

# **SB 462\_MFN\_FAV\_Morrow\_State Board.pdf**

Uploaded by: Beth Morrow

Position: FAV



**Testimony Concerning SB 462**  
**“State Board of Education - Membership - Early Childhood Development Professional”**  
**Submitted to the Senate Education, Energy, and the Environment Committee**  
**February 21, 2025**

**Position: Support**

Maryland Family Network (MFN) supports SB 462, which would alter the membership of the State Board of Education to include an early childhood development professional.

Maryland Family Network (MFN) has worked since 1945 to improve the availability and quality of child care and early childhood education, as well as other supports for children and families in Maryland. MFN commends the Maryland State Department of Education (MSDE) for their longstanding support of young children, their families, and others who provide them care.

The single greatest factor determining a child’s success in school and later in life is the quality of his or her experiences from birth to age 5. The State has made substantial investments in early childhood education, providing critical supports to children and families before the children arrive at kindergarten. Early childhood education is a core pillar of the Blueprint for Maryland’s Future and the State continues to grow investments in the Child Care Scholarship Program. The inclusion of an early childhood development professional on the State Board could support informed policy making in these areas.

MFN appreciates the State Board of Education’s creation of the new Workgroup on Early Childhood Education and Care. This advisory body, along with the Office of Child Care Advisory Council, will provide the perspective of those directly impacted by Board policy and elevate recommendations.

Regardless of Board composition, we urge members to prioritize the importance of the early years and sustain critical investments that support our youngest learners.

MFN requests a favorable report on SB 462.

**Submitted by** Beth Morrow, Director of Public Policy



# **- MSCCA Testimony - SB 462 final BOE mga pdf.pdf**

Uploaded by: Christina Peusch

Position: FAV

# Maryland State Child Care Association

2810 Carrollton Road  
Annapolis, Md. 21403  
Phone: (410) 820-9196  
Email: [info@mscca.org](mailto:info@mscca.org)  
[www.mscca.org](http://www.mscca.org)

## ***Caring For Maryland's Most Important Natural Resource™***

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*The Maryland State Child Care Association (MSCCA) is a non-profit, statewide, professional association incorporated in 1984 to promote the growth and development of child care and learning centers in Maryland. MSCCA has over five thousand members working in the field of child care/early childhood education. We believe children are our most important natural resource and work hard to advocate for children, families and for professionalism within the early childhood community.*

### **Testimony: SB 462 State Board of Education-Membership-Early Childhood Development Professional Submitted to: Education, Energy, and Environment Committee February 21, 2025**

#### **MSCCA enthusiastically supports SB 462.**

Board composition is at the heart of board effectiveness. Progressive boards should continuously consider whether they have the optimum composition. Effective boards are comprised of members who reflect the priorities and challenges of the business, the relevant areas of risk, and the diversity of stakeholders.

SB 462 supports equity in composition of the State Board of Education membership, which is reflective of priorities and challenges of the Early Childhood education and care system, as well as inclusive of diverse practitioners, specifically Early Childhood Development Professionals.

The importance of early childhood education and care cannot be overstated and is reflected in the Blueprint for Maryland's Future, Pillar 1. The Blueprint for Maryland's Future, Pillar 1 mixed delivery goals clearly cannot be met without early childhood education and care child care programs participation across the state.

High quality care and early childhood education yields positive outcomes for children and lays the foundation for long term success in school and life. We also know that early childhood education and care begins at birth. SB 462 expands the Board's composition to ensure the early childhood education and care expertise is included, as it is the foundation for all learning.

Currently the State Board of Education members do not have expertise in early childhood education and care. The State Board of Education adopts regulations and policies for early childhood education and care. Early childhood education and care is comprised of 6,732 licensed early childhood education and care programs, educating and caring for 206,665 young children, which includes community-based public PreK sites, family child care, center based child care, and nursery schools. The State Board of Education adopts regulations and policies for early childhood education and care programs across 24 jurisdictions. The Division of Early Childhood budget, which includes early childhood education and care programs, is more than \$600 million dollars, yet there is no representation on the State Board of Education for early childhood education and care. If the Board has representation from a student, parent, teacher, and many other proximity experts, why can't we include membership for early childhood development professional?

The positive outcomes of adding an early childhood development professional and practitioner include, but are not limited to:

1. Opportunities to collaborate to build a stronger birth to five system in Maryland.
2. Support the Board in capacity building for not only the PreK mixed delivery goals of the Blueprint Pillar 1, but for the comprehensive birth to five system in Maryland.
3. Provide crucial insights into successes, challenges and concerns faced by early childhood education and care community in order to align decisions with needs in community.

4. Create necessary balance for the Board composition to include expert member who possesses important knowledge and experience and is directly affected by decisions.
5. Support the work of the Board to understand how regulatory decisions and policies will impact the birth to five ecosystem.
6. Ensure the potential business and financial impacts of Board policies and decisions are shared for consideration.

SB 462 functions similarly to the current structure of appointments with the Governor making the ultimate decision to appoint and will be supported with recommendations from an existing Governor's Council, the Office of Child Care Advisory Council. [Section 5-592 :: Maryland Family Law :: 2005 :: Maryland Code :: U.S. Codes and Statutes :: U.S. Law :: Justia](#) with 25 experts council members.

Early Childhood education and care is also connected to supporting parents who need access to quality, affordable, consistent early childhood education and care programs, therefore all early childhood programs are important to families and to the economy.

The Comptroller's State of the Economy <https://marylandtaxes.gov/reports/static-files/research/childcare.pdf> reflects the need to focus on child care decline, which is connected to the Blueprint for Maryland's Future mixed delivery of Public PreK and the unintended consequences to the early childhood education and care system. The Comptroller's report conveys the following concerns:

The potential decrease in the capacity of infant and toddler care.

The decline in standalone child care centers.

There is not enough data available to understand Maryland's child care system and its direct impact on labor force participation.

In conclusion, *"Child care is a fragile market that requires government intervention to enable providers – often small businesses – to succeed and enable parents with young children to work. Child care challenges can create significant headwinds for equitable economic growth. A robust child care system with adequate capacity and affordability to meet demand for all parents interested in working outside of the home will enable more prime age adults to enter the labor force, thereby reducing job vacancies, allowing businesses to grow and create more jobs, and bolstering state revenue."*

SB 462 is a critical step to building a robust early childhood education and care system because early childhood education and child care are connected and governed by the Maryland State Department of Education in partnership with the State Board of Education. We must work together and be at the table to ensure success. Our children and families are depending on us to get it right!

MSCCA requests a favorable report.

# **- MSCCA Testimony - SB 462 final BOE mga pdf.pdf**

Uploaded by: Christina Peusch

Position: FAV

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Annapolis, Md. 21403  
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MSCCA requests a favorable report.

# **SEIU Local 500 Testimony - SB 462 - 2025.pdf**

Uploaded by: Christopher Cano

Position: FAV



Testimony - SB 462, State Board of Education - Membership -  
Early Childhood Development Professional  
Favorable with Amendments

Senate Education, Energy, and the Environment Committee

February 21, 2025

Christopher C. Cano, MPA

Director of Political & Legislative Affairs, SEIU Local 500

Honorable Chairman Feldman and Members of the Senate Education, Energy, and the Environment Committee:

SEIU Local 500 represents over 20,000 working people in Maryland, Washington D.C., and Virginia. Our union represents the support staff at the Montgomery County Public School system, Family Child Care Providers, Faculty and Staff at several Maryland colleges and universities, staff at non-profits and many other working people across the region. We urge a FAVORABLE Report on SB 462 – **State Board of Education - Membership - Early Childhood Development Professional**. We would also like to thank the sponsors for their support of the early childhood community.

While Maryland's educational policies, particularly in the Pre-K-12 system, are an important focus, early childhood education and care often do not receive the attention they deserve. The current expertise within the State Board of Education is primarily focused on the Pre-K-12 system, which can sometimes result in a gap in understanding how to best support young children, ages 0-5, in the early stages of their development. This gap limits the ability to address quality care and instruction for our youngest learners.

Early childhood education and care are critical priorities for Maryland's future, as they play a pivotal role in setting children up for success, both in school and in life. High-quality early care and education have a profound impact on school readiness, early literacy, and lifelong health and well-being. Research shows that the experiences children have from birth to age five shape their cognitive, social, and emotional development. The foundation laid in these first five years is crucial for everything that follows, influencing long-term outcomes in both educational achievement and overall life success.

The addition of an early childhood development professional to the State Board of Education would ensure that early care and education are fully considered in the development of policies that affect the entire education system. Decisions made by the board regarding Pre-K-12 education, as well as regulatory decisions concerning licensure, certification, leadership, financing, and standards, all have far-reaching effects on the early care and education system. Yet, without the input of a subject matter expert in early childhood development, these decisions may not fully reflect the unique needs and realities of young children and their families.

By adding a professional with expertise in early childhood development, Maryland will ensure that early childhood education and care receive the attention and support they deserve. This addition will foster a more holistic approach to education policy that prioritizes the developmental needs of children from birth, recognizing the critical importance of these early years in setting the stage for future success.

Therefore, we request a favorable report on SB 462. Thank you for your consideration.

Christopher C. Cano, MPA  
Director of Political & Legislative Affairs  
SEIU Local 500

# **Senate Bill 462 Testimony.pdf**

Uploaded by: Cynthia Webb

Position: FAV

## Education, Energy, and the Environment Committee

### SB462: State Board of Education-Membership-Early Childhood Development Professional

#### Testimony “In Favor”

My name is Cindi Webb and I am a proud advocate for early childhood education and small business. I currently own Frederick Country Day Montessori School and The Learning Bee, a preschool and childcare center. My businesses have been serving Frederick County since 2007. In addition, I have real estate vacation rentals and I am a John Maxwell coach. I am a mother of 5, grandmother to 2 and my husband and I were foster parents to 23 children in Frederick County, two of whom we were blessed to adopt. Educating, guiding and caring for children is my passion and mission.

I think we can all agree that Early childhood, from birth to age five, is recognized as a critical period for cognitive, social, and emotional development. Investing in quality early education during these formative years lays a strong foundation for future success. Research shows that **90% of a child's brain develops by age five**, forming the neural connections essential for future learning.

Beyond my mission, I am a dedicated business owner and a vital contributor to our economy. I have worked tirelessly to build a high-quality program that currently serves approximately 225 families and has impacted thousands over the years. Unfortunately, decisions—whether intentional or not—have had negative consequences on my business and others in the early education field.

It is essential that early childhood education centers have a voice on the State Board of Education. This is not just logical; it is practical. When decisions are made without considering the needs of small businesses, we are left scrambling to protect our livelihoods and advocate for necessary changes—many of which could have been avoided with our input from the start. MSCCA has been instrumental in being our voice for change.

For example, the Blueprint Mixed Delivery System is critical for the survival of small childcare providers. Without it, most of us would be forced to close. Without three- and four-year-olds in our programs, we simply wouldn't have the resources to sustain our businesses. The economic impact of losing childcare centers would be devastating—leaving families without options for infant, toddler, and two-year-old care.

We also fought for changes to the lead teacher requirements for Pre-K expansion and Blueprint grant programs. Initially, childcare providers were excluded because our teachers do not hold MSDE state teaching certifications. We had to actively lobby for this

requirement to be reconsidered. If we had been included in the conversation from the beginning, unnecessary obstacles could have been avoided, saving time, money, and resources—ultimately benefiting children and families in our communities.

In addition, changes need to be made to the EXCELS rating system as the punitive measures being taken due to licensing non-compliances that are causing severe losses for childcare businesses. These losses include dropping EXCELS level from 5 to 1 which causes a snowball of devastating impacts including not being able to reapply for a grant in Blueprint and therefore losing seats for PreK students. Often this is a loss of a high-quality program for our students in the community which have been rated as high-quality by the grant monitors. It is also a large loss of grant money for the childcare center which causes a loss of employment for teachers and assistants teaching in the grant program. This punitive approach is one which influences other childcare centers in Maryland to delay as long as possible or not participate in the Blueprint. This information needs to be understood by the Board along with many other issues and challenges and early childhood businesses need representation.

The current members on the State Board of Education do not have early childhood expertise nor do they have early childhood business operations expertise. They do not know “what they do not know” and therefore we are seeing decisions made that do not support the unique needs of the early childhood education community. Decisions made in this vacuum are inefficient and short-sighted. Please support us by giving us a voice, ensuring that small businesses are heard, and early childhood education is represented which will lead to thriving early childhood communities. It is both a logical and practical decision.

Cindi Webb

Questions: [Cindi@TheLearningBee.com](mailto:Cindi@TheLearningBee.com)

301-461-3003

## **Bill.pdf**

Uploaded by: Dana Miller

Position: FAV



2/19/25

Testimony Concerning Support For:

SB490: State Boards, Commissions, Task Forces, and Workgroups-Elimination of Citizenship Requirements and Establishment of Diversity Requirements

Good morning, my name is Dana Miller. I have owned and operated a childcare Center in Prince George's County for over 25 years. I am also an early childhood education advocate.

I'm excited to see that SB90 recognizes the critical role of early childhood educators by advocating for their inclusion on the board. Research consistently shows that birth to age five is the most crucial period for brain development, and early childhood educators are at the forefront of shaping young minds. The Board of Education values our work, parents understand the importance of our role, and doctors acknowledge the profound impact we have on children's growth and well-being. Our expertise ensures that children in our care are nurtured, supported, and given a strong foundation for the future. That alone should be more than enough reason for us to have a seat at the table.

Thank you,

Dana Miller  
Owner and Director  
301-218-1246  
[www.lsfdc.org](http://www.lsfdc.org)

# **Maryland Association for the Education of Young Ch**

Uploaded by: Flora Gee

Position: FAV



Maryland Association for the Education of Young Children

## Testimony in Support of SB 462

### Submitted to the Honorable Members of the Education, Energy and the Environment Committee

#### Position: Support

*The Maryland Association for the Education of Young Children (MDAEYC) supports SB 0462- State Board of Education-Membership-Early Childhood Development Professional*

**February 18, 2025**

MDAEYC is a professional association of 1,700 early childhood educators, allied professionals, and families. We promote high-quality early learning for all children, birth through age 8, by connecting early childhood education practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

As a current member of the MDAEYC Public Policy Committee and former childcare Director/Owner for 50 years I would like to express the strong support of the members of our Association. These are our key points:

**Enhanced Expertise:** Including an early childhood development professional from the Child Care community of educators ensures that the unique needs and perspectives from the field are represented. This expertise is crucial for informed decision-making that impacts our youngest learners, especially for 0-4 years.

**Holistic Education Approach:** By having a dedicated professional on the Board, we can better integrate early childhood education policies with K-12 education, creating a seamless and supportive educational journey for all children.

**Improved Child Care Standards:** An early childhood development professional brings valuable insights into child care operations and curriculum development, leading to higher standards and better outcomes in early childhood programs across the state.

**Representation of Diverse Needs:** This ensures the Board reflects the diverse needs of Maryland's population, including those of young children and their families. This inclusive approach promotes equity and addresses the unique challenges faced by different communities.

For these reasons, MDAEYC respectfully requests a favorable report on SB 462.

*If you have any questions, please contact: Stephanie Schaefer, PhD. Program Coordinator, at [stephanie.schaefer@mdaeyc.org](mailto:stephanie.schaefer@mdaeyc.org) or 240-441-3280 or Flora Gee, [flora.gee@mdaeyc.org](mailto:flora.gee@mdaeyc.org) or 240-375-0208.*

# **Letter\_Support\_SB462\_Womens\_Caucus.docx.pdf**

Uploaded by: Kecia Munroe

Position: FAV

DEL. DANA JONES, DISTRICT 30A  
*President*

DEL. MICHELE GUYTON, DISTRICT 42B  
*1st Vice-President*

DEL. JENNIFER WHITE HOLLAND, DISTRICT 10  
*2nd Vice-President*

DEL. SARAH WOLEK, DISTRICT 16  
*Secretary*



DEL. LINDA FOLEY, DISTRICT 15  
*Treasurer*

DEL. KAREN R. TOLES, DISTRICT 25  
*Parliamentarian*

DEL. JACQUELINE T. ADDISON, DISTRICT 45  
*At Large*

DEL. KYM TAYLOR, DISTRICT 23  
*At Large*

**WOMEN LEGISLATORS OF MARYLAND**  
**THE MARYLAND GENERAL ASSEMBLY**

February 19, 2025

To: Senator Brian J. Feldman, Chair  
Senator Cheryl C. Kagan, Vice Chair  
Education, Energy, and the Environment Committee

**The Maryland Women's Caucus is proud to express our unanimous support for SB0462: State Board of Education - Membership - Early Childhood Development Professional.** This critical legislation takes an essential step toward ensuring that early childhood development professionals have a voice on the Maryland State Board of Education (MSDE), recognizing the vital role they play in shaping the future of Maryland's children.

As you are aware, the vast majority of child care providers are women, and their expertise and firsthand experience are crucial in shaping policies that impact early childhood education. SB0462 ensures that these professionals—who are responsible for nurturing and educating Maryland's youngest learners—have a seat at the table when decisions are made about the Blueprint for Maryland's Future, particularly its Universal Pre-K pillar. Their perspective is currently missing, and their inclusion will provide essential insight into the role that family and community-based child care plays in preparing children for success.

By adding a child care/early childhood development professional to the MSDE Board, this bill acknowledges the importance of early education and the women who lead this field. It is a proactive and necessary measure to ensure that Maryland's educational policies reflect the realities and challenges faced by child care providers, families, and young children.

For these reasons, the Maryland Women's Caucus strongly urges the Education, Energy, and the Environment Committee to issue a favorable report for SB0462. By passing this legislation, Maryland will take a meaningful step toward supporting early childhood educators—predominantly women—and strengthening the foundation of our state's education system.

Thank you for your time and consideration. We appreciate your commitment to improving the lives of Marylanders.

## **SB 462 Testimony L.Buchy.pdf**

Uploaded by: Lisa Buchy

Position: FAV

# Wee Lad & Lassie Early Learning Center

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February 10, 2025

## **SB 462 State Board of Education-Membership-Early Childhood Development Professional Testimony “In Favor”**

My name is Dr. Lisa Buchy testifying in favor of SB 462. Since 1985 I have been an owner and director of early education and care programs in AACo. My company currently operates two locations serving over 100 children including children receiving Child Care Scholarship and providing public Pre-K to low income families for 8 of the past 9 years.

My experience also includes faculty appointments at Johns Hopkins University where I worked on a large-scale childcare quality research grant and at Towson University in the Department of Early Childhood Education where I taught in the educator preparation program at the undergraduate and graduate levels. I serve on the advisory committee of the Maryland State Childcare Leadership Program (MECLP) and the Anne Arundel County Early Childhood Childcare Taskforce.

Early childhood education and care is a key priority for Maryland’s future. High quality care and early education impact school readiness, early literacy and lifelong health and well-being. Children’s long-term outcomes are significantly impacted by what happens from birth to age 5 and the foundation for all that follows is laid down in the first 5 years of each person’s life. Maryland’s education policies set by the board of education have a role to play in supporting children’s positive outcomes. However, while Pre-K- 12 education is at the forefront of consideration, early childhood education and care may be missed due to lack of knowledge of how to address quality instruction and care for very young children. The current state board of education expertise needs to be expanded to include a subject matter expert in the care, learning, and development of children ages 0-5 years. This will ensure that early care and education are considered when setting policy for the system. Board decisions on Pre-K-12 education policy and regulatory decisions such as licensure, certification, leadership, financing, and standards all impact ECE, yet without the ECE subject matter expertise on the board, the impact of these decisions on early education and care are not recognized.

Early care and education programs are businesses that serve the public good. As such, they are subject to economic factors that influence cost and quality including the cost to provide care,

# Wee Lad & Lassie Early Learning Center

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competition, consumer behavior, and the policy and regulatory climate. A board member with extensive experience and background knowledge of the business model of ECE will be able to provide perspective and insight into the economic impact of board decisions which often lead to negative financial outcomes for early care and education programs.

The addition of an early childhood development professional board member will achieve the following:

- Ensure the board is actively aware of how the ECE system works and how it connects to the familiar Pre-K -12 system.
- Enhance the connection between the board's work and the ECE community
- Build a strong bridge between children's early years (0-5) and the PreK-12 system.
- Support the board to look at how policy and regulatory decisions impact the birth-5 system.
- Provide subject matter expertise on young children's care, growth, development and the needs of young children and their families in the context of the Maryland ECE system.
- Deliver the ECE business perspective on how board decisions impact the economics of early education and care

I thank Senator Mary Washington for bringing this much-needed legislation forward and I urge you to support the passage of this bill.

# **SB462 MALMB Testimony.docx.pdf**

Uploaded by: Lisa Kovacs

Position: FAV



**Local power, collective voice  
for Maryland's children, youth and families**

February 21, 2025

**SUPPORT – SB462 – State Board of Education - Membership - Early Childhood Development Professional**

Dear Senators:

On behalf of the Maryland Association of Local Management Boards, I am writing in support of **SB462 – State Board of Education - Membership - Early Childhood Development Professional**, which will increase the membership of the State Board of Education from 13 to 14 to include an early childhood development professional as a member.

In September 2024, the Maryland Association of Local Management Boards and the Anne Arundel Early Childhood Childcare Taskforce hosted the first annual statewide and third annual county summit to bring awareness to the needs of the childcare ecosystem. [Some of the feedback given](#) cited the lack of representation of childcare providers on the State Board of Education.

HB 524 will create equity in the composition of the State Board of Education membership, which is reflective of priorities and challenges of the Early Childhood education and care system, as well as inclusive of diverse practitioners, specifically Early Childhood Development Professionals. The positive outcomes of adding an early childhood development professional and practitioner include:

- Offering opportunities to collaborate to build a stronger birth-to-five system in Maryland.
- Supporting the Board in capacity building for not only the PreK mixed delivery goals of the Blueprint Pillar 1, but for the comprehensive birth to five system in Maryland.
- Providing crucial insights into successes, challenges, and concerns faced by the early childhood education and care community to align decisions with the needs in the community.
- Creating necessary balance for the Board composition to include expert members who possess important knowledge and experience and are directly affected by decisions.



Local power, collective voice  
for Maryland's children, youth and families

- Supporting the work of the Board to understand how regulatory decisions and policies will impact the birth to five ecosystem.
- Ensuring the potential business and financial impacts of Board policies and decisions are shared for consideration.

**We urge you to support SB462 – State Board of Education - Membership - Early Childhood Development Professional** to strengthen the voices of early childhood professionals at the state level.

Sincerely,

A handwritten signature in black ink that reads "P M Brown". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Pamela M. Brown, PhD  
Legislative Chair  
Maryland Association of Local Management Boards

## **SB462 RAlbertsen.pdf**

Uploaded by: RANDI ALBERTSEN

Position: FAV



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My name is Randi Albertsen. I own Innovations in Education, LLC. We provide professional development and consulting for early childhood programs. I am testifying in favor of SB462, increasing the State Board of Education membership from 13 to 14 members to include an early childhood development professional.

Prior to my current position in early childhood education, I taught kindergarten in Montgomery County Public Schools, worked in a childcare center, and was a licensed family childcare provider in Maryland. I am here to share my experience working in public schools and in community-based childcare settings.

My experience has taught me that public schools' policies and practices are very different from those in regulated childcare settings. While public schools and community-based programs fall under the guise of MSDE, they are not the same. The language and terminology used in public schools are very different from those used in community-based programs. The regulations are different. The oversight is different. The funding is different. The staff qualifications are different. The workload is different. The length of the workday is different. The interactions and relationships with families are different.

Because MSDE oversees both community-based early childhood programs and LEAs, the State Board of Education oversees both types of settings as well. And yet, there is no representation on the State Board of Education to reflect the voice of community-based early childhood programs.

If the State Board of Education is making recommendations for birth-12 education in Maryland, and the composition of the State Board is reflective of all stakeholders, then it follows that a dedicated seat for a representative from the early childhood community-based programs should be included.

The State Board regularly sets policies that directly impact early childhood community-based programs, yet they currently do so without the input and voice of the early childhood community. Quite often, this leads to policies that are contradictory to developmentally appropriate practices and create unintended consequences for the successful operation of community-based programs. A case in point is pillar one from the Blueprint for Maryland's Future. As the AIB makes recommendations to the State Board regarding Pillar 1, there is currently no voice on the Board to share knowledge, experience, and research-based practices that either support or contradict such recommendations. Without this information, the Board sets policies that often do not support and sometimes even harm community-based programs.

To ensure a robust and thriving childcare industry in Maryland, it is critical to have representation on the State Board of Education. Childcare is the economic linchpin of a thriving society and economy. To ensure the continued viability and success of the childcare industry and the mixed delivery system in the Blueprint for Maryland's Future, I strongly support the addition of a seat on the State Board of Education dedicated to an early childhood development professional and request a favorable report.

Thank you for your time and continued support of the early childhood community.

# **Testimony in support of SB0462 - State Board of Ed**

Uploaded by: Richard KAP Kaplowitz

Position: FAV

02/21/2024

Richard Keith Kaplowitz  
Frederick, MD 21703

**TESTIMONY ON SB#/0462 – FAVORABLE**

**State Board of Education - Membership - Early Childhood Development Professional**

**TO:** Chair Feldman, Vice Chair Kagan and members of the Education, Energy and the Environment Committee

**FROM:** Richard Keith Kaplowitz

**My name is Richard K. Kaplowitz. I am a resident of District 3, Frederick County. I am submitting this testimony in support of SB#0462, State Board of Education - Membership - Early Childhood Development Professional**

Purdue University has documented the need for early childhood development professionals: <sup>1</sup>

At a basic level, early childhood professionals are important because many parents work. Parents need the support of [early childhood professionals](#) to provide quality care and promote the intellectual and emotional development of their children. Most importantly, there is [considerable evidence](#) that early education, typically from birth to age 5, can promote long-term health and longevity. Positive early experiences provide children with a foundation for brain development and build a range of learning and other skills throughout life.

This is why early childhood professionals are critical to the entire child development process—they can help set the stage to [combat developmental obstacles](#) such as poverty, health issues, and other adversity.

The Blueprint for Education includes a Pre-K component yet the person who might have the depth of knowledge to assist the State Board of Education on policies around early childhood education does not have a voice on that board.

This bill will increase the membership of the State Board of Education from 13 to 14 members to include, as a member, an early childhood development professional with extensive experience in the operations of a child care business and early childhood curriculum and development. The selection of that qualified individual will occur through requiring the Governor to appoint the early childhood development member, with the advice and consent of the Senate, from a list of three qualified individuals submitted from the Office of Child Care Advisory Council.

**I respectfully urge this committee to return a favorable report and pass SB0462.**

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<sup>1</sup> <https://www.purdueglobal.edu/blog/education/early-childhood-professionals/#:~:text=Parents%20need%20the%20support%20of,long%2Dterm%20health%20and%20longevity.>

## **HB 524-SB 462 Letter.pdf**

Uploaded by: Rossana Espinoza-Thorndahl

Position: FAV



February 19, 2025

**Education, Energy and Environment Committee  
Maryland State Senate  
Annapolis, MD 21401**

Re: Testimony concerning support for:

**[HB524/SB462](#) (Delegate Guzzone/Senator Mary Washington)-  
State Board of Education - Membership - Early Childhood Development Professional**

To whom it may concern,

My name is Anabela Rodas. I am a resident of Montgomery County and President of the Latino Child Care Association of Maryland, Inc. (LCAM). LCAM is a nonprofit organization representing hundreds of Spanish-speaking family child care providers and early childhood educators in the state. I am providing written testimony on behalf of our organization.

The Latino Child Care Association of Maryland is in favor of Senate Bill 462 and House Bill 524, which would both increase the membership of the State Board of Education from 13 to 14 members to include, as a member, an early childhood development professional with extensive experience in the operations of a child care business and early childhood curriculum and development; and requiring the Governor to appoint the early childhood development member, with the advice and consent of the Senate, from a list of three qualified individuals.

Maryland must fully integrate our early childhood community across sectors by allowing representation on the Board of Education. Adding a seat for an early childhood development professional will bring inclusion, amplify the voices of those in the field, and bring real stories from those families and educators who experience the system daily.

Thank you for the opportunity to provide this written testimony.

Sincerely,

**Anabela Rodas  
President,  
Latino Child Care Association of Maryland, Inc. (LCAM)  
240-883-1699  
info@lcam-md.com**

# **SB462 PDF.pdf**

Uploaded by: RUBY DANIELS

Position: FAV



**Bill No: Senate Bill 462**

**State Board of Education – Membership – Early Childhood Development Professional  
February 21, 2025**

**Position: Favorable**

**Chair Feldman, Vice Chair Kagan and Members of the Education, Energy and the  
Environment,**

I am honored to submit this written testimony in support of Senate Bill 462, which seeks to enhance the membership of the Maryland State Board of Education by including an early childhood development professional.

My name is Ruby Daniels, President of the Maryland State Family Child Care Association (MSFCCA), a second-year independent Pre-K Expansion Grantee, and Chair of the Pillar 1 Advisory Committee to the Accountability and Implementation Board, I have witnessed firsthand the critical role early childhood education (ECE) plays in shaping Maryland's educational landscape. Including a representative from the early childhood sector on the State Board of Education is a necessary and logical step toward ensuring that the needs of our youngest learners and their educators are fully recognized in policy decisions.

**The Value of Including a Child Care Provider in the State Board of Education**

The early years of a child's education are **foundational, setting the trajectory for future academic success and lifelong learning**. Maryland has made significant strides in expanding access to high-quality early childhood education through initiatives such as the Pre-K Expansion Grant and Blueprint for Maryland's Future. However, the governance and decision-making structures overseeing K-12 education often lack direct representation from professionals specializing in early childhood development. Senate Bill 462 corrects this oversight by ensuring that an experienced early childhood development professional, with expertise in child care operations, curriculum, and early learning standards, has a seat at the table.

As a leader in Maryland's early childhood education sector, I can attest to the value of incorporating perspectives from licensed child care providers who operate both small- and large-scale programs. Family child care and center-based providers serve thousands of children across Maryland, often bridging gaps in access for working families, low-income communities, and diverse linguistic backgrounds. By appointing a representative from the early childhood community, the State Board of Education can more effectively:



**Maryland State  
Family Child Care  
Association**  
www.msfccca.org

Align early childhood education policies with K-12 education to create a **seamless learning continuum**.

**Address workforce challenges** in the child care sector, including professional development and retention.

Advocate for equitable funding and resource allocation for early learning programs.

Ensure that child care providers have a **direct voice in regulatory and policy decisions** that impact their programs and the families they serve.

### **Supporting the Next Generation of Learners**

The Blueprint for Maryland's Future emphasizes the importance of early learning, yet the inclusion of a dedicated ECE representative in the State Board of Education remains absent. Given the substantial investment Maryland is making in early childhood education, it is imperative that decision-makers at the highest level understand the nuances of early learning environments. The passage of SB 462 ensures that the Board has the expertise necessary to make informed decisions that will strengthen our early education infrastructure.

On behalf of the Maryland State Family Child Care Association and the thousands of early childhood educators we represent, I strongly urge this committee to support SB 462. The inclusion of an early childhood development professional will enhance the Board's ability to craft policies that truly reflect the needs of Maryland's youngest learners, their families, and the educators dedicated to their success.

Thank you for your consideration and your commitment to the future of education in Maryland.

Respectfully,

**Ruby Daniels**

President, Maryland State Family Child Care Association  
Second-Year Independent Pre-K Expansion Grantee  
Chair, Pillar 1 Advisory Committee to the AIB

## **SB462.pdf**

Uploaded by: Ruth Carolina Reyes

Position: FAV



# ARCO IRIS

## BILINGUAL CHILDREN'S CENTER

February 19, 2025

**Testimony Concerning Support for:**

**SB462: State Boards, Committees, Commissions, Task Forces, and Workgroups-Elimination of  
Citizenship Requirements and Establishment of Diversity Requirements**

**Submitted to the Senate Committee on Education, Energy, and the Environment.**

**Ruth Carolina Reyes**

**Arco Iris Bilingual Children's Center**

**14502 Greenview Drive, Suite 102**

**301-483-8800 Center**

**301-538-1978 Cellular**

**arcoirisbcc@gmail.com**

Good afternoon Senate Committee on Education, Energy and Environment,

I am Carolina Reyes, an owner/director of Arco Iris Bilingual Children's Center located in Laurel Prince George's County, and an advocate for early childhood education.

Maryland has the opportunity to fully embody the Board of Education's vision of "ensuring all students have access to a world-class educational system that prepares

them to graduate ready.” Achieving this vision requires providing high-quality learning opportunities for all children, starting with early childhood education from birth!

Maryland must fully integrate our early childhood community across sectors by allowing representation on the Board of Education. Adding a seat for an early childhood development professional will bring inclusion, amplify the voices of those in the field, and bring real stories from those families and educators who experience the system daily.

Maryland decided to elevate and improve early childhood education by creating the Blueprint for Universal Pre-k with the idea of a mixed-delivery system. But in order to have a true mixed-delivery system, we need representation at the table where decision-making happens.

The board has a student, a parent, and a teacher being part of the board. And why is this? Because the Board values their daily experiences and their input on important decisions is needed - right? Then why not have a representative of the vast childcare community. Yes, I said CHILDCARE. Maybe, by having representation on the Board, we can end the stigma that childcare is simply babysitting.

“Early Childhood Development Professionals” are childcare teachers.

Childcare is the foundation of education and it is time we make these experts in early childhood development become members of the Board of Education and continue to support their mission to be part of the strategic direction and leadership; to support policy making and resource allocation; and foster engagement and advocacy.

Maryland needs to push for transformative change and we can start by having representation on the Board.

I ask for your favorable support.

Sincerely,

R. Carolina Reyes

Gracias!

# **SB 462 - State Board - LOI.docx.pdf**

Uploaded by: Zachary Hands

Position: INFO

**TO:** Senate Education, Energy, and Environment Committee

**BILL:** Senate Bill (SB) 462 – State Board of Education – Membership – Early Childhood Development Professional

**DATE:** February 21, 2025

**POSITION:** Letter of Information

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Chair Feldman and Members of the Senate Education, Energy, and Environment Committee,

The Maryland State Board of Education (State Board) would like to share the following information regarding **SB 462**, which would add an additional member to the State Board who is required to be an early childhood development professional with extensive experience in the operations of a child care business and early childhood curriculum and development.

The State Board appreciates the intent of this bill to ensure that the voice and perspectives of the early childhood community are well represented on the State Board. The experience and knowledge of early childhood professionals are valuable to the work of the State Board as we oversee early childhood programs in the state. We are fortunate to have current members of the State Board with extensive knowledge and experience related to early childhood education and care.

The Office of Child Care Advisory Council (OCCAC) and the State Early Childhood Advisory Council (ECAC) are both entities currently in existence to provide information, feedback from the field, and expertise to the State Superintendent and the State Board as we deliberate over matters related to early childhood. Additionally, the State Board recently launched a Workgroup on Early Childhood Education and Care with a representative group of early childhood experts from OCCAC and ECAC to serve as a direct feedback mechanism to members of the State Board.

We are concerned with continued growth of the size of the State Board, which is already one of the largest [state boards of education](#) in the United States at 14 members. Additionally, we have concerns with outlining specific qualifications for additional members of the State Board to ensure that the Governor retains the flexibility to appoint members of the State Board who have a wide array of experiences and skill sets.

While we appreciate the thoughtfulness of the bill to ensure a robust and representative process for selecting an early childhood candidate, the OCCAC is not currently structured in a way to solicit candidates and build a review process. Standing up this process would compete with its mandate to review all regulations and policies related to early childhood education. We also register hesitation about the prospect of an operator in the child care business serving as a member on the board that regulates, licenses, and supports child care centers in Maryland given the associated conflicts of interest and business relationship.

The State Board requests that the committee consider this information as it deliberates **SB 462**. Please contact Dr. Akilah Alleyne, Executive Director of Government Affairs, Education Policy, and Government Relations, at [Akilah.alleyne@maryland.gov](mailto:Akilah.alleyne@maryland.gov) or at 410-767-0504 or Zach Hands, Executive Director of the State Board, at [Zachary.hands1@maryland.gov](mailto:Zachary.hands1@maryland.gov) or at 443-915-6094, if you would like any additional information.