

HOUSE BILL 748

F1

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By: **Delegate Mireku-North**

Introduced and read first time: February 4, 2026

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Publicly Funded Prekindergarten – Early Childhood Educator Career Ladder**
3 **for Private Providers – Repeal of Deadlines**

4 FOR the purpose of repealing the requirements that certain experiential and educational
5 qualifications in the early childhood educator career ladder for eligible private
6 prekindergarten providers must be met on or before certain dates; and generally
7 relating to the requirements for eligible private providers in publicly funded
8 prekindergarten.

9 BY repealing and reenacting, with amendments,

10 Article – Education

11 Section 7-1A-08

12 Annotated Code of Maryland

13 (2025 Replacement Volume and 2025 Supplement)

14 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,

15 That the Laws of Maryland read as follows:

16 **Article – Education**

17 7-1A-08.

18 (a) (1) On or before July 1, 2025, the Department shall establish an early
19 childhood educator career ladder for eligible private providers.

20 (2) The early childhood educator career ladder is for teachers and assistant
21 teachers employed by eligible private providers.

22 (3) The purpose of the early childhood educator career ladder is to:

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (i) Transform early childhood education teaching into a high-status
2 profession in the State;

(ii) Attract high-performing students to pursue the high-status early childhood education teaching profession; and

5 (iii) Retain high-quality early childhood education teachers who gain
6 additional responsibility, authority, status, and compensation as they gain additional
7 expertise.

8 (b) The early childhood educator career ladder shall:

9 (1) Adequately compensate early childhood educators for their work;

10 (2) Provide early childhood educators with the opportunity to identify and
11 work with prekindergarten teachers and teaching assistants;

12 (3) Provide early childhood educators the opportunity to develop their
13 skills and knowledge by participating in job-embedded professional development; and

14 (4) Compensate early childhood educators at greater rates as they advance
15 to the next level of the career ladder.

16 (c) (1) The levels of the career ladder are as follows:

17 (i) Level one is an early childhood teaching assistant;

18 (ii) Level two is a prekindergarten lead teacher; and

19 (iii) Level three is an early childhood consulting teacher.

22 (i) 1. Hold a high school diploma; and

2. [On or before July 1, 2027] **WITHIN 3 YEARS AFTER**
EARLY CHILDHOOD TEACHING ASSISTANT:

B. Hold an associate degree in early childhood education or

29 (ii) [On July 1, 2024, have] **HAVE** documented experience of actively
30 providing services in early childhood education for a minimum of 15 years for at least:

1 1. 20 hours per week; and

2 2. 180 days per year.

3 (3) (i) Subject to subparagraph (ii) of this paragraph, in order to qualify
4 as a prekindergarten lead teacher, an educator shall:

5 1. Hold at least a bachelor's degree in early childhood
6 education, child development, or a related field from an institution of higher education
7 accredited by an institutional accrediting association recognized by the U.S. Department of
8 Education;

9 2. A. Hold at least a bachelor's degree in early childhood
10 education, child development, or a related field from an institution of higher education in
11 another country; and

12 B. Have the degree under item A of this item verified as
13 comparable to a bachelor's degree granted by an accredited institution of higher education
14 in the United States by an independent agency authorized to analyze foreign credentials
15 selected by the Department;

16 3. Hold a bachelor's degree in a field unrelated to early
17 childhood education from an institution of higher education accredited by an institutional
18 accrediting association approved by the U.S. Department of Education; or

19 4. Subject to subparagraph (iii) of this paragraph, [on July 1,
20 2024,] have documented experience of actively providing services in early childhood
21 education for a minimum of 10 years for at least:

22 A. 20 hours per week; and

23 B. 180 days per year.

24 (ii) In order to qualify as a prekindergarten lead teacher through any
25 pathway other than the pathway described under subparagraph (i)1 of this paragraph, an
26 educator must achieve a minimum score on the Classroom Assessment Scoring System
27 (CLASS) assessment as set by the Department in addition to the requirements listed under
28 subparagraph (i) of this paragraph.

29 (iii) 1. [On or before July 1, 2030] **WITHIN 6 YEARS AFTER**
30 **QUALIFYING AS A LEAD TEACHER**, a prekindergarten lead teacher who qualifies through
31 the pathway described under subparagraph (i)4 of this paragraph shall earn an associate
32 degree in early childhood education.

33 2. Teachers from level three of the career ladder shall mentor
34 and provide professional support to a prekindergarten lead teacher described under this

1 subparagraph to ensure that the teacher earns a degree within the required amount of
2 time.

3 (iv) In order to maintain status as a prekindergarten lead teacher,
4 each year a lead teacher shall complete at least 20 working hours of professional learning
5 and development in:

6 1. Early childhood instruction;

7 2. Developmentally appropriate practice; and

8 3. Any other professional skill areas the Department
9 determines are valuable.

10 (4) In order to qualify as an early childhood consulting teacher, an educator
11 shall:

12 (i) Be a prekindergarten lead teacher in good standing;

13 (ii) Beginning in the 2027–2028 school year, hold early childhood
14 education certification or be pursuing certification;

15 (iii) Be able to lead other early childhood educators in an effective
16 and disciplined way to improve the curriculum and instruction of prekindergarten
17 students;

18 (iv) Demonstrate the skills and knowledge to mentor early childhood
19 assistant teachers and new prekindergarten lead teachers, including by helping them to
20 meet the educational and certification qualifications necessary to qualify for and maintain
21 status on the career ladder; and

22 (v) Supervise and support prekindergarten lead teachers, if
23 practicable through prekindergarten provider hubs, in one or more sites in order to improve
24 developmentally appropriate instructional practices for prekindergarten students.

25 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
26 1, 2026.