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TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.
State Superintendent of Schools

DATE: February 27, 2018

SUBJECT: **Building a High-Quality Early Childhood Education System in Maryland**

PURPOSE:

To provide the Board with an overview of the following:

- The research on quality elements in early childhood education and how Maryland's programs fare
- Maryland's unique birth to 3rd grade governance structure and its implications
- Early learning initiatives at the Division of Early Childhood Development

BACKGROUND:

No one tactic is the magic bullet to ensuring that children are successful in school; multiple strategies are required. Young children need high-quality early learning and development experiences from prenatal to third grade. Disparities in child outcomes are evident at 9 months and grow larger by 24 months of age. These disparities exist across cognitive, social, behavioral, and health outcomes. In Maryland, we have multiple early childhood programs with varying degrees of quality requirements.

Maryland has a unique governance structure for implementing early childhood learning and development programs. The Division of Early Childhood Development (DECD) oversees child care, state PreK, and the improvement of K-3. In addition DECD oversees programs to improve coordination at the state and local levels and to support family engagement, mental health and workforce development. Most other states have early childhood services located in multiple agencies.

EXECUTIVE SUMMARY:

The Commission on Innovation and Excellence in Education has released their draft recommendations to the Maryland Legislature which include providing prekindergarten for not only 4-year-olds, but also 3-year-olds from low-income families. The recommendations also include assessing all students at kindergarten entry, strengthening the early childhood workforce, and improving the quality of early childhood education programs. With the Commission's final recommendations pending, it is important for the

Board to have an understanding of the research around high-quality early childhood programs, DECD's unique governance and quality of programs, and the Division's initiatives to improve child outcomes.

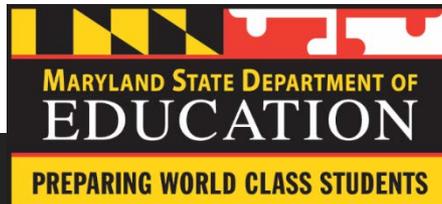
ACTION:

No action is required; this information is for discussion only.

Attachments:

- *10 Quality Standards State Ranking (NIEER Yearbook 2015-16)*
- *Maryland EXCELS Quality Levels*
- *Maryland EXCELS Number of Published Programs by Level by County*
- *Maryland Accredited Programs*

Building a High-Quality Early Childhood Education System in Maryland



STATE BOARD MEETING
February 27, 2018

Topics for Today

- **Quality:** What we know from the research and how Maryland's programs fare
- **Governance:** MSDE's unique structure addressing birth to 3rd Grade
- **Initiatives:** Striving for excellence in early learning

What the Research Tells Us

- Disparities in child outcomes are evident at 9 months.
- A two-year, center-based, early childhood education intervention offered to low-income children would essentially eliminate the income-based gap by age three.
- 8th graders who attended Oklahoma’s universal pre-K had higher math scores, were more likely to enroll in honors classes, and were less likely to repeat a grade.
- A 30-year progress study of children who attended an intensive P-3 program in Chicago were more likely to achieve an academic degree beyond high school.

Halle, T., Forry, N., Hair, E., Perper, K., Wandner, L., Wessel, J., & Vick, J. (2009). Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B). Executive Summary. Washington, DC: Child Trends. Downloaded 2/3/2018 <http://www.childtrends.org/wp-content/uploads/2013/05/2009-52DisparitiesEExecSumm.pdf>

Duncan GJ, Sojourner AJ. Can Intensive Early Childhood Intervention Programs Eliminate Income-Based Cognitive and Achievement Gaps? The Journal of human resources. 2013;48(4):945-968. Downloaded 2/3/2018 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4302948/>

Gormley, W. T., Phillips, D. and Anderson, S. (2018), The Effects of Tulsa’s Pre-K Program on Middle School Student Performance. J. Pol. Anal. Manage., 37: 63–87. doi:10.1002/pam.22023. Downloaded 2/3/2018 <http://onlinelibrary.wiley.com/doi/10.1002/pam.22023/full>

Reynolds, A.J., et al. A multicomponent, preschool to third grade preventive intervention and educational attainment at 35 years of age. JAMA Pediatrics. Doi:110.1001/jamapediatrics.2017.4673. Downloaded 2/3/2018 <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2668645>

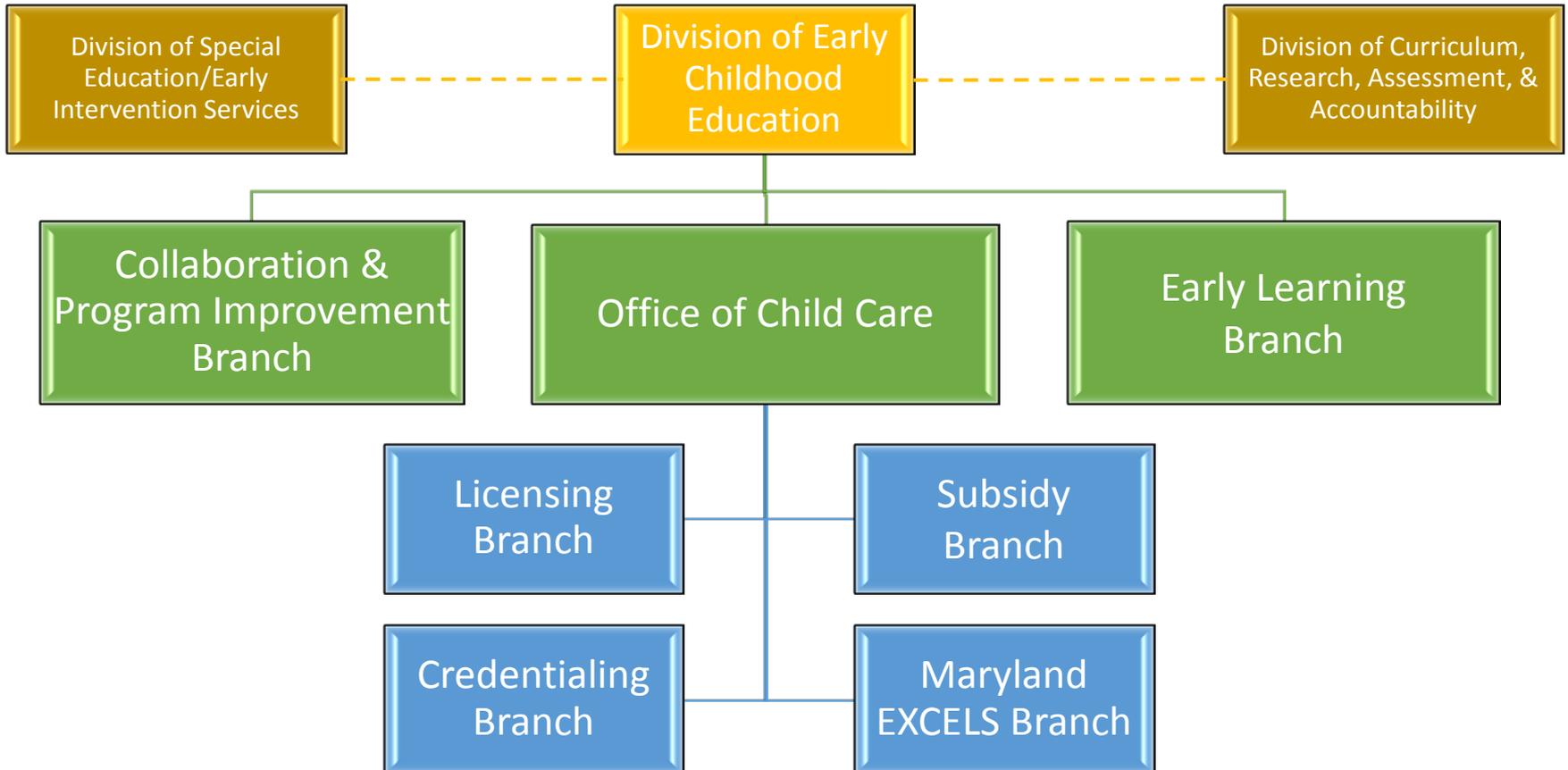
Indispensable Policies & Practices



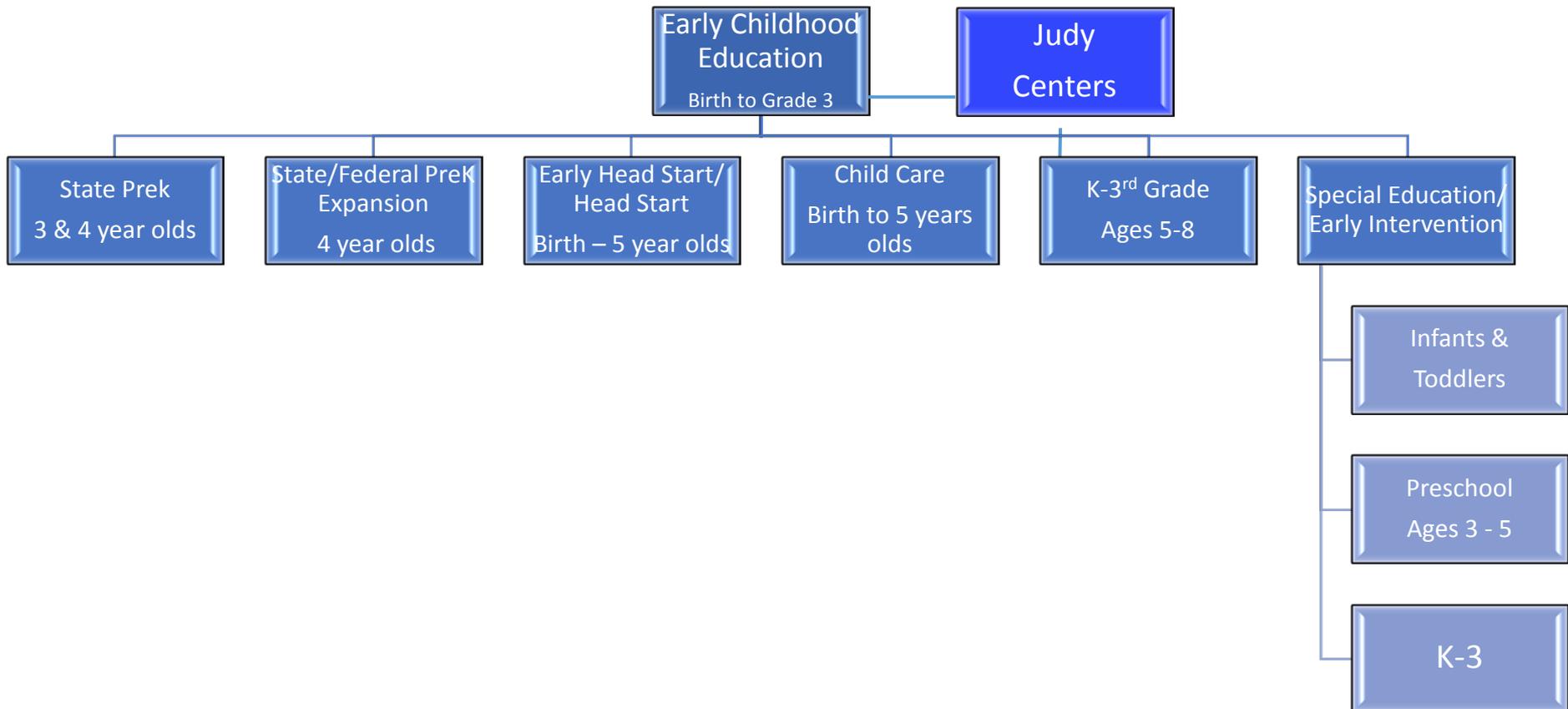
Source: Sharpe, N., Davis, N.B., Howard, M. Indispensable Policies & Practices for High-Quality Pre-K, Research & Pre-K Standards Review. New America, August 31, 2017

Maryland's Unique Governance Structure

Birth to Grade 3



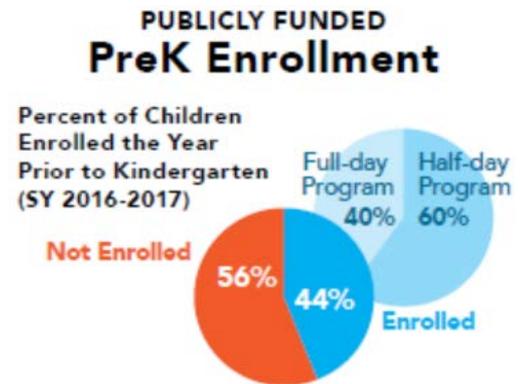
Multiple Early Childhood Settings



National Institute for Early Education Research (NIEER) State PreK Quality Standards

POLICY	MD PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?		
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>		
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>		
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>		
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>		
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>		
Staff professional development	6 credit hours/5 years (teachers); 24 hours/year (assistants); PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>		
Maximum class size	Average of 20 (3- & 4-year-olds)?	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>		
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>		
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>		
Meals	Lunch & snack (school-day); Lunch (part-day)	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—		
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>		
			8				7

- Maryland ranks 14th in quality along with Washington, Oregon, New York, Nebraska, Minnesota, Illinois, Hawaii, and Arkansas.



State PreK Quality Requirements

- 2.5 hours a day
- Staff Qualifications
 - Teacher with a Certification in Early Childhood Education (PreK-3)
 - Para-professional with high-school diploma or CDA
- Maintain an average staff-to-student ratio of 1:10
- Average of 20 students per classroom
- Aligned with Maryland College and Career-Ready Standards
- Analyze kindergarten assessment data and make necessary adjustments

PreK Expansion Quality Requirements

- High staff qualifications
 - Teacher with a bachelor's degree in early childhood education
 - Teaching assistants with appropriate credentials
- High-quality professional development for all staff
- Child-to-instructional staff ratio of no more than 10 to 1
- Class size of no more than 20
- Full-Day program
- Inclusion of children with disabilities
- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards
- Individualized accommodations and supports
- Instructional staff salaries comparable to K-12 salaries
- Program evaluation to ensure continuous improvement
- Comprehensive Services
- Evidence-based health and safety standards

Head Start Quality Requirements



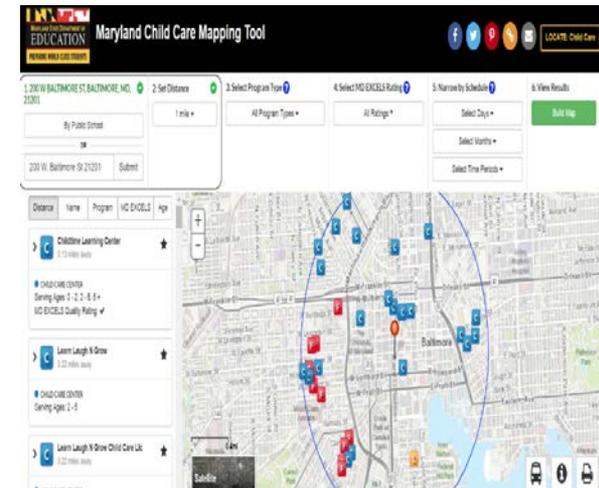
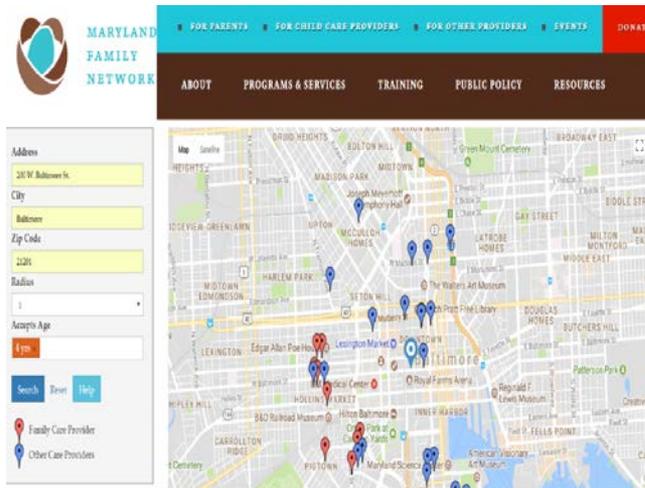
Child Care

Quality Requirements - EXCELS Level 5

- Children’s developmental progress assessed with multiple measures and linked to curriculum
- Staff meet highest levels of training and experience
- Continuous quality improvement process informed by independent assessors
- State or national accreditation achieved
- 5+ opportunities for families to engage in the program
- State recommended curriculum used
- Family-teacher conferences held at least twice per year
- Licensed and inspected to determine safety, cleanliness, proper supervision of children, and staff qualifications
- Activities support each and every child’s individual needs

Helping Parents/Caregivers Find Quality Programs

- Locate <https://locate.marylandfamilynetwork.org/Family/Providers>
- Maryland EXCELS <http://olms.ctejhu.org/olms2/4541//find>
- Maryland Child Care Mapping Tool <http://geodata.md.gov/mdcc/>



Early Learning Initiatives

- **Promoting Coordinated Systems**
 - Early Childhood Advisory Councils
- **Improving Access to High-Quality**
 - Increasing subsidies & Promoting EXCELS
 - [Judy Centers](#)
 - Children Study Their World Curriculum
 - [Striving Readers Comprehensive Literacy Program](#)
- **Implementing K-3 Gauges**
 - KRA Census Administration & Using Data
 - [K-3 measures](#)
- **Expanding PreK**
 - Preschool Development Grants
 - [Building on the PreK Workgroup Recommendations](#)

Promoting Coordinated System Early Childhood Advisory Councils



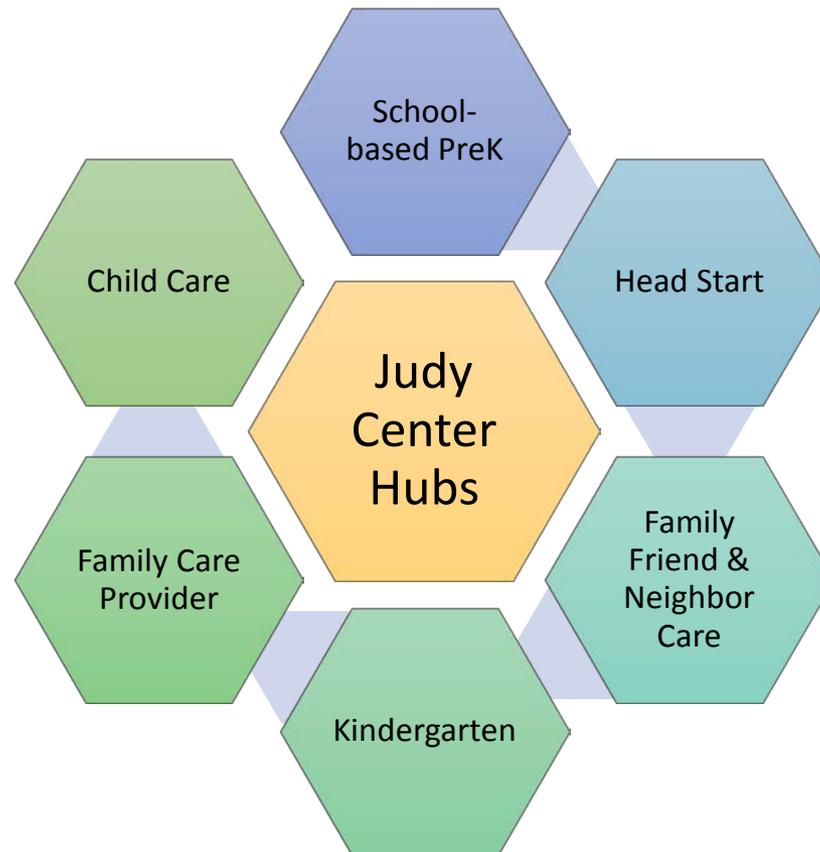
Improving Access to High-Quality Child Care

Increasing Subsidies & Promoting EXCELS

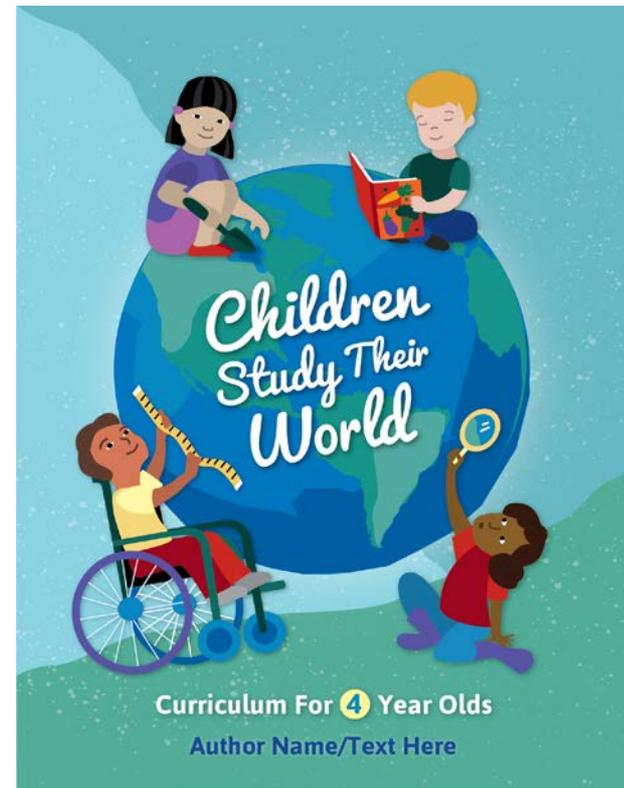
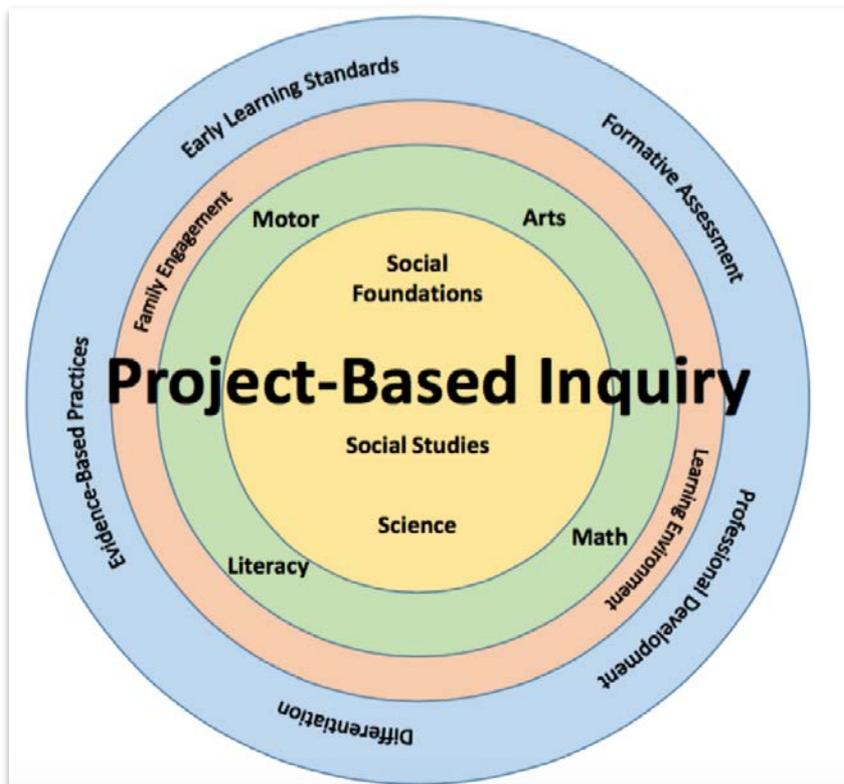
Recommended Actions:

- Lift top two tiers of Income Eligibility (completed 2/1/18)
- Raise subsidies by 8%
- Revise Initial Income Scale from current 33% of State Medium Income (SMI) to 60% of SMI in COMAR
- Establish Continuing Eligibility Scale to 61-85% of SMI
- Incentivize EXCELS participation

Improving Access to High-Quality Judy Centers



Improving Access to High-Quality Children Study Their World: An Early Childhood Curriculum for Project-Based Inquiry



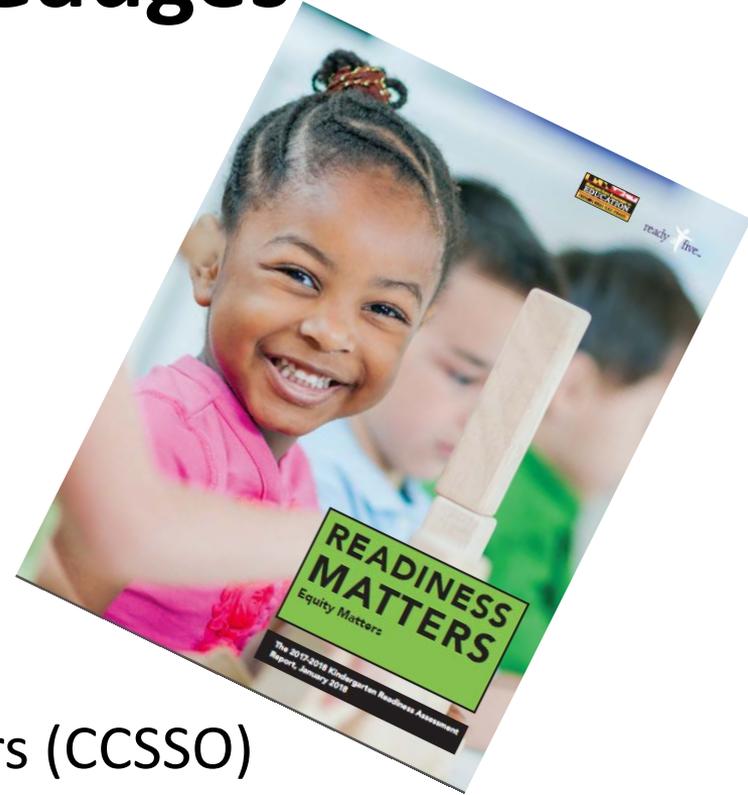
Improving Access to High-Quality Striving Readers Comprehensive Literacy Grant

- **\$45 Million over 3 years**
 - All jurisdictions eligible to apply
 - 95% subgranted
- **State and Local Birth to 12 Literacy Plans**
- **Birth to Age 5**
 - 15% of subgranted funds
 - Performance Measure: percentage of participating 4-year-old children who achieve significant gains in oral language skills

Implementing Gauges

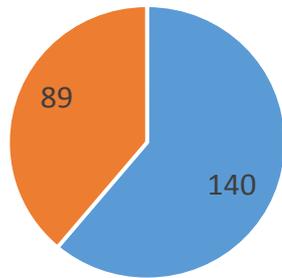
K-3

- **Census administration of KRA**
 - Currently 12 census/ 12 sample
 - Mathematica study
- **K-3 gauges**
 - EdCounsel
 - Chief Council of State School Officers (CCSSO)
- **36 – 72 months measure**
 - Early Learning Assessment



Expanding PreK – Preschool Development Grants

Type of Setting



- School-based Classrooms(61%)
- Community-based Classrooms (39%)

Year	Preschool Development Grants Slots
FY16	New: 1,459 Improved*: 1,273
FY17	New: 1,282 Improved: 2,735
FY18 <i>Targets</i>	New: 1,486 Improved: 2,908
FY19 <i>Targets</i>	New: 1750 new Improved: 3100

* An “improved” slot is a slot that already existed at the time of application and will be improved to meet the definition of a high-quality preschool program slot (as defined in the Preschool Development Grants program) using any of the five methods: extending programs from half-day to full-day; limiting class size to 20 and decreasing child-to-staff ratios to 1:10; employing and compensating a teacher with a bachelor’s degree; providing in-service, evidence-based professional development, such as coaching; or providing comprehensive services.

Expanding PreK – Building on the PreK Workgroup Recommendations

1. High-quality, full-day prekindergarten for all 4-year-old children in a mixed delivery system
2. Funds flow through MSDE to school systems and community-based programs
3. School systems and community-based programs develop MOUs
4. At full implementation, at least 50% of slots in community-based programs
5. Phased-in over at least ten years
6. Per-child cost includes reasonable teacher compensation and program implementation
7. Implement recommendations in *Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education*
8. State and Federal funds should be blended, braided or layered
9. Children with an IEP receive priority placement regardless of income

10 Quality Standards State Ranking (NIEER Yearbook 2015-16)

	State	Quality Standards (Maximum of 10)	Percent of 4-year-olds Served
1.	Rhode Island	10	5.4%
2.	Alabama	10	18.9%
3.	West Virginia	9	66.4%
4.	North Carolina	9	21.9%
5.	Michigan	9	33.6%
6.	Maine	9	70.2%
7.	New Jersey	8.8	29.1%
8.	New Mexico	8	33.3%
9.	Missouri	8	2.1%
10.	Mississippi	8	3.9%
11.	Louisiana	8	32.2%
12.	Kentucky	8	25.8%
13.	Kansas	7.1	19.8%
14.	Washington	7	8.6%
15.	Oregon	7	9.9%
16.	New York	7	49.9%
17.	Nebraska	7	31.6%
18.	Minnesota	7	1.2%
19.	Maryland	7	35.7%
20.	Illinois	7	26.1%
21.	Hawaii	7	2.0%
22.	Arkansas	7	32.0%
23.	Iowa	6.9	63.7%
24.	Massachusetts	6.6	7.6%
25.	Pennsylvania	6.1	11.6%
26.	Oklahoma	6	73.8%
27.	Nevada	6	3.8%
28.	Georgia	6	59.7%
29.	Delaware	6	7.3%
30.	Virginia	5	17.8%
31.	Vermont	5	66.7%
32.	Tennessee	5	21.8%
33.	Ohio	5	7.8%
34.	Colorado	5	23.1%
35.	Alaska	5	2.8%
36.	Connecticut	4.8	23.7%
37.	South Carolina	4.5	40.0%
38.	California	4.4	35.0%
39.	Texas	4	48.7%
40.	Wisconsin	3	71.0%
41.	Florida	3	76.0%
42.	DC	3	81.2%
43.	Indiana	1	1.9%
44.	Arizona	1	4.4%
45.	Wyoming	No Program	0%
46.	Utah	No Program	0%
47.	South Dakota	No Program	0%
48.	North Dakota	No Program	0%
49.	New Hampshire	No Program	0%
50.	Montana	No Program	0%
51.	Idaho	No Program	0%

Searching for quality child care and early education programs that promote school-readiness has never been easier, thanks to Maryland EXCELS!

Quality matters! The early years are critical when it comes to building social, emotional, thinking, and learning skills. Children with these skills are more likely to succeed in school and in life.

Maryland EXCELS builds upon the foundation of the State's rigorous child care licensing requirements. Every licensed program is inspected by the State at least once each year to ensure compliance with Maryland regulations.

Maryland EXCELS provides the opportunity for programs to demonstrate achievements that exceed state licensing requirements.

Upon review and verification, programs publish a rating from 1 to 5 (with 5 being the highest quality level) on the online Find a Program portal and in the Quality Finder mobile App.

Publishing a rating at any level, including level 1, demonstrates a program's commitment to continuous quality improvement.

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- ✓ Children's developmental progress assessed with multiple measures and linked to curriculum
- ✓ Staff meet highest levels of training and experience
- ✓ Continuous quality improvement process informed by independent assessors
- ✓ State or national accreditation achieved
- ✓ 5+ opportunities for families to engage in the program
- ✓ State recommended curriculum used
- ✓ Family-teacher conferences held at least twice per year

- ✓ Children's developmental progress measured and linked to curriculum
- ✓ Staff have higher levels of training and experience
- ✓ Continuous quality improvement process informed by independent assessors
- ✓ 4+ opportunities for families to engage in the program
- ✓ Activities aligned with a state-recommended curriculum
- ✓ Family-teacher conferences held at least twice per year

- ✓ Children's developmental progress measured
- ✓ Staff have increased training and experience
- ✓ 3+ opportunities for families to engage in the program
- ✓ Activities informed by early learning guidelines
- ✓ Family-teacher conferences held at least once a year

- ✓ Children's developmental progress observed
- ✓ 2+ opportunities for families to engage in the program
- ✓ Activities informed by early learning guidelines
- ✓ Family-teacher conferences held at least once a year

- ✓ Licensed and inspected to determine safety, cleanliness, proper supervision of children, and staff qualifications
- ✓ Activities support each and every child's individual needs
- ✓ Family-teacher conferences

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Maryland EXCELS Number of Published Programs by Level by County 2.6.18							Number of Licensed Programs by Jurisdiction	% Participating in Maryland EXCELS
Jurisdiction	Quality Rating 1	Quality Rating 2	Quality Rating 3	Quality Rating 4	Quality Rating 5	Grand Total		
Allegany	37	0	3	2	5	47	76	70%
Anne Arundel	152	25	58	3	17	255	731	42%
Baltimore	429	43	62	7	22	563	849	83%
Baltimore (city)	515	45	68	7	16	651	1226	52%
Calvert	46	12	5	3	7	73	158	49%
Caroline	19	2	8	0	5	34	86	48%
Carroll	54	10	17	2	15	98	221	47%
Cecil	42	4	8	1	0	55	127	50%
Charles	92	7	7	0	8	114	280	50%
Dorchester	18	2	9	1	7	37	65	62%
Frederick	86	17	15	6	14	138	455	36%
Garrett	11	1	2	1	11	26	32	88%
Harford	114	20	16	1	12	163	375	47%
Howard	137	35	17	1	18	208	519	44%
Kent	5	0	1	1	3	10	25	40%
Montgomery	353	56	101	14	61	585	1378	47%
Prince George's	480	71	47	6	20	624	1203	57%
Queen Anne's	15	3	2	1	4	25	94	30%
Saint Mary's	32	2	4	0	3	41	31	94%
Somerset	17	2	5	0	4	28	223	23%
Talbot	14	3	1	0	8	26	57	49%
Washington	63	18	9	2	23	115	241	55%
Wicomico	56	7	11	4	8	86	140	66%
Worcester	12	2	5	1	6	26	50	58%
Grand Total	2799	387	481	64	297	4028	8642	47%

Maryland Accredited Programs

Jurisdictions	Programs Accredited by Maryland Program Accreditation February 2018	Number of Programs Accredited by National Accrediting Organizations Recognized by MSDE June 2017	Total Accredited Programs by Jurisdiction	Number of Licensed Programs by Jurisdiction	% State or Nationally Accredited
Allegany	22	0	22	76	29%
Anne Arundel	13	34	47	731	6%
Baltimore City	22	10	32	849	3%
Baltimore County	21	22	43	1226	4%
Calvert	8	5	13	158	8%
Caroline	7	0	7	86	8%
Carroll	15	8	23	221	10%
Cecil	4	0	4	127	3%
Charles	7	7	14	280	5%
Dorchester	7	0	7	65	11%
Frederick	20	15	35	455	8%
Garrett	13	0	13	32	41%
Harford	9	15	24	375	6%
Howard	18	16	34	519	7%
Kent	4	0	4	25	16%
Montgomery	47	95	142	1378	10%
Prince George's	23	35	58	1203	5%
Queen Anne's	3	4	7	94	7%
Somerset	5	0	5	31	16%
St. Mary's	5	4	9	223	4%
Talbot	8	0	8	57	14%
Washington	17	6	23	241	10%
Wicomico	9	0	9	140	6%
Worcester	8	3	11	50	22%
TOTAL	315	279	594	8642	7%