

Expedited Bill No. 23-25
Concerning: Early Care and Education
Coordinating Entity
Revised: 10/16/2025 Draft No. 3
Introduced: June 17, 2025
Enacted: November 4, 2025
Executive: November 14, 2025
Effective: November 14, 2025
Sunset Date: None
Ch. 26, Laws of Mont. Co. 2025

COUNTY COUNCIL FOR MONTGOMERY COUNTY, MARYLAND

Lead Sponsors: Councilmember Alborno and Council Vice President Jawando
Co-Sponsor: Councilmember Fani-González

AN EXPEDITED ACT to:

- (1) specify the duties of the Early Care and Education Coordinating Entity;
- (2) clarify the membership of the Board of the Early Care and Education Coordinating Entity;
- (3) alter reporting requirements of the Entity; and
- (4) generally amend the law regarding early care and education in the County.

By amending
Chapter 10A, Child Care.
Section 10A-12

Boldface	<i>Heading or defined term.</i>
<u>Underlining</u>	<i>Added to existing law by original bill.</i>
[Single boldface brackets]	<i>Deleted from existing law by original bill.</i>
<u>Double underlining</u>	<i>Added by amendment.</i>
[[Double boldface brackets]]	<i>Deleted from existing law or the bill by amendment.</i>
* * *	<i>Existing law unaffected by bill.</i>

The County Council for Montgomery County, Maryland approves the following Act:

Sec. 1. Section 10A-12 is amended as follows:

10A-12. Early Care and Education Coordinating Entity.

(a) *Findings and definitions.*

- (1) Early care and education [(ECE)] is an essential service and economic imperative for the well-being of children, families, employers, and the greater community.
- (2) High quality ECE services prepare young children to enter school ready to learn and start on a pathway of success in life.
- (3) Accessible ECE programs are economic drivers that allow parents to participate in the workforce and support the local economy. ECE programs play a key role in workforce development by attracting and retaining a talented workforce through support to families with young children, and by addressing the opportunity gap to ensure a future skilled workforce by addressing the opportunity gap.
- (4) A strong system of high quality, accessible, sustainable ECE is needed to support the well-being of children and families in the County and eliminate systemic racism and structures that have been barriers for vulnerable, racially and ethnically diverse populations.
- (5) Designating an independent nonprofit entity to work with [parents, employers and providers as] key stakeholders will ensure community priorities are reflected in [building] a collaborative and robust system that supports all residents having access to high quality, affordable early care and education.

(6) For purposes of this Section, the following terms have the meanings indicated.

(A) ECE means early care and education.

(B) ECE seat means the capacity of an ECE provider to enroll a child in ECE.

(C) ECE stakeholder includes parents, caregivers, guardians, employers, ECE providers, philanthropy, nonprofit and business communities, and the public sector.

(D) Entity means the early care and education coordinating entity under this Section.

(E) Public sector includes the Department of Health and Human Services, Department of Recreation, Montgomery County Public Libraries, Montgomery County Public Schools, institutions of higher education, including Montgomery College[,], and the Universities at Shady Grove, and any County board, committee, or commission that advises the County regarding ECE issues.

* * *

(c) *Board of Directors.* To qualify as the County's Early Care and Education Coordinating Entity, the [Corporation's] Entity's Board of Directors must have no more than [[9]] 7 *ex-officio* voting members and 12 other voting members appointed by the County Executive and confirmed by the County Council. Each member must reside or work in the County. Each member appointed from the public sector as an *ex officio* member represents the public interest and is not precluded from participating in a matter as a board member if that member's

government employer is a party to the matter. The Executive should appoint the following *ex officio* voting members:

- (1) a Council staff member with expertise in early childhood education;
- (2) ~~[[two]]~~ 2 representatives jointly designated by the County Board of Education and the Superintendent of Montgomery County Public Schools;
- (3) ~~[[3]]~~ 2 representatives of the County Department of Health and Human Services;
- (4) a representative of the Office of Management and Budget; and
- (5) a representative of ~~[[Montgomery College]]~~ an institution of higher education~~[[~~; and
- (6) a representative of the Universities at Shady Grove~~]]~~.

The Executive should appoint the following voting members:

- (1) 3 parents or guardians with children in childcare and/or pre-kindergarten programs, including 2 ~~[[low income]]~~ parents or guardians who [[qualify for a government benefit based upon income]] earn no more than the self-sufficiency standard of Montgomery County;
- (2) 2 center based early care and education providers;
- (3) 2 family child care providers;
- (4) 2 representatives of an employer who is not an early childhood education provider;
- (5) a representative of a philanthropic foundation; and

(6) 2 representatives of a nonprofit corporation focused on equity and inclusion, youth development, economic development, or workforce development.

The Board must permit the County Executive, the County Council's Lead for Early Care and Education, and the President of the Montgomery County Board of Education, or a designee of each public official, to attend and participate at each Board meeting without voting. The Executive must strive to achieve Board representation from diverse geographic areas, socio-economic groups, and ethnic groups.

* * *

(i) *Duties.* [In developing an equitable system of high quality, accessible, sustainable early care and education and eliminating systemic racism and structures that created access barriers for vulnerable, racially and ethnically diverse populations, the] ~~[[The]]~~ In developing an equitable system of high quality, accessible, sustainable early care and education and eliminating systemic racism and structures that created access barriers for vulnerable, racially and ethnically diverse populations, the Early Care and Education Coordinating Entity must act as a neutral convener of ECE stakeholders and, in collaboration and consultation with ECE stakeholders:

[(1) develop recommendations for increasing availability of and access to high quality early care and education programs, with particular attention to underrepresented and special populations, including low-income children, families of children with special needs, and English language learners and with a focus on children from birth to 5 years old;]

- 102 [(2) convene and solicit input from all ECE stakeholders to identify
103 unmet needs and barriers to accessing quality ECE services,
104 develop common goals and priorities for system expansion and
105 improvement, and identify opportunities for and barriers to
106 collaboration and coordination among stakeholder groups. The
107 Entity must seek advice from the members of the Early
108 Childhood Coordinating Council while the Entity develops final
109 recommendations for realigning existing County committees and
110 advisory groups that provide input into the early care and
111 education system;]
- 112 [(3) solicit board members through a community-based process
113 involving parent groups and other advisory bodies. Create and/or
114 maintain existing advisory bodies to ensure continuing direct
115 input from a wide range of community perspectives;]
- 116 [(4) engage and educate families and the wider community about the
117 importance of high-quality early care and education programs
118 and advocate at the Federal, State, and local level for greater
119 public and private investment in and improvements to the early
120 care and education system;]
- 121 [(5) research and facilitate innovative service models and strategies to
122 improve the early care and education system and identify
123 community needs through periodic mapping of early care and
124 education services and resources and County-wide needs
125 assessments;]

- 126 [(6) secure and administer private-sector funding to support the early
127 care and education system and manage and administer public
128 funding that is directly appropriated to the Entity;]
- 129 [(7) measure and report on the efforts to improve and expand the early
130 care and education system with a focus on achieving tangible
131 results that improve access to high-quality ECE across the
132 County;]
- 133 [(8) address current inequities imposing barriers to accessible high
134 quality, affordable care for all communities; and]
- 135 [(9) create, as a neutral convener, a common early childhood
136 education agenda based on community consensus that all major
137 stakeholders commit to and maintain a 360 degree view of all
138 aspects of the County's early childhood education sector.]
- 139 (1) conduct a County-wide needs assessment for ECE programs;
140 (2) identify and analyze specific ECE needs through periodic
141 mapping of ECE services and resources throughout the County;
142 (3) research and evaluate strategies to strengthen and sustain the ECE
143 system in the County;
144 (4) analyze and recommend to the County Executive and County
145 Council how to increase the quantity of, and equitable access to,
146 high-quality ECE programs, including for children whose parents
147 or guardians [[qualify for a government benefit based upon
148 income]] earn no more than the self-sufficiency standard of
149 Montgomery County, families of children with special needs, and
150 English language learners;

- (5) create, publish, and periodically update a comprehensive common ECE agenda based upon the consensus of ECE stakeholders;
- (6) measure outcomes and progress towards the common agenda;
- (7) engage, educate, [[the]] and build public awareness about the importance of high-quality ECE programs;
- (8) advocate at the federal, state, and local [[level]] levels for greater investment in and improvements to the ECE system; [[and]]
- (9) solicit and accept public and private funding to support the work of the Entity under this Section; and
- (10) use funds only as permitted under subsection (k) of this Section.

* * *

(k) *[Direct Services]* [[Independent and coordinating role of the entity]]
Use of funds by the Entity. The Entity [[must not]] [provide direct services or deliver programs for early childhood education] may use funds:

- (1) [[provide ECE]] from the County if the Department of Health and Human Services, or another County department or office designated by the County Executive, approves the use of funds in accordance with a contract between the County and the Entity; and
- (2) [[award or fund grants]] from an entity other than the County:
 - (A) if the Board, or the Board's designee, determines that the use of funds:
 - (i) aligns with the common ECE agenda established under subsection (i)(5) of this Section; and

(ii) addresses ECE systems-level change; and

(B) in accordance with any legal terms and conditions placed upon the use of the funds

[(3) enter into a contract with an ECE provider;

(4) provide goods or services to an ECE provider; or

(5) fund ECE seats or the provision of ECE to individuals]].

(l) *Reports.*

(1) The Board of Directors must report annually on the activities and finances of the Entity and provide an audited financial statement of the Entity to the Executive and Council by October 1 of each year. The report must include:

(A) the Entity's plan to solicit and receive additional public and private funding for its operations;

(B) [outcomes] an analysis of available data that measures the progress of early care and education system improvements, including changes in:

(i) the level of public and private investment in the ECE system;

(ii) the availability and use of [early care and education] ECE seats in the County as a whole and disaggregated for isolated and vulnerable populations;

(iii) the provision of ECE seats by private employers;
and

[(iii)] (iv) school readiness (including academic, physical, and social emotional competencies) rates

broken out by total population, race/ethnicity,
income categories, and special education status;
[and]

(C) advocacy and outreach efforts and outcomes for the prior
year; and

(D) recommendations for developing an equitable system of
high quality, accessible, sustainable early care and
education.

(2) The Entity must make [public data sets] available on [the
internet] its website the Entity's assessments and
recommendations, the common ECE agenda, community
mapping, data on outcomes, and links to public data sets, to
improve public knowledge of the Entity and its operations,
further its mission, [or] and increase [its] the accountability and
responsiveness of the ECE system.

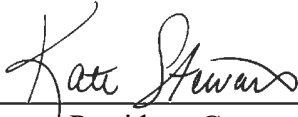
(3) The Entity must provide the Executive and Council, upon
request, all non-confidential data produced and received by the
Entity, including research, data related to the delivery of early
care and education services, and minutes of Board meetings.

* * *

Sec. 2. Effective Date. The Council declares that this legislation is necessary
for the immediate protection of the public interest. This Act takes effect on the date
on which it becomes law.

Sec. 3. Transition. This Act must not affect any contract or grant executed on
or before the effective date of this Act. This Act must not affect the term of any
Board member that began before the effective date of this Act.

Approved:

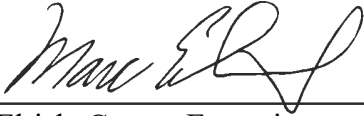


Kate Stewart, President, County Council

November 4, 2025

Date

Approved:



Marc Elrich, County Executive

November 14, 2025

Date

This is a correct copy of Council action.



Sara R. Tenenbaum, Clerk of the Council

November 14, 2025

Date