

**Maryland State Department of Education
Task Force on Universal Preschool Education
Meeting Summary
October 24, 2006**

Task Force members in attendance:

Rolf Grafwallner (Maryland State Department of Education), Sandy Skolnik (Maryland Committee for Children), Veronica Land Davis (Maryland Head Start Association), Elisa L. Klein (University of Maryland, College of Education), Patricia Gordon (Maryland Association of Boards of Education), Mark Rosenberg (Maryland State Child Care Association), Tracie Farrell (Governor's Office for Children), Arlene Ennis (Family Child Care), T. Sky Woodward (parent of child in preschool), Gene Counihan (Maryland Chamber of Commerce), Mary Hunt (College of Southern Maryland), Debra Metheny (Board of Education of Allegany County), Janine Bacquie (Montgomery County Public Schools)

Staff in attendance:

Michael Cockey (MSDE), Janet Moye Cornick (Maryland Higher Education Commission), Heather See (University System of Maryland)

Welcome and Introductions:

Rolf Grafwallner and Sandy Skolnik, Co-Chairpersons for the Task Force, welcomed the members and guests. Task Force members introduced themselves to the group. Dr. Grafwallner thanked Michael Cockey for assisting with the organization of the Task Force. He also introduced Janet Moye Cornick, a representative from the Maryland Higher Education Commission, and Heather See, a representative from the University System of Maryland, who will provide assistance to the Task Force.

Overview of Task Force Charge:

Delegate David Rudolph of the Maryland House of Delegates was introduced to the Task Force members. He was responsible for proposing Bill 1466 to the House. He thanked the members for inviting him and for taking on such an important task. He discussed how he was a school principal during much of his early career and how he recognizes the importance of education. Through his work with the business community, he has noticed an interest in early childhood education. The goal of this new bill is to make preschool education available to all three- and four-year-olds in Maryland. He described how Bill 1466 is a "sleeper bill" like bills for Medicaid and prescription drugs, meaning that people lack the understanding of the impact the bill could make on the State. He plans to make preschool education premier in the State of Maryland. He expressed how happy he was to introduce such a bill in the House.

Dr. Grafwallner then described the contents of the binders distributed to Task Force members prior to meeting, including the agenda, a copy of Bill 1466, and resources on the topic of universal preschool. He discussed that the Task Force will meet four more times over the next year and must submit a final report with recommendations to the Governor by December 2007. The point of this first meeting was to hear from guest

speakers about “Where are four-year-olds in the State of Maryland?” and “Who is caring for and teaching preschool children in our state?” For the first two meetings, there were mostly presentations by guest speakers. During future meetings, there will be more time set aside for testimonies by organizations and individuals. At the next meeting on December 7, 2006, there will be several national experts to discuss the current national trends and models for universal preschool.

Sandy Skolnik mentioned how this Task Force gives us a golden opportunity to look at education from 0 to 5 as well as parental access to child care. Recently all government departments serving young children were shifted to the State Department of Education under the Division of Early Childhood Development. Maryland is the first state in the US to move all these sectors to the Department of Education.

Panel Presentations: *Where are the 3- and 4-year-olds in Maryland?*

Ms. Arna Griffith, Director of LOCATE: Child Care at the Maryland Committee for Children

The Maryland Committee for Children has been in existence since 1945 as a non-profit organization serving children, families, and educators, and is currently the State of Maryland’s leading child advocacy organization. LOCATE: Child Care is the first computerized child care locator system in the nation. The program assists parents in locating child care and collects data on the supply and demand of child care in the state as well as data on providers’ hours of operation, weekly fees, special services and meals.

Ms. Griffith presented child care demographic statistics from the Committee’s July 2006 database to explain where the 3- and 4-year-olds are in Maryland. Some of the information presented included:

- There are approximately **890,828** children under the age of 12 years in Maryland.
- In 2006, 75% of Maryland children under the age of 12 have mothers in the workforce.
- 85-90% of parents want child care closest to home (others close to work).
- There is a high demand for infant care; this is one of parents’ biggest problems.
- There are **2,811** group child care programs in the state with a total capacity of **146,813** children; of these:
 - 1,450 programs run 8 to 12 hours per day
 - 692 have infant child care
 - 553 have part day programs
 - 1,856 have school-age child care
- There are **9,313** family child care providers with a total capacity of **67,784** children.
- In total, there are **214,597** regulated child care spaces available for the approximately **890,828** children in need of care. Statistics indicate that there are many more children under the age of 12 in need of child care than there are slots available. These slots are not necessarily found across the state, but may be more concentrated in the cities.

- There are **421** non-public nursery school programs in Maryland and **376** non-public kindergarten programs. There has been much growth over the past 20 years in non-public preschool and kindergarten (up from 179 non-public kindergarten programs in 1988). Much of this growth is in church-based programs.
- There are **528** public pre-kindergarten programs in Maryland with a total enrollment of **19,746** children.
- There are **260** Head Start programs in Maryland with a total enrollment of **11,783** children.
- The number of center-based programs and the number of school-age programs in Maryland are both predicted to gradually rise over the next five years.
- The number of full day infant centers in Maryland has risen in the past four years and it is predicted that the number will continue to increase steadily over the next five years. There is a market for infant child care as more mothers are going back to work earlier, but the cost of infant care is very high.
- The number of family care child providers has decreased by approximately 1,000 (11,000 to 10,000) during the past 5 years.
 - Top reasons of why they became providers: Want to stay home with their children; have a love of caring for children.
 - Top reasons they leave: Not profitable; burnout; difficulties dealing with parents; regulations too strict.
- There has been considerable increase in costs of child care.
 - Average full-time weekly cost of care in Maryland:
 - 0-23 mos. \$151.36 family care \$212.25 center-based care
 - 2-5 years \$125.10 family care \$137.67 center-based care
 - +6 years \$111.24 family care \$126.06 center-based care
 - Montgomery and Howard counties are more expensive than others.
 - Some group child care programs offer financial assistance to parents
 - 1,176 accept child care subsidies
 - 1,022 offer sibling discounts
 - 221 offer sliding fees
 - 136 provide scholarships
 - Some family providers offer financial aid
 - 7,073 accept child care subsidies
 - 7,050 offer sibling discounts
 - 3,039 offer sliding fees
 - Money raised by private programs for scholarships through fundraising, partnerships with other agencies (e.g., universities, religious institutions).

*Demographics on each jurisdiction available for Task Force members.

Dr. Jacqueline Hass, Superintendent, Harford Country Public Schools

Dr. Hass is a former infant-toddler teacher and teacher in a Title 1 school. She served on a committee for kindergarten that worked to develop full-day kindergarten and prekindergarten for at-risk 4-year-olds.

She described how Harford County is already providing full-day pre-k in many of its schools. It is important to have universal preschool to help children start school successfully, particularly in schools that are not making Annual Yearly Progress (AYP) under the rules of No Child Left Behind. Harford County has 32 elementary schools, 9 built during the 90's and continues to build schools. The county has worked to combine federal money with local and private dollars, but there still remain many children in need of pre-k services. There is a long waiting list and many complaints from parents who are not able to receive services for their preschoolers. Parents are upset when they call and are told that they do not meet the eligibility requirements for pre-k. Families are assessed for need and only those who meet the need are accepted. Yet parents argue that they pay taxes and deserve services—why serve some children and not others? Parents want universal access.

Fifteen percent of kindergarten students do not attend any program—private or public—before entering school. Many parents recognize the value of early education, but cannot afford private child care. Since the cost of housing and child care is rising, there's a high demand for public preschool. The county needs to improve the budget for next year to include these children who want to attend preschool.

Additionally, few center-based programs offer services for children with disabilities. The county has established a system that allows some special needs children to be bused to a public school where they can receive more intense intervention services for part of the day and to a child care center where they receive inclusion/integrated services for another part of the day. There are currently five slots available in public schools for center-based children. Inclusion helpers are available for children with disabilities.

902 students are served by the pre-k program in Harford County. Sixteen of the pre-k classes in Harford County are covered by the Extended Elementary Education Program (EEEP) funding, which has been a Maryland-state-funded program for four-year-olds since 1979. The rest of the programs are funded by local education dollars. Dr. Hass stressed that the dollars spent on early childhood education are the best spent dollars. It is much more difficult to intervene later.

Harford County does not have too much trouble finding teachers because of their professional development relationships with local universities and its urban access. However, lack of facilities may pose a problem. It has also been challenging to make decisions regarding boundary settings; some parents want pre-k near their work, not near home in the locale where they qualify for services. Additionally, some parents want a waiver due to the kindergarten age eligibility requirement. Children must now be 5 years by September 1. Parents whose children do not meet that new requirement (but are close to the cut-off) want to receive public pre-k.

Ms. Charlene Muhammad, Director, Gardenville Head Start

Ms. Muhammad is a former teacher, case worker, and now Head Start director. She presented on the background of the national Head Start program, and specifically, how many children receive Head Start services in the State of Maryland.

She described how Head Start began in the summer of 1965 as a health and social services program for low-income families. It is a two-generational, comprehensive service program serving 3- to 5-year-old children and their parents, and targets their educational, physical and mental health, and nutritional needs. Parents are the cornerstone of the program. National performance standards guidelines require a parent involvement component, so parents are encouraged to volunteer in center. Program grant funding depends largely on parent volunteer hours. Many parents also begin their careers working in Head Start as volunteers and then become teaching assistants, center policy council leaders, and case workers assisting other families. Head Start has been a large part of the national school readiness movement and is mandated to meet curriculum requirements in the areas of literacy, science, social studies and mathematics.

10,377 children are currently enrolled in Head Start programs throughout the state of Maryland: 4,782 3-year-olds, 5,748 4-year-olds, and 299 5-year-olds. In 2006, the state received \$77,607,128 in Head Start funding, which is allocated to individual grantees. MSDE receives an additional \$4 million in federal monies for additional Head Start services, which is mostly spent on professional development programs. Every county in Maryland offers Head Start services; every public school jurisdiction has an agreement with Head Start. There are several Head Start partnership programs where Head Start is in a public school and children are enrolled in Head Start for 3.5 hrs per day and also in the part-day pre-k program (wrap-around services).

There are formal outcome benchmarks for children that must be met. The State's Work Sampling System™, a portfolio-based assessment system, is used to assess children's skills. The Creative Curriculum is the most widely used curriculum model used. Programs are aligned with the Maryland Model for School Readiness so that state standards are met in the program.

The National Reporting System (NRS) assesses children in their last year of Head Start and tracks them through 3rd grade.

Efforts have been made to increase licensed teachers and professional development. Funding has been given to send teachers back to school to get a degree. Currently, 20% of Maryland's Head Start teachers have an AA, 49% of teachers have a BA, and 11% have a Masters degree. Professional development in the areas of literacy and mathematics have been implemented to improve teaching of these important early learning skills. The Head Start Impact Study funded by the Federal Administration for Children and Families have found positive impacts of Head Start on children's school readiness, specifically physical well-being (e.g., Head Start children more likely to get vaccinated on time and

visit a dentist than non-Head Start children), and language skills, particularly for English language learners.

Ms. Becki Linn, Executive Director, Maryland Child Care Association

Ms. Linn provided a statement to the Task Force addressing the concerns of the local child care providers who fear losing students in their pre-k programs if universal pre-k is offered only through the public school system, or in private sectors under rigid standards.

MSCCA includes a membership of 245 individual centers licensed by the State of Maryland Department of Education. These centers serve a total of 15,224, approximately 15% of the current statewide licensed capacity of 137,479. There is a current vacancy rate of 25-30% in existing licensed and regulated home child care and a decrease in enrollment in center-based care. The MSCCA urges the Task Force to consider the situations of these providers and make every effort to contract with private providers to provide universal preschool, rather than expend funding on the construction of portable classrooms in public elementary schools to expand pre-k programs.

Ms. Linn provided the Task Force with a packet of information, including the breakdown of child care programs by county and funding changes for pre-k across the 50 states.

Dr. Susan Rosendahl, Head of the Pre-School Division, The Key School, Annapolis

Dr. Rosendahl presented information on The Key School's preschool program, which enrolls approximately 100 students aged 3 to 5 years. The Key School is an independent school that uses educational research and theory to guide curricular content, such as the theory of multiple intelligences, backward design, Piagetian theory of constructivism, Vygotskian theory of scaffolding, Bronfenbrenner's ecological systems theory, as well as the emergent interests of young children. The program focuses on children's social-emotional and intellectual development, work as play, and outdoor education.

The Key School is part of the Association of Independent Maryland Schools (AIMS). AIMS serves 45,000 students with 5% or 2,300 in Pre-K. There are 115 AIMS schools of different sizes: pre-k-6, pre-k-8, and pre-k-12. The Key School has one Pre-K 3 class (for 3-year-olds) with 14 students (no minorities) and two Pre-K 4 classes with a total of 33 students (12 minorities). The Pre-K program is scheduled 8:30am to 12:00pm 5 days a week, and offers an early after-school program from 12:00pm to 3:00pm (including lunch, recess, and rest time), and a late after-school program from 3:00pm to 5:30pm (including snack and group activities). The morning session focuses on best curricular practices, units of study, and stresses the idea of children's work is through their play. The program is in tune with parents and reaches the needs of all children. Vision and hearing screenings as well as interventions for children who need them are available.

Dr. Rosendahl explained that it is important for everyone in the community to understand what children should do throughout the day and that they learn best through their play. The pace of the day allows children to engage in this kind of work. Outside education

focuses on the beauty of nature and allows children to learn about their world through active engagement. Teachers spend a lot of time observing children playing in the classroom or on the playground, seeing how they work out their conflicts. Independent schools collect data that serve their particular community.

The Key School is licensed by the Office of Child Care (MSDE), accredited by AIMS, meets Developmentally Appropriate Practices as defined by the National Association for the Education of Young Children (NAEYC), and meets National Science Education standards and National Council of Teachers of Mathematics standards. The process of getting accredited takes two years and accreditation is tracked each year.

The average full day cost of AIMS tuition is \$11,600. Need-based financial aid is offered to 17% or 8,000 students at an award rate of 5% of tuition. AIMS awards total approximately \$65,000,000 and are funded through each school's operational funds (tuition from paying parents). Pre-K tuition at The Key School is \$9,975 plus \$3,125 for after-school services. Financial aid is awarded to 4 students (3 minorities) at a total amount of \$17,400.

Dr. Rosendahl brought packets of information on The Key School Pre-K program for distribution, including parent newsletters and classroom schedules.

Panel Presentation: *Who is Caring for and Teaching 3- and 4-year-olds in Maryland?*

Dr. Joanne Ericson, Chief, Certification Board, Maryland State Department of Education

Dr. Ericson discussed teacher licensing requirements of early childhood educators. To receive certification to teach pre-k through 3rd grade in the State of Maryland, teachers must have a minimum of a BA. Currently 11 colleges and universities in MD have teacher certification programs.

Some teachers take professional education coursework in addition to a BA in another area of study to receive certification. They must pass the Praxis I, which tests reading, writing, and math, and Praxis II in Elementary Content Knowledge and Early Childhood Pedagogy. A new early childhood education test will eventually replace the Elementary and Early Education Pedagogy assessments. Certification in the State of Maryland is valid for five years.

There are currently several incentive programs to hire new teachers: Quality Teacher signing bonuses for teachers based on a state statute established in 1999; matching bonuses for teachers who receive national board certification, and specialty bonuses for teachers in special fields, such as mathematics and technology.

Ms. Mary Hunt, Maryland Consortium of Early Childhood Faculty and Administrators

Ms. Hunt presented information on the education and professional development of early childhood teachers—both family child care providers and child care center senior staff.

Family child care providers typically take non-credit training (clock hours) for certification; however, some choose to take credit courses. Child care staff take credit and/or non-credit training. Most teachers have a Child Development Associate (CDA), in both family child care and center-based care. Their training requires them to keep a portfolio, observations of their teaching, and a diary/journal of their experiences. Senior staff are required to have 90 clock hours of professional development courses. Some courses are for non-credit continuing education training and some are for credit.

Teachers seeking MSDE Certification are required to take courses of study in early childhood education based on standards and outcomes from MSDE, NAEYC, National Council of Accreditation for Teacher Education (NCATE), Council for Exceptional Children (CEC), and the Interstate New Teachers Assessment and Support Consortium (INTASC). They must also take the Praxis I and two Praxis II subtests. Required courses in 2 year or 4 year program include: Child Growth and Development, Introduction to Early Childhood Education, Introduction to Special Education, and Process and Acquisition of Reading. Courses are aligned with different standards.

Students can also choose to get credit by examination. Students take examinations assessing Child Growth and Development, Introduction to Early Childhood Education, Infants and Toddlers, and School-age Child Care. In some colleges only a few students take the exam while in others, such as the College of Southern Maryland, almost every student takes the exam for credit. The passing rate is low on examinations, so there is a need of a more common way of assessing.

All community colleges in the State of Maryland agreed they would offer courses with the same content to allow for standardization of requirements across schools. Articulation among the schools in the state will allow for an easier transition for students of students into 4-year college programs, resulting in savings for the students as well as the state from paying extra money. There has been some trouble in the past of students from community college programs, who have completed required education courses and are not able to transfer credits to a four year college or university. The Associate of Arts in Teaching (AAT) in Early Childhood Education, an outcome- and standard-based program, was developed to provide the foundational courses students need for a seamless transfer to four year teaching programs. It is as if they have already completed the first two years of study and will not have to repeat general introductory courses. A cumulative GPA of 2.75 or higher is required for the Associate of Arts in Teaching (AAT) as well as 45 hours of field experience in a variety of early childhood settings. Students must complete a portfolio and pass the Praxis I.

Dr. Regina Lightfoot, Director, Academic Affairs, Planning and Policy, Maryland Higher Education Commission

Dr. Lightfoot expressed two concerns in the State of Maryland: high attrition of teachers and low enrollment in early childhood education teacher education programs. She described how the AAT program will hopefully increase the number of teachers entering the field as it allows students beginning at community colleges to receive an associate's

degree and transfer to a 4-year institution to finish their program of study and apply for certification. She emphasized that it costs the state, the school, and the student more money when students have to complete a 2-year program and then begin a 4-year program as a first-year student. Statistics have shown that students who start at community colleges tend to stay in the state more often and look for within-state teaching positions. To retain teachers it is beneficial to make the transition as easy as possible.

Expected learning outcomes of AAT include: ability to describe developmentally appropriate practices; describe the physical, cognitive and social development of young children; and possess knowledge of code of ethics of NAEYC. The AAT in early childhood education is being used as a model for special education teaching programs.

Dr. Lightfoot also discussed how Professional Development Schools (PDS) improve the quality of teacher preparation. A Towson University study showed that PDS-trained students perform better than non- PDS-trained teachers. A total of \$2 million in state-wide funds have been given to fund PDSs in the state. There are currently 270 PDS schools in the state, the majority of which have early education programs.

There has been a movement to recognize preschool at the state level. The K-16 Leadership Council has recently been changed to the Pre-K - 16 Leadership Council. The Maryland Higher Education Commission is also looking into early special education requirements to improve teacher training so that teachers are highly qualified.

Child care provider grants have recently been developed. Licensed Maryland child care providers who want to obtain a degree in early childhood education may apply for a grant to attend a Maryland school. In 2007, \$844,000 will be awarded at a minimum amount of \$1,000, maximum of \$4,000. Information on grants is available on the Commission's website.

Ms. Elizabeth Kelley, Chief Credentialing Branch, Maryland State Department of Education

Ms. Kelley provided information on the Maryland child care credentialing system. It is a voluntary program for child care professionals working in regulated child care settings and recognizes providers for their education, experience and professional activity. Credentials are issued for one year and may be renewed each year. Teachers are encouraged to go through the credentialing process and participate in continuing education and professional development training by receiving bonuses after completing a level (from \$200 to \$1,000). A teacher at the highest credential level could potentially get \$1,000 bonus every year if they continue to enroll in continuing education courses.

Ms. Kelley explained the new titles and description of roles that have been given to child care center staff and family child care providers, such as "senior staff" for child care teacher. To become a registered family child care provider the applicant must complete 8 clock hours of approved training, hold a First Aid and CPR certification, and if caring for infants, must complete training on SIDS. To remain registered, every two years a

provider must complete 12 clock hours of approved training and maintain First Aid and CPR certifications. If approved for four children under the age of 2 years, the provider must complete 45 hours (3 semester/credit hours) of an infant-toddler course.

The qualifications for child care center directors vary depending on the size of the center and the ages of the children. Senior child care staff must be at least 19 years of age and have a high school degree, 90 clock hours (6 semester/credit hours) of approved coursework, and 1 year of experience or 1 year of college. Unlike public pre-k teachers, child care teachers are not required to hold a BA. Group leaders of school-age child care (children aged 5-16) are also required to be at least 19 years old and have a high school degree, but are only required to have 45 clock hours of approved coursework (3 semester/credit hours) and 400 hours of experience (or a year of college).

Credential components consist of: 1- Core of Knowledge (six areas of expected knowledge: child development; curriculum planning; health, safety, and nutrition; special needs; professionalism; and community); 2- Professional Activity Units (expected activities, such as professional association membership or state/national conference attendance); and 3- Experience (Documented experience working with groups of children in a supervised setting).

There are seven credential levels from entry to advanced:

- Level 1- gets people into the program at the basic level without a lot of training; must be working in the child care field
- Level 2- at least 45 clock hours of Core of Knowledge training; 1 professional activity (accept CDA or college credit- never expire; all other training can only go back 5 years)
- Level 3- at least 90 clock hours, 2 professional activities, and 1 year of experience
- Level 4- at least 135 clock hours, 3 professional activities, and 2 years of experience
- Level 4+- level 4 requirements plus either NAFCC accreditation for family child care, or 30 semester/credit hours of coursework
- Level 5- an associate's degree with at least 15 semester/credit hours in Core of Knowledge training, 4 professional activities, and 2 or more years of experience
- Level 6- BA or higher in early childhood, elementary education, special education, child development, or other related field, 5 professional activities, and 2 or more years of experience

LUNCH 12:40-1:17pm

Task Force Deliberations 1:17- 3:30pm

After hearing panel presentations, the Task Force members deliberated on several important issues. The first question that arose was: Does "Universal Preschool" include threes and fours, just fours as with Pre-K, or should it include 0 to 5 years?

It was explained that the recommendations from the Task Force will have a significant impact if realized; and therefore, the recommendations should be well-planned and attainable. Friends of the Family is a group that has received funding to work on a business plan for birth to age 3 to improve the infrastructure of early child care birth to age 3. Dr. Grafwallner reminded the Task Force members that the Task Force was originally designed to focus on preschoolers (i.e., three and four-year-olds). The purpose of Task Force is to build on what is already in place and come up with recommendations for the Governor for universal preschool.

However, Sandy Skolnik mentioned that all programs serving children 0 to 5 have been moved to Dept of Education for there to be governance and continuity of services, and therefore, including younger children birth to 3 in the recommendations would reflect the work that has been done in this area. Some Task Force members expressed support of the idea of recommendations for birth to 5; others believed 3 to 5 is more relevant. After deliberation all agreed that birth to 2 is important for building the foundation for education later on in preschool, but that the most funding and attention should be given to preschool age children. A vote was taken to see if all members were in agreement. The vote was unanimous to have a broad birth to five scope, with a set of recommendations for programming and funding for 3- and 4-year-olds, and a subset of recommendations that target birth to 2. Communication should be made to the Friends of the Family to see what work they have done to not overlap work that has already been completed

Dr. Grafwallner reviewed purposes and goals of the Task Force and asked members to think of questions and comments they had, resources or information they would find useful, or speakers they would recommend. Ms. Skolnik recommended discussing how to build partnerships between private businesses and schools. Mr. Counihan asked about the kind of service delivery model we want to use. Ms. Bacquie asked that we clarify what a quality preschool program looks like. Others expressed interest in looking at timeline other states have established to meet their goals.

Dr. Grafwallner distributed a booklet of standards to the Task Force members with a list of nine program standards already in place for accreditation purposes. The program standards with indicators are for programs to self-assess and improve their program in order to be accredited. Currently, 567 programs are accredited in the State of Maryland, including many from the child care center and family child care community. Currently accredited programs are as follows:

- Center-based Child Care – 226
- Head Start – 57
- Early Head Start – 5
- Prekindergarten – 74
- Kindergarten – 58
- Family Providers – 147

Dr. Klein described how there is a decline in enrollment in the 4-year program at the University of Maryland- College Park since Pre-K teachers are not paid as highly as elementary education teachers. It was suggested that the group discuss professional development of teachers and address through the credentialing system how to increase

incentives. Possibly have tuition reimbursement options, better health benefits and retirement benefits.

Much of private tuition money goes to teachers' salaries. It is a challenge to pay high quality teachers high salaries that they deserve. If the state requires a minimum salary it will be difficult for private non-profit schools to meet those requirements without state reimbursement. It needs to be decided where the money will come from to pay teachers since families cannot afford higher tuition costs.

Dr. Grafwallner suggested looking at research on the high demand of nurses in the field to see what incentive options are offered. The National Council of State Legislatures might have information on retirement which could be looked at. The issue to examine is how much the state needs to raise teacher bonuses to make a difference in recruiting and retaining teachers.

It was suggested to look at mentor coaching programs, such as those in Early Reading First programs at the MCPS Judy Centers, which build foundational literacy and math skills. It is a good idea to look at scientific research based reading curriculum. Also, parent involvement is an important issue to consider in program development and standards.

Dr. Grafwallner stated that in the school readiness assessment, the second largest percentage of children entering kindergarten are being watched by relatives and have not been in any preschool or child care setting. Parents might prefer the option to have a relative watch their children, but parents may not know of other options, including those with subsidies. Ms. Hunt commented that low-income or minority language families may not understand their options, be illiterate, and fear losing housing if they come forth and request services. Another issue to consider is transportation of children receiving publicly-funded pre-k in a private child care setting.

It was recommended that the Task Force look for a public relations, communications, or marketing expert who can reach out to the business community and provide advice in how to get the message out about pre-k and how to track whether the message is being understood by the community. Groups that have done campaigns on MADD- mothers against drunk driving, smoking cessation campaigns, and literacy, are good examples. Mr. Counihan recommended that as a group the Task Force monitor the legislature and draft a report of recommendations that can be shown perhaps during a public hearing to superintendents, teachers, providers, etc., to get the word out about universal preschool. Dr. Grafwallner proposed the idea that the MSDE leadership, Task Force members, and some press go to a child care center to describe the Task Force movement and talk to respective constituency groups about their goals to get feedback from the public. Ms. Skolnik recently wrote an "op ed" in the Baltimore Sun on the creation of the Division of Early Childhood Development, but it received very little attention; it is very difficult to find a medium to produce such pieces. Ms. Woodward recommended that during the Week of the Young Child in April or Child Care Provider Day in May that something be done to highlight the state's actions.

Dr. Grafwallner mentioned he is working on getting a feasibility study underway to identify funding streams that can support pre-k, discover what models work best, and how much of a return on the dollar the state will receive. It would be good to see what models and funding sources other states are using.

Using the worksheet provided by Task Force staff, reflecting the Task Force charges, the group suggested that they begin with charge #2: create new and expand existing early childhood learning programs. Prior to the next meeting, members can reflect on their ideas about what the program should look like.

On December 7, 2006, there will be speakers in the morning and deliberation in the afternoon. The Task Force will meet in the same room at Loyola at the same time, 8:30am. Speakers include: Sara Watson, Pew Charitable Trusts and Stephanie Rubin, Pre-K Now; Clive Belfield, economist from New York; Marsha Moore, Dept of Early Learning in Georgia; Cindy Gallagher, Dept of Education in New York; Sharon Ramey, Abecedarian Project; and Arthur Reynolds, Chicago Parent-Child Study.

Meeting concluded at 3:11pm.

Resources

(Provided by Task Force members for distribution)

www.mdchildcare.org (Sandy Skolnik)

Maryland Committee for Children *works with parents, child care providers, advocates, employers, and policymakers to expand and enhance the early childhood education and child care available to Maryland's children.*

Go to Public Policy- provides good resources for recommendations.

http://www.manhattan-institute.org/html/cb_42.htm (Mark Rosenberg)

Civic Bulletin 42 | Pre-K: Shaping the System That Shapes Children

Stephen Goldsmith & Rhonda Meyer

August 2006

<http://nieer.org/docs/index.php?DocID=129> (Heather See)

National Institute for Early Education Research

Hot Topic: The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States

By W. Steven Barnett, Cynthia Lamy and Kwanghee Jung

December 2005

<http://www.clasp.org/publications/stateprofiles.htm> (Heather See)

Center for Law and Social Policy: *A national non-profit that works to improve the lives of low-income people. CLASP's mission is to improve the economic security, educational*

and workforce prospects, and family stability of low-income parents, children, and youth and to secure equal justice for all.

Report contains information on diverse delivery systems in pre-k. Some changes have occurred since publication, but it provides a sense of what models are being used to combine public and private sectors.

www.preknow.org (Heather See)

Pre-K Now is a public education and advocacy organization that advances high-quality, voluntary pre-kindergarten for all three and four year olds. Supported by The Pew Charitable Trusts and other funders and a project of the Institute for Educational Leadership, Pre-K Now:

- supports state-based children's advocates;
- educates policymakers about the need for pre-k; and
- raises public awareness about the need for pre-k for all children.

Select resources from Pre-K Now:

<http://www.preknow.org/resource/mapping/accessmap.cfm>

Map of Pre-K programs across the country including percentage of children served, program quality, and political climate.

<http://www.preknow.org/resource/profiles/index.cfm>

Provides **key state profiles** on states that currently have state-funded preschool programs. Florida, Georgia, and Oklahoma are the only states that have pre-k for all 4-year-olds (yet not all 3-year-olds are included). Others like New York and Illinois serve a large percentage of children, yet no state has universal preschool for all 3s and 4s regardless of need.

<http://www.preknow.org/advocate/factsheets/highquality.cfm>

What is high quality? Information on teacher certification, curriculum, parent involvement, and comprehensive services.

<http://www.preknow.org/advocate/factsheets/benefits.cfm>

Provides information on the **benefits** of preschool education.

<http://www.preknow.org/advocate/reports/preknowreports.cfm>

A list of **research reports** highlighting effectiveness of preschool education.

<http://www.preknow.org/advocate/confcalls/index.cfm>

Link to Pre-K Now's **National Conference Call Series**; download and listen to previous call; sign up for future calls; read through PowerPoint presentations and resources.