

**SB 500\_MFN\_FAV\_Morrow Prof Devel.pdf**

Uploaded by: Beth Morrow

Position: FAV



**Testimony Concerning SB 500**  
**“Education - Child Care Career and Professional Development Fund - Alterations”**  
**Submitted to the Senate Education, Energy, and the Environment Committee**  
**February 14, 2024**

**Position: Support**

Maryland Family Network (MFN) supports SB 500, which alters provisions around the Child Care Career and Professional Development Fund (CCCPDF), a tuition assistance program that helps child care providers further their education.

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. We have been active in state and federal debates on child care policy and are strongly committed to ensuring that children, along with their parents, have access to high-quality, affordable programs and educational opportunities.

Child care providers pursuing college degrees can access CCCPDF for assistance in paying for tuition, fees, and books at participating colleges and universities. Upon completion of degree requirements, the provider must remain employed in a child care setting for at least two years in the case of an associate’s degree or four years in the case of a bachelor’s degree.

The surest indicators of quality in an early care and education settings are the training and skills of the provider. Ensuring that child care providers have access to professional development and higher education remains a core component of the early childhood provisions of the Blueprint for Maryland’s Future.

MFN respectfully urges favorable consideration of SB 500.



**MLU written testimony - SB 500 - Education - Child**

Uploaded by: Carlos Orbe, Jr.

Position: FAV



February 13, 2024

Position: SUPPORT

**SB 500 - Education - Child Care Career and Professional Development Fund - Alterations**  
Education, Energy, and the Environment Committee:

I write to you today to urge your support for SB 500, a bill that seeks to amend the Child Care Career and Professional Development Fund in a manner that aligns with the goals and values of Maryland Latinos Unidos (MLU) and addresses the pressing needs of our Latino and immigrant communities across the state.

As representatives committed to equity and justice, we understand the power of collective action. MLU, a coalition of organizations, businesses, and individuals dedicated to supporting Latino and immigrant communities, has identified critical areas where intervention is urgently needed. From housing and food insecurity to educational access and healthcare, the challenges facing these communities are numerous and complex.

This bill, SB 500, represents a vital step towards addressing some of these challenges by expanding opportunities for individuals within our communities to access quality education and professional development in the field of early childhood education. By broadening the qualifications for the Child Care Career and Professional Development Fund, we can empower more individuals to pursue careers in child care, a sector essential to the well-being of our families and communities.

Furthermore, SB 500 prioritizes applicants who have not had the opportunity to pursue traditional higher education pathways, as well as those enrolled in institutions offering native language or bilingual coursework in early childhood education. This targeted approach ensures that members of our Latino and immigrant communities, who may face additional barriers to accessing higher education, are given the support they need to enter and succeed in this critical profession.

By investing in the education and professional development of individuals committed to serving in approved child care settings, SB 500 not only strengthens the early childhood education workforce but also enhances the quality of care available to our children. Additionally, it aligns

with MLU's mission of capacity-building within our communities, ensuring that grassroots organizations and individuals have the resources and support necessary to thrive.

As we strive to build a more inclusive and equitable Maryland, it is imperative that we prioritize the needs of our Latino and immigrant communities. SB 500 represents a meaningful opportunity to do just that, and I urge you to support this important legislation for the betterment of our state as a whole. Thank you.

Respectfully,

Carlos Orbe, Jr.

Communications and Public Affairs Specialist

Maryland Latinos Unidos

**- MSCCA Testimony - SB 500 CCCPD Alterations.pdf**

Uploaded by: Christina Peusch

Position: FAV



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

## **Maryland State Child Care Association**

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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 5000 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 500 Education-Child Care Career and Professional Development Fund-Alterations Submitted to: Education, Energy, and the Environment Committee February 14, 2024**

Maryland State Child Care Association enthusiastically supports HB 600. We thank sponsor, Senator Mary Washington for her leadership and support of the child care industry workforce, children and families.

Child care is an economic and equity imperative. SB 500 addresses economic and equity imperatives with important alterations to the existing state Child Care Career and Professional Development Program (CCCPDF) by increasing employment service hours, which helps build workforce capacity along with prioritizing and expanding opportunities for our diverse teachers whose first language is not English.

The Office of Child Care Workforce Advancement Branch advertises, recruits, and supports the child care community through the CCCPDF which pays in full for academic degrees, including two- and four-year degrees and master's level degrees, as well as books in early childhood education and related fields. Additionally, to be eligible or qualify for the CCCPDF you must be participating in the Office of Child Care Maryland Credential Program specifically designated for child care staff, at a level two or higher. However, the service commitment is only ten hours per week upon graduation from a participating college/university in a licensed child care program. The service commitment ten hours per week do not meet the needs of child care businesses who have a critical workforce shortage nor is it equitable for the significant funding invested. The CCCPDF service hours to pay back should increase to a minimum of 20 hours per week, especially when the resources used are directly related to child care.

The child care industry continues to struggle with critical workforce shortages and the recovery has lagged behind other businesses. ARPA funds have been exhausted. The child care industry has not fully recovered from the pandemic and was tenuous prior to the pandemic. According to MSDE, child care has lost over 800 programs. Additionally, numerous programs have demand for child care services, but cannot open space/classrooms due to the critical workforce shortages plaguing small business, especially the child care industry. Providers and advocates say recruiting and retaining workers is now one of their biggest challenges.

According to Indeed, the demand for child care workers remains high. In January 2021, job postings on Indeed were back to pre-pandemic levels for child care roles, and they have remained above pre-pandemic levels ever since. In fact, by September 2023, child care job postings on Indeed were still more than 50 percent above their pre-pandemic levels. The number of job postings for child care positions is much higher, relative to pre-pandemic levels, than other pandemic-affected roles, such as retail and sales.

For decades, we have undervalued and underinvested in our child care system, and now our economy—[and our most vulnerable workers](#)—are paying the price. It will take the combined efforts of the federal government, state leaders, and businesses to ensure every family has access to affordable, high-quality childcare that can move the country and its economy forward. SB 500 makes an impact by building capacity and equity in the workforce.

Maryland has led the way in creating amazing initiatives to invest in cultivating more child care providers and devoting resources to the CCCPDF each year. SB 500 expands the opportunities and prioritizes funding along with increasing service hours to build a qualified workforce in a critical workforce shortage industry.

According to the U.S. Bureau of Labor Statistics, as [many as 100,000](#) Americans have been forced to stay home from work each month because of child care problems. The economic toll now amounts [to \\$122 billion](#) each year in lost earnings, productivity, and revenue. A recent report from the Government Accountability Office found that child care obligations [represent a massive hurdle](#) for workers struggling to access job training.

Native language degree programs are available and very successful. You will receive testimony from Clackamas College in Oregon about their Early Childhood Education degree fully available in Spanish online. Clackamas is partnering with other states to provide this opportunity for ECE fully in Spanish including, New York. Also, North Seattle College and College of the Lakes in Illinois also have degreed programs fully in Spanish to meet the diverse need of this population.

SB 500 aligns with both HB 1219 Maryland Educator Shortage Reduction Act diverse dashboard efforts and with the new AIB Pillar 1 recommendations under Alleviate Barriers to Higher Education.

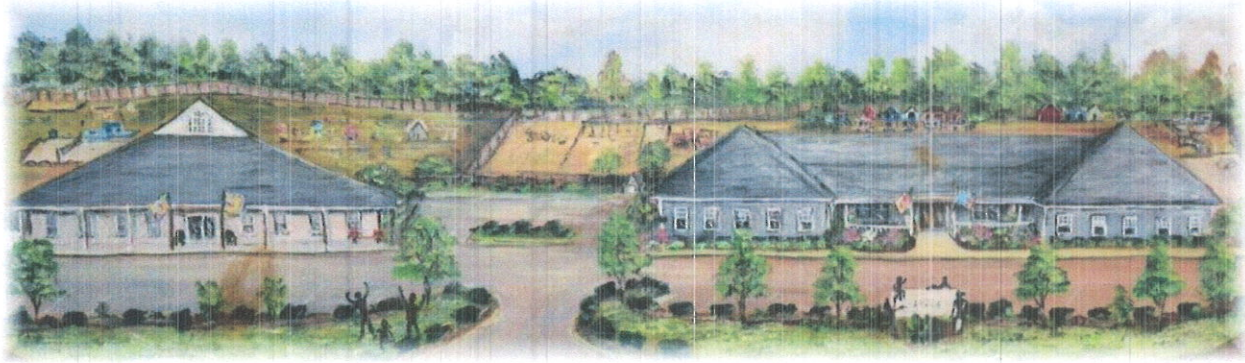
MSCCA urges a favorable report.



# House Bills 500 and 662 to MSCCA.pdf

Uploaded by: Christina Peusch

Position: FAV



Prime Time Children's & Youth Activity Center 8816 Donald's Way, Owings, MD 20736 301-855-2221

February 12, 2024

I would like to offer my letter of support for House Bill 662. Like many others, the childcare industry is suffering from the challenges of staffing our businesses. It is amazing the difference a year can make to a high school graduate or a college student who needs to work and earn a paycheck that will give them a start in life. The difference between a teacher assistant and a Lead Teacher in an early childhood education program is significant. Allowing the 18-year-old to take the 45-hour training in their Teacher Academy in the Public School or College. In line with some students graduating at 17 years of age, if so, you are talking up to two years to wait and begin making more than minimum wage. This would help not only the 18-year-old employees but the childcare industry.

It is difficult to compete with other businesses offering over \$2.00 an hour at minimum in fast food establishments, grocery stores, and department stores for 18-year-olds. I have to ask myself why wait another year to begin making money such as that when I can make it now.

In my 35 years of business, I have had children enrolled who, when they turn 16 years of age, are employed by us as teacher assistants and making their way to Lead Teachers by attending college to get their 90-hour credentials and other classes toward their degrees and having to wait for 3 years to begin making money that can sustain them. This bill can help them do the job they want at the pay rate they deserve and need.

Respectfully,

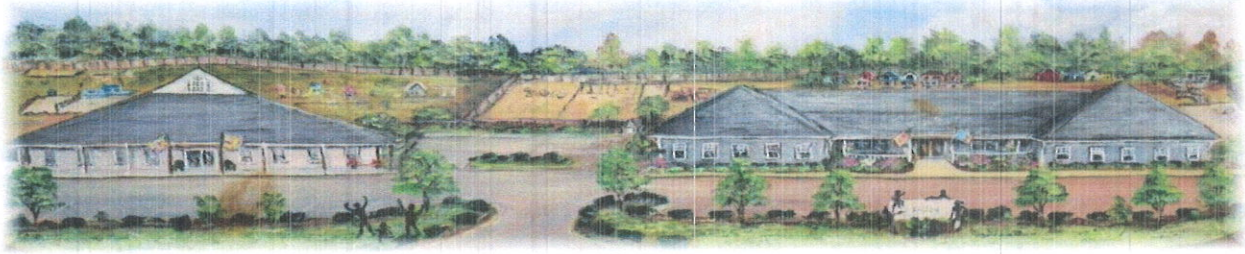
  
Brenda Tyrrell

Owner/Director

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Prime Time Children's & Youth Activity Center 8816 Donald's Way, Owings, MD 20736 301-855-2221

February 12, 2024

I would like to offer my letter of support for House Bill 500. Increasing the hours served in a child care program from 10 to 20 hours for a determined time period. I have had 11 staff be a part of the Child Care Career and Professional Development Fund and receive their degrees in early childhood education or elementary education. The 10 hours a week they have had to work for us have been done at 6 am or 4 pm when those are times of supervision and not necessarily teaching or working with the children and their colleagues. As well as a few weeks in the summer to average out to 10 hours a week so that they get in their 520 hours of commitment. That simply does not help us out the way we expected it to.

What is equally challenging is how they are solicited by the public school system to join them even a year before they graduate as a probationary teacher until they complete college and pass their Praxis Test. This gives us a year of them working for the public school, then coming to work for us for 2 hours a day, then going to school at night. Who do you think suffers from physically and mentally exhausted employees - we do, as do our children. Generally, those 2 hours a day are spent sitting in a chair or leaning on a piece of play equipment and not interacting as they once did with the children. This is not part of the bill, but having them give us more hours of paid time to re-pay their commitment would help immensely *once their degree is earned*, and they can schedule their time around their schedule and ours.

I used to hire people who were college-bound, especially in the field of education, but now look at it as an impending inconvenience with only 2 hours a day for 2 to 4 years of employment. That is sad, even in these times of staffing shortages. So please pass Bill 500 and keep the years of commitment a year for a year and 20 hours a week so we can have them help us with the children using the skills and education they have received, and not merely early morning or late afternoon supervision, but here to work when the children are engaged in activities that they can help with. The children will benefit, and the parents and families will know that their children are getting the high-quality early childhood education we offer from all of our staff.

This is a wonderful program and opportunity to increase the workforce in education of all ages, but it really needs to have some consideration in students earning it and sharing their knowledge with both public and private programs for the benefit of everyone involved.

Respectfully,

  
Brenda Tyrrell

Owner/Director

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# **SEIU Local 500 - SB 500 - Support.pdf**

Uploaded by: Christopher Cano

Position: FAV

February 14, 2024  
Senate Education, Energy, and the Environment Committee  
Christopher Cano, Director of Political and Legislative Affairs  
On Behalf of  
Service Employees International Union, Local 500

SB500  
Education - Child Care Career and Professional Development Fund – Alterations  
SUPPORT

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 SB500 – Child Care Career and Professional Development Fund Alterations. We would also like to recognize Senator Washington for her many years as an advocate for the child care community and as a member of SEIU Local 500.

In the last few years there's been a precipitous drop in the number of child care providers. In 2010, based on the information provided to us by the state, there were approximately 8,000 licensed family child care providers. Today, there are less than half that amount still in operation. The impact of COVID-19 was felt acutely by parents, children and providers in our child care system. The top reason why so many Marylanders did not return to work when their businesses or employers reopened was, they could not find affordable, reliable, quality child care. Maryland needs to take proactive steps, or the child care work force will continue to decline and parents will be left with even fewer options for child care.

The Child Care Career and Professional Development Fund (CCCPDF) provides essential support to the child care community through funding full academic degrees, including two- and four-year programs and master's level. It also provides funding for books in early childhood education and related fields. To qualify for the fund, an individual must be participating in the Office of Child Care Maryland Credential Program specifically for child care staff, at a level two or higher, with a service commitment of ten hours per week upon graduation for institutes of higher education in a licensed child care program.

SB500 makes critical changes to the program to meet the needs of child care providers and businesses. These changes include increasing the service hours required to 20 hours a week and by prioritizing awards to applicants who have not completed any college courses for credit and those who have been accepted by a college or university that offers native language or bilingual courses in early childhood education or related fields.

Child care businesses are facing critical workforce shortage supply. Our state needs to encourage more diverse and equitable candidates to join the child care profession, and we believe that SB500 addresses these issues by helping to build a qualified and diverse child care workforce. We urge a favorable report.

# **Maryland Senate Bill 500 testimony.pdf**

Uploaded by: Dawn Hendrics

Position: FAV

## **Testimony Concerning Support SB500 Child Care and Professional Development Fund-Alterations**

### **Submitted to the Education, Energy and Environment Committee**

Our early learning educator community often does not reflect the rich and diverse tapestry of the communities served. The lack of teacher diversity is evident in K-12 classrooms as well as in the early learning workforce. In K-12 classrooms, 79% of teachers are White, Non-Hispanic, 9.7% are Hispanic, 6.7% are Black and 2% are Asian (Schaeffer, 2020). Yet, the students are 47% White, Non-Hispanic, 27% Hispanic and 15% Black. As we look specifically at early learning (birth-age 5), the demographics of the teacher workforce are more reflective of the children in their programs, with nearly 40% of early learning staff identified as a person of color (Whitebrook et al., 2018). However, early learning staff of color and those that are culturally and linguistically diverse often lack the resources and time to pursue a higher education certificate or degree. We need to provide college pathways in languages other than English to meet the needs of our workforce.

In Oregon, where my college is located, just as with many states across the nation, there has been a recent push for early learning providers to begin earning college credits, not just community-based training hours, in an effort to encourage them to start their journey along a college pathway. However, for providers who do not have academic levels of verbal and written English skills, this has been a challenge. Thus, in 2016, a local Head Start program reached out to our college to inquire if we could provide a course, on-site, for their Spanish-speaking staff who needed college credit hours. Over the next several years, interest in the Spanish language ECE courses continued to go. Thus, when the Oregon Department of Education announced a grant opportunity, Grow Your Own Teacher Pathway, to diversify the teaching pipeline, we submitted our grant proposal to create an Associate of Applied Science degree program in Early Childhood Education and Family Studies entirely available in Spanish.

As we developed the program, we eliminated as many barriers as possible for the Spanish-speaking students to be able to successfully complete the degree. The first barrier we focused on was the language barrier. We developed all of the required courses, including general education courses such as math, writing and communications, into Spanish in addition to the ECE courses. Another barrier we wanted to eliminate was lack of accessibility. Most of our students are already working full-time in



early learning settings, sometimes 12 hours a day for family child care providers. In addition, they often live in remote areas that make in-person classes difficult, if not impossible to attend. Thus, to increase accessibility to all of our students, we offer all of the courses online, with synchronous class meetings held via Zoom every other week. The classes meet on a weekday from 6:00-8:00 pm or on Saturday mornings. The third barrier we focused on eliminating was cost. We first began minimizing costs as we developed the courses. We utilized Open Education Resources (OERs), which are free, online books developed by college faculty across the nation.

Our degree program in ECE in Spanish was the first in the nation and now there are other colleges that are following suit, as they see the need to offer college pathways for linguistically diverse students. We now have over 270 Latinx, first-generation Spanish-speaking students in our program. Because our program is accredited through the National Association for the Education of Young Children (NAEYC) and is all online, we have students from outside of Oregon as well, including a partnership with City University of New York to offer cohort courses to their Spanish-speaking students. We are able to offer that collaboration with Maryland as well to provide courses in Spanish to their ECE workforce and would also welcome the opportunity to share with their institutions of higher education that they might develop similar programs. Our first cohort of students graduated last year with their Associates of Applied Science degree and we will have about 35 more students graduate this June, with their ECE degree fully in Spanish.

In closing, opportunities for native language instruction, as identified in Senate Bill 500, are crucial to continue developing our early learning workforce and meeting the diverse needs of children and families in our society.

Best regards,

*Dawn Hendricks*

Dr. Dawn Hendricks  
Faculty, Early Childhood Education and Family Studies  
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**SB 500 \_FAV\_.pdf**

Uploaded by: Elly Cowan

Position: FAV



Prime Time Children's & Youth Activity Center 8816 Donald's Way, Owings, MD 20736 301-855-2221

February 12, 2024

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What is equally challenging is how they are solicited by the public school system to join them even a year before they graduate as a probationary teacher until they complete college and pass their Praxis Test. This gives us a year of them working for the public school, then coming to work for us for 2 hours a day, then going to school at night. Who do you think suffers from physically and mentally exhausted employees - we do, as do our children. Generally, those 2 hours a day are spent sitting in a chair or leaning on a piece of play equipment and not interacting as they once did with the children. This is not part of the bill, but having them give us more hours of paid time to re-pay their commitment would help immensely *once their degree is earned*, and they can schedule their time around their schedule and ours.

I used to hire people who were college-bound, especially in the field of education, but now look at it as an impending inconvenience with only 2 hours a day for 2 to 4 years of employment. That is sad, even in these times of staffing shortages. So please pass Bill 500 and keep the years of commitment a year for a year and 20 hours a week so we can have them help us with the children using the skills and education they have received, and not merely early morning or late afternoon supervision, but here to work when the children are engaged in activities that they can help with. The children will benefit, and the parents and families will know that their children are getting the high-quality early childhood education we offer from all of our staff.

This is a wonderful program and opportunity to increase the workforce in education of all ages, but it really needs to have some consideration in students earning it and sharing their knowledge with both public and private programs for the benefit of everyone involved.

Respectfully,

  
Brenda Tyrrell

Owner/Director

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# Support SB 500.pdf

Uploaded by: Jennifer Iverson

Position: FAV

February 14, 2024

## **Support for SB 500**

“Education - Child Care Career and Professional Development Fund - Alterations”  
Submitted to the Senate Education, Energy, and the Environment Committee

Jennifer Iverson, Executive Director  
Child Resource Connect  
9475 Lottsford Road, Suite 202 Largo, MD 20774  
240-418-9051 jiverson@childresource.org


CRC enthusiastically supports SB 500. This is a win for all – child care providers are able to further their education, which contributes to a competent and professional workforce; children attend high quality programs; and our entire economies are supported. Child care is critical for working parents and their employers.

**Child Resource Connect (CRC)**, formerly Prince George’s Child Resource Center, has been providing services to Prince George’s County since 1990. CRC helps create healthy and nurturing environments for children by supporting their families and educating their caregivers. Through a comprehensive array of programming—direct services for children and families, education and coaching for child care providers, and grassroots advocacy in partnership with stakeholders at all levels—we work towards communities in which all families have access to high-quality child care and the resources and support they need to build stable, secure environments in which children can thrive.

When child care providers can access CCCPDF for assistance in paying for tuition, fees, and books at participating colleges and universities, they are more likely to pursue a higher degree. The requirement that those who access tuition support must remain employed in a child care setting for at least two years (four years for a bachelor’s degree) will help address the dire workforce shortages that currently exist in the field.

Ensuring that child care providers have access to professional development and higher education remains a core component of the early childhood provisions of the Blueprint for Maryland’s Future; training and skills of an educator are foundational to their ability to positively impact young children in their care.

CRC urges support for SB 500.



# **Shriver SB500 favorable report 2024.pdf**

Uploaded by: Kelly Quinn

Position: FAV



# THE SHRIVER CENTER

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## Education, Energy, and the Environment

### Senate Bill 500: Education - Child Care Career and Professional Development Fund - Alterations

February 14, 2024

#### Position: Favorable

The Shriver Center at UMBC addresses critical social challenges by bridging campus and community through engaged scholarship and applied learning. Through the work of The Shriver Center, UMBC has become a national leader in applied learning, community engagement, and community-based service delivery. It is the institutional home of six distinct programs: Shriver Peaceworker Fellowship, Service Learning and Community Engagement (SLCE), The Choice Program at UMBC, Community Leadership, Maryland Public Service Scholars (MPSS), and Maryland Early Childhood Leadership Program (MECLP). Together, through learning opportunities, training, and direct services, Shriver staff support the educational development of Marylanders from cradle to graduate school. The Shriver Center's MECLP is a workforce initiative designed to accelerate cross-sector leadership in early childhood. MECLP's vision is to develop and support strong leaders who are catalyzing positive change and will significantly improve school readiness and related outcomes for early learners, particularly children and their families who have been disadvantaged and live in under-resourced communities.. MECLP is positioning Maryland at the vanguard in developing transformative early childhood leaders.

Senate Bill 500 promises to introduce the best practices of Portland, Oregon to Maryland with an innovative approach. This was a project that emerged out of a MECLP fellow's research. Shriver supports SB500 because it prioritizes scholarship funding for students attending colleges or universities that offer first language or bilingual course work in early childhood education (or a related field). Shriver supports efforts to ensure that all providers have equitable opportunities to pursue higher education and advance professionally especially as professional requirements for childcare providers increase. Access to education in one's first language helps college students be more successful in their degree programs.

Further, childcare providers with additional education and training may increase their knowledge and skills in caring for children, which benefits the children and families they serve as well. A better prepared workforce of early childhood professionals will better prepare young children ages 0-5 for elementary and middle school education. Ultimately, this will improve life outcomes for generations of Marylanders.

For these reasons, Shriver supports a favorable report on SB500.

**SB500.pdf**

Uploaded by: Ruth Carolina Reyes

Position: FAV





# ARCO IRIS

## BILINGUAL CHILDREN'S CENTER

February 14, 2024

**Testimony Concerning Support SB500**

**Child Care and Professional Development Fund-Alterations.**

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

**Ruth Carolina Reyes**

**Arco Iris Bilingual Children's Center**

**14502 Greenview Drive, suite102**

**301-483-8800 Center**

**301-538-1978 Cellular**

**[arcoirisbcc@gmail.com](mailto:arcoirisbcc@gmail.com)**

Our state has a diverse population which is reflected across many professional fields. One of these is childcare, which includes center-based facilities and family care centers. This bill will allow many providers the much desired access to higher education so that we can continue improving early childhood education in our state.

As an immigrant, I can share that my own path to achieve higher education was long and difficult. I needed to learn English both orally and written sufficiently so that I could be successful in college. Having higher education reinforces the importance of professionalism, including pride and passion of being early childhood educators.

I was fortunate enough to start in Seattle Community College where they understood the importance of empowering immigrants by providing an amazing English as a Second Language program for free. My journey to obtain a Bachelor's Degree took more than ten years while being a full-time employee as well as a mother to two daughters.

The Child Care Career Professional Development Fund (CCCPDF) was created to help people within the childcare community to achieve higher education. Being able to expand the grant for people to attend a college or university that offers native language or bilingual coursework in early childhood education is an imperative and inclusive milestone that our state can achieve by passing Bill HB600.

The Accountability and Implementation Board blueprint for Maryland's future in their December 2023 report tells us about how our state can improve the pathways around five elements. Two of those elements established a target to support accessibility to alternative certification pathways and support for early childhood educators who speak a language other than English.

I am here to request your approval for this bill which will allow open opportunities for those like me working in the field. Childcare educators want to take advantage of this fund and acquire higher education, but English is not their first language. This is an amazing field full of diverse teachers who mirror the children we serve. In my higher education journey, it took me more than ten years to obtain a Bachelor's degree, but this long lead time can be drastically reduced by opening the CCCPDF for colleges and universities that provide bilingual or native language degrees.

Being a fellow for the Maryland Early Childhood Education Leadership Program (MECLP) and an advocate for this field, I have worked on how we can empower early educators in childcare to obtain higher education and professional development. Working on the capstone for my project, I found that Clackamas Community College (CCC) in Portland Oregon created an Associate's Degree in Spanish after receiving a significant increase in requests for courses in Spanish. We have a model to follow and a college which is willing to educate our diverse childcare teachers. Witnessing the accomplishments by Clackama Community College, I believe that Maryland can do it, too. This pathway of support would be tremendous for our teachers who have been in the field for years (sometimes decades).

In addition, this bill is looking to increase childcare service requirements from ten to 20 hours; this is necessary to maintain the early childhood education field alive and strong.

We need to retain people in the field so that we can improve the education of our children, from their birth to five years of age.

There is so much that needs to be done so that we can continue improving the early childhood education in our state. Thankfully, we are walking toward that, and right now, by passing House Bill 600, we will allow the beginning of a diverse, inclusive, and equitable pathway for childcare professionals. Moreover, we can achieve the goal of a mixed delivery system, one in which all childcare teachers are included – even those for whom English is not their first language.

**2-14-2024 SB 500.pdf**

Uploaded by: Sam Commodari

Position: FAV



**SB 500**

**Position: Favorable**

**Education, Energy, and Environment Committee**

**Feb. 14<sup>th</sup>, 2024**

**Testimony: SB 500 Education-Child Care Career and Professional Development Fund-Alterations  
Submitted to: Education, Energy, and the Environment Committee  
February 14, 2024**

Celebree School enthusiastically supports HB 600. We thank sponsor, Senator Mary Washington for her leadership and support of the child care industry workforce, children and families.

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The Office of Child Care Workforce Advancement Branch advertises, recruits, and supports the child care community through the CCCPDF which pays in full for academic degrees, including two- and four-year degrees and master's level degrees, as well as books in early childhood education and related fields. Additionally, to be eligible or qualify for the CCCPDF you must be participating in the Office of Child Care Maryland Credential Program specifically designated for child care staff, at a level two or higher. However, the service commitment is only ten hours per week upon graduation from a participating college/university in a licensed child care program. The service commitment ten hours per week do not meet the needs of child care businesses who have a critical workforce shortage nor is it equitable for the significant funding invested. The CCCPDF service hours to pay back should increase to a minimum of 20 hours per week, especially when the resources used are directly related to child care.

The child care industry continues to struggle with critical workforce shortages and the recovery has lagged behind other businesses. ARPA funds have been exhausted. The child care industry has not fully recovered from the pandemic and was tenuous prior to the pandemic. According to MSDE, child care has lost over 800 programs. Additionally, numerous programs have demand for child care services, but cannot open space/classrooms due to the critical workforce shortages plaguing small business, especially the child care industry. Providers and advocates say recruiting and retaining workers is now one of their biggest challenges.

According to Indeed, the demand for child care workers remains high. In January 2021, job postings on Indeed were back to pre-pandemic levels for child care roles, and they have remained above pre-pandemic levels ever since. In fact, by September 2023, child care job postings on Indeed were still more than 50 percent above



their pre-pandemic levels. The number of job postings for child care positions is much higher, relative to pre-pandemic levels, than other pandemic-affected roles, such as retail and sales. For decades, we have undervalued and underinvested in our child care system, and now our economy—and our most vulnerable workers—are paying the price. It will take the combined efforts of the federal government, state leaders, and businesses to ensure every family has access to affordable, high-quality childcare that can move the country and its economy forward. SB 500 makes an impact by building capacity and equity in the workforce.

Maryland has led the way in creating amazing initiatives to invest in cultivating more child care providers and devoting resources to the CCCPDF each year. SB 500 expands the opportunities and prioritizes funding along with increasing service hours to build a qualified workforce in a critical workforce shortage industry. According to the U.S. Bureau of Labor Statistics, as many as 100,000 Americans have been forced to stay home from work each month because of child care problems. The economic toll now amounts to \$122 billion each year in lost earnings, productivity, and revenue. A recent report from the Government Accountability Office found that child care obligations represent a massive hurdle for workers struggling to access job training.

Native language degree programs are available and very successful. You will receive testimony from Clackamas College in Oregon about their Early Childhood Education degree fully available in Spanish online. Clackamas is partnering with other states to provide this opportunity for ECE fully in Spanish including, New York. Also, North Seattle College and College of the Lakes in Illinois also have degreed programs fully in Spanish to meet the diverse need of this population.

SB 500 aligns with both HB 1219 Maryland Educator Shortage Reduction Act diverse dashboard efforts and with the new AIB Pillar 1 recommendations under Alleviate Barriers to Higher Education.

Celebree School urges a favorable report.

**SB 500\_MDAEYC\_FAV.pdf**

Uploaded by: Stephanie Schaefer

Position: FAV



Maryland Association for the Education of Young Children

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**Testimony in Support of SB 500  
“Education –  
Child Care Career and Professional Development Fund – Alterations”  
Submitted to the Senate Education, Energy, and the Environment Committee  
February 14, 2024**

**Position: Support**

The Maryland Association for the Education of Young Children (MDAEYC) supports SB 500, which would make changes to the Child Care Career and Professional Development Fund (CCCPDF) to support the child care workforce and remove barriers to higher education for child care providers.

MDAEYC is a professional association of 2,000 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.

We support SB 500’s provision which prioritizes scholarship funding for students attending colleges or universities that offer native language or bilingual course work in early childhood education or a related field. As the professional requirements for child care providers increase, we support efforts to ensure that all providers have equitable opportunities to pursue higher education and advance professionally. Access to education in one’s native language helps college students be successful in their degree programs.

Further, child care providers with additional education and training in early childhood education can increase their knowledge and skills in caring for children, which benefits the children and families they serve as well.

For these reasons, MDAEYC respectfully requests a favorable report on SB 500.

*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.*



**SB 500 - State Board - SUPPORT.pdf**

Uploaded by: Zachary Hands

Position: FAV

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

**BILL:** Senate Bill (SB) 500 - Education - Child Care Career and Professional Development Fund - Alterations

**DATE:** February 14, 2024

**POSITION:** Support

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

The Maryland State Board of Education (State Board) and the Maryland State Department of Education (MSDE) would like to express support for **SB 500**.

Since the beginning of the COVID-19 pandemic, the child care workforce has seen increased difficulty with high turnover rates and continuing challenges with employee retention. As a result, MSDE is committed to creating robust and innovative ways to promote recruitment and retention in child care programs, while enhancing the initiatives previously in place, in order to rebuild a stronger workforce. Increasing the hours for the service commitment for the Child Care Career and Professional Development Fund (CCCPDF) from at least 10 hours per week to the proposed 20 hours per week would elevate the continued effort for this established initiative. Also, the increase in service hours would result in extended coverage from qualified staff, which assists programs in meeting teacher-child ratios, potentially decreasing the number of supervision and safety violations programs received when programs are facing understaffing challenges.

HB 600 also prioritizes awards through the CCCPDF for applicants that have not completed any college coursework or have been accepted by an accredited college or university that offers their native language or bilingual coursework in early childhood education or a related field. This proposed change would give students the same starting advantage as their English-speaking counterparts, which could also lead to an increase in applicants who not only complete the program but do so within the intended timeframe that it takes to complete an associate, bachelor's, or master's degree. CCCPDF recipients would also benefit from learning in an environment surrounded by peers who face the same challenges and barriers, which can result in an increased support system.

It is important to ensure that MSDE is working to build a stronger workforce that is diverse and inclusive of all. An increase in the diversity of CCCPDF applicants will ultimately lead to a more diverse early care and education workforce. The children and the families served will benefit from this as they will have an increased chance of being served by CCCPDF participants that face challenges like their own.

Families who speak a home language other than English may have an increased level of comfort and security beginning with enrollment and enduring throughout their time in early care education programs.

For those reasons, the State Board and MSDE request a favorable committee report on SB 500. 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.