

## **HB1441 – Early Childhood Education – Publicly Funded Prekindergarten Programs– Alterations**

I am Dana Barnhart, M.Ed, MD Licensed P3-6 teacher, the owner of the Kiddie Academy of Kent Island and a member of the Maryland State Child Care Association (MSCCA). As a licensed nonpublic nursery school (#250425) with MSDE office of Child Care. Kiddie Academy of Kent Island has been providing high quality educational childcare since the early 2000's when we first became a nonpublic nursery school, then National accreditation from 2005 until 2018. At which time it became accredited by MSDE. We have been in the quality rating program Excellis, since 2015 and continually publish at a level 5.

We have been trying to partner with our LEA for several years to assist in providing early childhood education to 3s and 4s in our community by having a minimum of 4-year degreed teachers in both our P3 and P4 classrooms and encouraging our educators to further their education by attaining the CDA or their Associates Degree with the Childcare Professional development Fund (CCPDF). Currently, we have two teachers who will have their CDA requirements completed before summer of 2024.

We believe a Mixed-Delivery Pre-K system, as outlined in the Blueprint for Maryland's Future, involving both public schools and private community-based childcare providers, is essential to meet the communities needs to provide high quality, equitable, education preschool, that allows parents to choose the setting that best fits theirs' and their child's needs. In order to attain the goals, set by the Blueprint for mixed delivery, it is imperative that the state work to remove the numerous barriers for private providers to achieve the current codified requirements, including the teacher state prek-3 certification requirements.

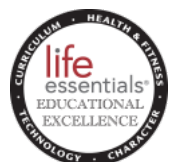
In order to offer a Pre-Kindergarten program currently in law, childcare providers must first be certified through the state of Maryland by a county board. Presently, both Teacher Preparation Programs and Alternative Teacher Preparation Programs require P-3 certification or a bachelor's degree and pursuing certification which includes teacher residency. While this may work on paper for the school systems it is not attainable by private providers. Alternate pathways as the General Assembly passed last year. HB1441 is the great next step to allow Associates Degrees in Early Childhood Education to also qualify a provider to receive a teaching certificate in Early Childhood Education, but there is more work to be done. While this is an early compromise it does not go far enough in meeting the needs of private providers. Under the current per pupil allowance salaries at the rate prescribed by the Blueprint will still be unaffordable by private providers.

Additionally, our child care business model is not sustainable without preschoolers. Kindergarten Readiness data shows child care provides successful, quality, developmentally appropriate early childhood experiences and we want the opportunity to meet the mixed delivery goals in the Blueprint, but cannot if equitable changes aren't made. **We Truly believe that a 50/50**

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**partnership with the LEA is the only way the blueprint will be successful in reaching its goals.** Even the data from KRA from as far back as the 2016-2017 school, when they separated out readiness based on prior care, showed that nonpublic nursery schools and licensed child care centers in kindergarten demonstrated higher readiness.

2016-17 nonpublic nursery schools 64% ready, licensed child care 51% ready; 2017-18 school year nonpublic nursery schools 68% ready, licensed child care 55% ready; 2018-19 school year nonpublic nursery schools 71% ready, licensed child care 60% ready; 2019-2020 nonpublic nursery schools 70% ready, licensed child care 62% ready.

I have attached the links to the 2016-17, 2017-18, 2018-2019, and 2019-2020 school year. The data later doesn't separate out prior care in a comparative study as it had these years. (see citation below)

#### WHAT THIS BILL DOES:

- Creates two classes of teacher's certificates in Early Childhood Education, one of which is required to teach for an eligible pre-k provider:
  - A first-class certificate that requires a Bachelor's Degree
  - A second-class certificate that requires an Associates Degree in Early Childhood education or Child Development
- Establishes standards and criteria to evaluate the knowledge and skills from prior learning relating to early childhood education.
- Sets a state goal that at least 50% of the pre-k slots provided in each county be provided by private providers by the 2027-2028 school year.
- Requires each county Board of Education to establish an Experience-Based Educator Professional Development Program to assist experience-based educators in obtaining a CDA certificate within a 3-year period.
- Requires MSDE to develop a model MOU for county boards to use with the department, each eligible private provider participating in publicly funded pre-k in the county, and other applicable government agencies.
  - The model MOU must now include:
- A method for the county Board to distribute a list of eligible public and private providers in the area to interested parents and
- The facilitation of peer-to-peer meetings for pre-k providers to share best practices.
- Allows county Boards to lease county space to provide pre-k programs.
- Extends the Child Care Incentive Grant Program through 2032.
- Extends the Maryland Child Care Credential Program through 2026.

Requested Amendments:

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- **Change goal of 50% language to a required 50% or reestablish the schedule currently struck in HB1441**

Citation- \*see pages listed for the number of ready children from licensed nonpublic nursery schools and licensed childcare centers

1. MSDE KRA 2016-2017(p.17)  
[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/kra\\_technical\\_report\\_2016-17.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/kra_technical_report_2016-17.pdf)
2. MSDE KRA 2017-2018(p.17)  
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED589991.pdf>
3. MSDE KRA 2018-2019 (p.16)  
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED604311.pdf>
4. MSDE KRA 2019-2020 (p.5)  
[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/200178\\_ready5\\_book\\_web.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/200178_ready5_book_web.pdf)

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