



Date: 3/30/25

To: Senator Feldman, Chair
Senate Education, Energy and the Environment Committee
Maryland State Senate
2 West Miller Senate Office Building
Annapolis, MD 21401

From: Bill Hudson, Executive Director
Family Child Care Alliance of Maryland

Re: House Bill 1475-Office of Child Care Advisory Council - Publicly Funded Prekindergarten - Analysis and Report (Mixed Delivery Model Viability Act)

Position: Support, strongly

Greetings Senator Feldman, Members of the committee,

My name is Bill Hudson, and I'm the Executive Director of the Family Child Care Alliance of Maryland. Through our ASPIRE PreK program, we represent over 95% of all FCC providers in MD's PreK system. Our providers account for over 12% of all Maryland's PreK seats in private providers, of any type. I am writing to express our strong support HB 1475.

Historically, Maryland's early childhood education developed along two largely separate paths: a public PreK system designed within our public schools and a private provider system initially structured around child care rather than education. Because of this separate evolution, rules and regulations for private providers were crafted primarily to address child care licensing, health and safety, and quality of care rather than the broader educational standards and supports developed within the public school system.

Today, Maryland's implementation of the Blueprint for Maryland's Future seeks to blend these previously distinct systems into a unified, mixed-delivery PreK model. As a result, discrepancies that were once hidden or unproblematic have now become starkly apparent, highlighting significant differences in regulation, expectations, and especially resources.

While these historical differences explain why disparities exist, they do not justify their continuation. The recent discussions about collaborative planning time—mandated and supported for public educators but notably absent for educators in private settings—is a clear, real-time example. This disparity is not merely administrative; it directly impacts educators' effectiveness, children's educational outcomes, and, ultimately, equity and fairness across the system.

Underlying these discrepancies is a foundational issue regarding how we perceive and value the educators working in these different settings. Historically, private child care providers have been viewed primarily as caregivers rather than educators. Despite significant shifts toward educational quality, the legacy of that perception persists, influencing policy decisions and resource allocations today.

HB 1475 is precisely what Maryland needs at this moment—a structured, transparent analysis of the mixed-delivery model. It provides a thoughtful pathway to critically evaluate and reconcile these historical disparities, recognizing both the different origins of public and private PreK and their now-shared responsibility to deliver high-quality education. By confronting these underlying assumptions, we can establish clear and equitable expectations for all educators, regardless of their setting.

Supporting HB 1475 signals a commitment to moving beyond historical divisions and inequities. It represents an essential step toward a future where every educator—whether public or private—is equally respected, fairly supported, and fully empowered to give Maryland’s children the educational foundation they deserve.

Thank you for considering my testimony. I urge your favorable vote on HB 1475.

Sincerely,

Bill Hudson

Executive Director, Family Child Care Alliance of Maryland
Project Director, ASPIRE PreK Program
717-951-7902
bill.hudson@fccamd.org