curriculum Methods</li> </ul>	2+ years	4	24	\$750 (yearly)
	2	<ul style="list-style-type: none"> <li>30 semester hours of approved coursework that includes:                             <ul style="list-style-type: none"> <li>Child Development</li> <li>Curriculum Planning</li> <li>Health and Safety</li> <li>Special Needs</li> <li>School Age</li> <li>Infant Toddler</li> <li>Language and Literacy</li> <li>Child Care Administration</li> </ul> </li> </ul>	2+ years			
	3	<ul style="list-style-type: none"> <li>15 semester hours of approved college coursework,</li> <li>Enrollment in an approved college course of study toward a degree, and</li> <li>Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience</li> </ul>	2 years			
<b>Level</b>	<b>Option</b>					
 6	1	<ul style="list-style-type: none"> <li>Bachelor's, Masters, Doctorate in ECE, Elem Ed, Spec Ed, Child Psych, related field, and</li> <li>Courses in Child Development &amp; Curriculum Methods</li> </ul>	2+ years	5	24	\$1,000 (yearly)
	2	<ul style="list-style-type: none"> <li>Bachelor's, Masters, Doctorate (non-related field), and</li> <li>30 semester hours of approved coursework that includes Child Development &amp; Curriculum Methods</li> </ul>	2+ years			
	3	<ul style="list-style-type: none"> <li>Associate or higher degree with 15 semester hours of approved coursework,</li> <li>Enrollment in an approved college course of study toward a higher degree, and</li> <li>Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience</li> </ul>	2 years			

## MARYLAND CHILD CARE CREDENTIAL – Administrator Credential

Level	Education	Experience	PAU	Continued Training Clock Hours per year	Bonus
 <b>1</b>	<ul style="list-style-type: none"> <li>240 clock hours of core of knowledge training, consisting of:                             <ul style="list-style-type: none"> <li>▶ 45 clock hours in child development;</li> <li>▶ 45 clock hours in curriculum development;</li> <li>▶ 45 clock hours in health, safety, and nutrition;</li> <li>▶ 45 clock hours in special needs;</li> <li>▶ 45 clock hours in professionalism; and</li> <li>▶ 15 clock hours in community issues</li> </ul> </li> </ul>	2 years working directly with children in an approved setting	4	24	\$600 (one time)
 <b>2</b>	<ul style="list-style-type: none"> <li>Successful completion of 240 clock hours of core of knowledge training consisting of:                             <ul style="list-style-type: none"> <li>▶ 45 clock hours in child development;</li> <li>▶ 45 clock hours in curriculum development;</li> <li>▶ 45 clock hours in health, safety, and nutrition;</li> <li>▶ 45 clock hours in special needs;</li> <li>▶ 45 clock hours in professionalism; and</li> <li>▶ 15 clock hours in community issues;</li> </ul> </li> <li>Achievement of at least one of the following:                             <ul style="list-style-type: none"> <li>▶ Completion of the National Administrator's Credential; or</li> <li>▶ Successful completion of at least 30 semester hours of college coursework in an approved course of study;</li> </ul> </li> </ul>	2 years working directly with children in an approved setting	5	30	\$750 (yearly)
 <b>3</b>	<ul style="list-style-type: none"> <li>An associate degree from an accredited college, that includes:                             <ol style="list-style-type: none"> <li>A minimum of 15 semester hours of course work related to business management, administration, and</li> <li>Completion of at least one course in each of the following areas:                                     <ul style="list-style-type: none"> <li>▶ Child development;</li> <li>▶ Curriculum development; and</li> <li>▶ Administration of Child Care Programs</li> </ul> </li> </ol> </li> </ul>	At least 4 years working directly with children in an approved setting	5	30	\$1,000 (yearly)
 <b>4</b>	<ul style="list-style-type: none"> <li>A bachelor's, master's, or doctoral degree from an accredited college or university in:                             <ul style="list-style-type: none"> <li>▶ Business Administration;</li> <li>▶ Public Administration and Management;</li> <li>▶ Public School Administration; or</li> <li>▶ A related discipline;</li> </ul> </li> <li>Completion of at least one course in each of the following:                             <ul style="list-style-type: none"> <li>▶ Child development;</li> <li>▶ Curriculum development; and</li> <li>▶ Administration of Child Care Programs</li> </ul> </li> <li>Completion of 45 clock hours of training in the area of mentoring and coaching staff.</li> </ul>	At least 5 years working directly with children in an approved setting	6	30	\$1,500 (yearly)

## Resources Potentially Available to Support Preschool Services

### **County Administered:**

- Child Care Resource and Referral<sup>\*†</sup> - (State funded- FY09 budget cut of 5% and FY10 budget cut of 25% to 58% is pending)
  - Professional Development support
    - Scholarships for higher education<sup>‡</sup>
    - Financial support for CDA Candidates<sup>‡</sup>
    - Accreditation Support<sup>‡</sup>
  - Program referrals and child care counseling for parents
  - Resource library for parents, providers and professionals
  - Technical Assistance for providers
  - Training for child care providers
    - Pre-K Curriculum Training Project including curriculum training, foundational training, ESL classes, resource materials and mentoring for programs in target communities<sup>‡</sup>
- Child Care Subsidies<sup>†</sup>
- Early Childhood Mental Health Consultation (currently funded through June 2009)
- Health Consultation
- Parent Resource Centers

### **State Administered<sup>†</sup>:**

- Curriculum Fund
- Early Childhood Professional Development Fund
- Judith P. Hoyer Enhancement Grants
- Maryland Child Care Credential Program

### **Community Partners:**

- Community based training by 80+ MSDE approved training agencies
- Maryland Community Association for the Education of Young Children Accreditation Project

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\* The program is supported with County funding; however, State and Federal funds are its primary funding sources. There is the possibility of additional funding for this program through the Federal stimulus.

† Funding to local jurisdictions through these programs may originate from Federal sources including the Child Care Development Block Grant program. There is the possibility that the State may use available Federal stimulus dollars to fund these programs.

‡ County funded quality enhancement programs are administered by Child Care Resource and Referral Center staff.