



THE FIRST FIVE YEARS LAST FOREVER

**MARYLAND FAMILY NETWORK
PUBLIC POLICY HANDBOOK
2018 – 2019**



**MARYLAND
FAMILY
NETWORK**



Sandra J. Skolnik (1938 – 2007)



Therese Weil Lansburgh (1919 - 2001)

Maryland Family Network's *Public Policy Handbook*
is dedicated to two remarkable advocates
for children and families who were
our role models, our mentors, and our friends.



September 1, 2018

Dear Friends,

The Maryland Family Network (MFN) Public Policy Handbook is published each September as we begin a new season of advocacy work and plan for the opening of the General Assembly Session in January. We hope that you will find this year's handbook to be a helpful resource in your work to educate and engage policy makers to make Maryland a great state for children and families.

As Maryland's preeminent statewide child advocacy organization, MFN is strongly committed to ensuring that young children and their families have the resources to thrive. Since 1945, MFN has provided a strong voice in the General Assembly and state agencies for public policies that improve the quality of life for Maryland's children and families. Collaborating with parents and providers, advocates and government agencies, we have been a catalyst for the development of a strong system of child care, early education, and family supports on the local, state, and national levels. **We believe that good public policy is the result of a process that invites all the stakeholders to participate and strive to reach consensus.**

Through its public policy work, MFN has led the way in making Maryland one of the best states for early care and education and a model for family support services. Over the past decades, we have fought to sustain critical investments in child care, early education, and family supports; created blueprints for expanding high-quality services to young children, their families, and child care providers; spearheaded the consolidation of early care and education programs in the Maryland State Department of Education, a landmark restructuring that has drawn national accolades; and championed the expansion of pre-K using a diverse delivery model. These were significant victories, and still we have much work to do. The current funding for early childhood is inadequate to provide high-quality, affordable programs for all children. Too many families are struggling to meet their children's early care and education needs, and too many early education programs face insurmountable challenges in achieving and maintaining the quality all families deserve. Without additional support, Maryland's early childhood programs will not be able to ensure that young children and their families have the resources they need to thrive.

In the pages that follow you will find a summary of the work we do at MFN, a schedule of our upcoming Public Policy meetings, and a description of the public policy positions we have taken in the past. We begin with our Top Ten Public Policy Priorities for 2018-2019, which were selected in June by those of you who voted in our online survey. In the colored appendices at the back of the handbook we have included updated data and resources that have been popular with advocates in and out of government for many years. Together we will continue to be a powerful voice for children and families.

Very truly yours,

Margaret E. Williams
Executive Director

Clinton K. Macsherry
Director of Public Policy



MARYLAND FAMILY NETWORK PUBLIC POLICY HANDBOOK 2018 – 2019

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Public Policy Meeting Schedule

September 2018 through June 2019

Date	Time
September 12, 2018	at 1:00 p.m.
October 10, 2018	at 1:00 p.m.
November 14, 2018	at 1:00 p.m.
December 12, 2018*	at 1:00 p.m.
January 9, 2019	at 10:00 a.m.
January 23, 2019	at 10:00 a.m.
February 13, 2019	at 10:00 a.m.
February 27, 2019	at 10:00 a.m.
March 13, 2019	at 10:00 a.m.
March 27, 2019	at 10:00 a.m.
April 10, 2019	at 1:00 p.m.
May 8, 2019	at 1:00 p.m.
June 12, 2019	at 1:00 p.m.

* If there is nothing pressing on the Public Policy Meeting agenda, the December meeting will be cancelled.

Meetings held in the months when the General Assembly is **not** in session are generally scheduled on the second Wednesday of the month from 1:00 p.m. to 2:30 p.m. at the MFN office in Baltimore. During the General Assembly session, Public Policy Meetings are held the second and fourth Wednesday of each month from 10:00 a.m. to 11:30 a.m. at the office of Arundel Child Care Connections in Annapolis.

Inclement Weather Policy

Public Policy Meetings will be cancelled if the *Baltimore County* Public Schools (BCPS) are closed or have a two-hour delayed opening for students. For the most current closure information, visit the BCPS website at bcps.org.



WHO WE ARE

Maryland Family Network (MFN) was formed in 2009 by the merger of Maryland Committee for Children (MCC), founded in 1945 to advocate for high quality child care, and Friends of the Family (FOF), founded in 1986 to administer Maryland's network of Family Support Centers. Today, MFN is the state's preeminent child advocacy organization. MFN's core activities include the following: improving and expanding early childhood education opportunities; helping parents find child care and develop the skills they need to raise healthy and successful children; providing technical assistance and training to child care providers, family support and Early Head Start staff, and home visitors; working with employers on work/family policy issues; collecting and disseminating child care data for trend analysis and planning; and stimulating the supply of child care and family resources across the state. When issues arise, MFN addresses them head on and takes action.

With a professional staff of 49, a board of 31, and hundreds of members, supporters, and volunteers, MFN is a private, non-profit, 501(c)(3) corporation with an operating budget of \$19.4 million. As a 501(c)(3) corporation, MFN does not support or oppose candidates for public office. MFN's programmatic areas include Public Policy; the Maryland Child Care Resource Network; the Baltimore City Child Care Resource Center; the statewide network of Family Support Centers; and Development and Communications.

MCC History

MCC (originally the Maryland Committee for the Group Day Care of Children) was founded to advocate for continued federal funding of child care programs at the end of World War II and to promote better child care services throughout Maryland. Through the mid-1960s, the primary focus of the organization was to: provide training for teachers in child care programs; raise money to support the operation of child care centers; conduct research; and spearhead the fight for child care regulation. In 1966, the organization received its first foundation funding and the first paid staff was hired from an annual budget of \$20,000. In 1974, MCC's board hired Sandy Skolnik as its Executive Director, and under her dynamic leadership and tireless pursuit of excellence for the next 33 years, MCC grew to become Maryland's leading authority on child care and early learning. It was Sandy's vision and her commitment to meeting the needs of young children and their families that produced LOCATE: Child Care and the statewide Maryland Child Care Resource Network, and her leadership in innovative child care policy elevated Maryland to its consistent position as one of the best states for child care in the country.

FOF History

FOF was established by the State and two Maryland foundations to address the needs of families with a network of full-service Family Support Centers designed to build on parents' own initiative. The catalysts for the creation of FOF were the State's skyrocketing reports of child abuse and neglect and resulting foster care placements, its high teenage pregnancy rate, and growing recognition of the relationships between adolescent parenting, long-term welfare dependency, limited success in education and job attainment, and negative outcomes for the children of teenagers. From its beginning, FOF and the statewide network of Family Support Centers provided comprehensive, culturally-sensitive, community-based, preventive services to families who live in neighborhoods that show high concentrations of a variety of risk factors. FOF was one of Maryland's original providers of Early Head

Start (EHS) services in 1995 and became the largest provider of EHS in the state. MFN retains that status today. Our EHS centers have been recognized as a national model for effective parent engagement and training and consistently receive flawless reviews. Because of the exceptionally high quality of the programs operated under MFN's auspices, in 2014 MFN became the sole EHS grantee for Baltimore City, with EHS centers now in nine communities in Baltimore and a total of 15 statewide.

These programs have strengthened the state's developing early childhood support system, raising Maryland's profile nationally in the process.

Public Policy

Throughout the history of MFN, the common thread tying together its numerous activities has been its role as an advocate to improve the quality of life for Maryland's children and their families. This function is led by our Public Policy Committee, with staff support provided by the Director of Public Policy and an Associate Director. The Chair of the Public Policy Committee sits on the MFN Board of Directors.

MFN's Public Policy Committee is made up of approximately 75 active, and more than 600 involved, members from the public and private sectors in jurisdictions across Maryland. They are professionals and volunteers working with and advocating for children and families. Committee membership is open to anyone who is interested in the development of public policy to benefit children and families. Some members attend our meetings; some receive notices and alerts from us and contact policy makers by phone and email; some join us for advocacy events in Annapolis. The only expectation is that each member will share in carrying out the Committee's goal of serving as a voice for Maryland's children and families.

The scope of the issues prioritized by the Public Policy Committee has varied over the years, but we continue to take direction from a 1983 statement of purpose prepared by a planning committee chaired by Therese Lansburgh. The following key principles from this statement continue to guide our work today:

- *Our primary interest is the young child, in part because we recognize the importance of the early years in laying the foundation for later development.*
- *We support prevention in preference to remediation.*
- *What we do and what we advocate is based on a foundation of sound principles of child development.*
- *We consider issues that affect the children of Maryland to be our first responsibility, and take on issues of national and local concern when necessary and appropriate.*

In keeping with our belief that good public policy is the result of a process that invites all the stakeholders to participate and strive to reach consensus, each summer we invite the online community of more than 2,000 interested early childhood advocates to cast their ballots for our Top Ten Public Policy Priorities for the coming year. Our Top Ten Priorities list serves as our focus during the General Assembly session and throughout the year, but it does not preclude us from addressing other issues as they arise. Discussions of timely issues are held at monthly Public Policy Committee meetings. Because we develop consensus positions that are often adopted by other advocacy organizations, policy makers at all levels of government see MFN as a reliable leading voice for children and families.

The Public Policy Committee has subcommittees focused on state and federal legislation and on other priority areas, like child care provider compensation. Each subcommittee is responsible for conducting research and reporting its recommendations to the Public Policy Committee. The Committee then debates the issues and arrives at a consensus for MFN's positions. Controversial or new issues are reported to the MFN Board for a final decision. In addition to taking positions on policy initiatives, the Committee develops resource papers and provides advocacy presentations at various local, state, regional, and national conferences. It also serves as a resource to the early childhood community and the press on child care and pre-K, Head Start and family support, and other issues of concern to children and families.

To receive meeting notices and public policy action alerts from MFN's Public Policy Department, sign up on the MFN website at marylandfamilynetwork.org/public-policy, email publicpolicy@marylandfamilynetwork.org, or call 410.659.7701 x146.

Maryland Child Care Resource Network (MCCRN)

MCCRN, established in 1989, consists of LOCATE: Child Care, a centralized child care referral service, and 12 regional Child Care Resource Centers statewide. The Network is administered by MFN under a grant with the Maryland State Department of Education. MCCRN provides parents free assistance in finding regulated child care; offers child care providers training and technical assistance to increase the quality and expand the capacity of their programs; and supplies policy makers with current data on the supply, demand, and cost of child care in their districts and across the state.

LOCATE: Child Care

LOCATE: Child Care supports families by increasing access to child care and parenting resources needed to nurture children and be optimally productive. The following outcomes for FY 2018 are calculated for each category by using the number of children served by the LOCATE: Child Care Community Line Telephone Service rather than the number of calls received.

- *81% of the parents indicated the information on identifying quality child care provided by the referral specialist was useful.*
- *92% of the parents were able to express at least one element of quality child care.*
- *53% of the parents indicated that they found permanent or temporary child care from referrals they received from the referral specialist.*
- *99% of the parents found the education materials that they received from the referral specialist to be useful. This packet contains materials related to child care as well as additional family support information.*
- *74% of the parents who were potentially eligible for benefits, such as Maryland Children's Health Insurance Program, WIC, Earned Income Credit, and Child Care Subsidy, received and used information provided by the referral specialist.*
- *83% of the parents indicated that they were satisfied with services provided by the referral specialist.*

LOCATE: Child Care, through its free Community Line Telephone Service, assists parents in locating and selecting child care best suited to their needs, preferences, and ability to pay. Two additional

services, LOCATE: Child Care Assist and Maryland After-School Activities, are web-enabled databases that parents use to search for child care and after-school activities for their children.

In FY 2018, 3,066 parents accessed the LOCATE: Child Care telephone services and 7,541 users conducted 24,709 searches for child care and 1,933 searches for after-school activities.

MCCRN's Training Programs provide professional development classes for child care providers to help them improve the quality of child care and promote school readiness.

- *MCCRN is the largest provider of training for the child care community in Maryland, offering training directly to child care providers and also to those who are trainers.*
- *MFN and the MCCRN conducted 1,861 training workshops for 31,010 attendees during FY 2018.*
- *Based on post-training evaluation, 98% of training attendees in FY 2018 were satisfied with the training they received.*
- *Based on post-training evaluation, 98% of training attendees in FY 2018 indicated they would definitely implement information and/or strategies from the attended workshop.*
- *MCCRN's Technical Assistance encompasses a range of services offered to child care providers, including coaching, mentoring, and communities of learning models to improve the quality and accessibility of child care. Technical Assistance Cases are a compilation of activities provided over an extended period of time. Each case typically focuses on a large issue in which the provider has requested assistance, with support in any related areas also provided. In FY 2018, a total of 911 Technical Assistance Cases were closed, with 242 cases remaining open into FY19. Individual Contacts are technical assistance activities provided in a single point of interaction, through phone or email, a visit to the resource center for in-person assistance, or a visit to the program. During FY18, a total of 9,787 individual contacts were conducted, for a total of 2,062 hours, an average of 12 minutes per contact.*

MFN and MCCRN collect and analyze extensive statewide data on child care. MFN is recognized for its child care and early education expertise by policy makers and advocates at the local, state, and national levels.

Baltimore City Child Care Resource Center

Baltimore City Child Care Resource Center (BCCCRC) is the only one of MCCRN's 12 Child Care Resource Centers operated by MFN. The broad spectrum of training and technical assistance opportunities provided by BCCCRC is designed to raise the quality of care in Baltimore City child care programs in order to have children prepared to succeed when they enter school. Much of the work is focused on assisting child care providers to apply to Maryland EXCELS and become credentialed and on assisting programs to become accredited. These are accepted indicators of quality improvement. In addition to the training and technical assistance services for child care providers required at all resource centers, BCCCRC seeks additional public and private funding to improve the quality of child care, to address the unique early care and education needs of young children in Baltimore City, and to reinforce families' ability to support their children, themselves, and their communities through a strength-based approach. Such programs currently operated through BCCCRC include:

- *Early Intervention Program: Services include on-site early childhood mental health consultation to child care centers and family child care providers to develop and enhance skills in caring for children with special needs and those exhibiting behavior problems that compromise their*

development or their ability to remain in a program. Consultation and referral services are provided throughout Baltimore City.

- *Infant/Toddler Quality Improvement: This program provides the services of an infant/toddler specialist to offer on-site technical assistance and specialized training to promote evidence-based best practices for the care and education of the very youngest children. The infant/toddler specialist provides resource materials for program use, quality improvement ideas including support for Maryland EXCELS, assistance in building positive relationships with families, and resources for referrals and networking among other local agencies.*
- *Provider Resource Room: This specially designed room serves the community by giving parents, teachers, child care providers, and others access to and use of a variety of materials to create developmentally appropriate, print-rich environments that stimulate learning in young children. Available in the Resource Room are a library of books and magazines, a copier, an art-waxer, a laminator, a die-cut machine, a computer, and a printer. Workshops about the use and benefits of the Resource Room have been developed to encourage providers to take advantage of it.*
- *CDA Project: This program provides support and technical assistance to family child care providers who are working towards the awarded Child Development Associate (CDA) Certificate through the Council for Professional Recognition. Through professional development, self-assessment, reflection, and the development of a professional portfolio, family child care providers improve their practice and programming.*

Maryland's Family Support Center Network

Family Support Centers are community-based programs that provide free services to parents with young children birth through age 3 to help them raise healthy children and build productive futures. Located in 25 Maryland neighborhoods marked by high numbers of pregnant and parenting adolescents, families with low incomes, low birth-weight babies, high school dropouts, and unemployed adults, the Centers provide comprehensive, preventive services to pregnant women and young families with children under age 4, together.

Core services, offered in both center- and home-based settings, include: parent education; self-sufficiency programming (adult education, family literacy, and job readiness); health education and referral for services; developmental infant/toddler assessment and referral; quality developmental child care while the parents are on site; peer support; service coordination; and outreach, collaboration, and resource development. Center programs are voluntary and parents participate as partners in the effort, not as "clients" or "cases." Participants share in policy and program decisions.

Seven specific outcomes have been identified for the Centers. They are: (1) children are immunized on-time; (2) children meet age-appropriate developmental milestones, or are linked with appropriate services; (3) parents develop good parenting skills; (4) parents advocate services and assistance that will benefit their families and negotiate the service system to obtain needed services; (5) adults increase educational attainment levels; (6) adults move toward economic self-sufficiency; and (7) adults plan and space subsequent pregnancies.

MFN provides funding, training, technical assistance, monitoring, evaluation, and facilitation of peer support to the Network. MFN contracts with local public and private non-profit agencies selected through a competitive bid process. Sponsoring agencies agree to operate programs that follow

guidelines and standards established by MFN. MFN's strong commitment to quality extends as far as closing ineffective centers (and reallocating funds to new centers) to assure that families receive services with impact.

The core operating funding for the Network is provided by the Maryland State Department of Education and the U.S. Department of Health and Human Services. Through a creative mix of private and public funds, some Centers have been able to expand their scope and provide services to additional populations, including non-parenting preteens and grandparents.

Development and Communications

The Development and Communications Departments increase awareness about and support for MFN and the issues of early childhood education and family support. Here are some of the many ways you can follow and support MFN's work:

- *Visit our website at marylandfamilynetwork.org and subscribe to the MFN newsletter or our Public Policy Alerts.*
- *Listen to "The First Five Years" (marylandfamilynetwork.org/about/first-five-years), our weekly radio series on WYPR 88.1 FM focusing on child development and early learning, funded with major support from The M&T Charitable Trust and the Maryland State Department of Education.*
- *Follow us on social media –*
 - Facebook (facebook.com/MarylandFamilyNetwork),*
 - Twitter (twitter.com/MDFamilyNetwork),*
 - LinkedIn (linkedin.com/company/maryland-family-network), and*
 - Instagram [@marylandfamilynetwork](https://instagram.com/marylandfamilynetwork) (instagram.com/marylandfamilynetwork).*
 - and check out our You Tube channel (youtube.com/user/MDFamilyNetwork).*
- *Take us with you -- download the free MFN app available on iTunes and Google Play.*
- *Become a member. The MFN Membership Program offers child care professionals, programs, and corporations an opportunity to support our advocacy work on their behalf, and member benefits include reduced fees for MFN training and a Professional Activity Unit for participants in the Maryland Child Care Credential Program. The Membership Application is available on the MFN website at marylandfamilynetwork.org/for-other-providers.*
- *Join us for the Sandra J. Skolnik Lecture, the presentation of the Nancy S. Grasmick Leadership Award in Early Care and Education, or other events that give our supporters the opportunity to meet and network.*



PUBLIC POLICY PRIORITIES 2018-2019

The Public Policy priorities ranked below are determined by annual balloting by MFN’s Public Policy Committee. Each year our Priorities list looks a little different from the year before, but there are a number of core issues on which we consistently focus because of their importance to the well-being of children and families. Here, for comparison, are the 2018 – 2019 and the 2017 – 2018 lists, followed by background information on the issues.

2018 - 2019 PRIORITIES

1. Maryland’s Early Childhood Budget
2. Early Childhood Mental Health
3. Child Care Subsidy Program
4. Child Care Provider Compensation
5. Comprehensive Services for Children and Families
6. Quality Improvement
7. Child Care for Infants & Toddlers
8. Access to Child Care
9. Federal Early Childhood Funding and Policy
10. Public Engagement Campaign

2017 - 2018 PRIORITIES

1. Child Care Provider Compensation
2. Early Childhood Mental Health
3. Child Care Subsidy Program
4. Access to Child Care
5. Maryland’s Early Childhood Budget
6. Federal Early Childhood Funding and Policy
7. Comprehensive Services for Children and Families
8. Quality Improvement
9. Health, Safety, and Nutrition
10. Family Economic Supports

1. Maryland's Early Childhood Budget

In a multitude of ways, government funding has a profound impact on programs and services critical to young children and families. Even the best-conceived public policies that aim to promote access, affordability, and quality in child care and family support services can be undermined by inadequate allocations of resources. Funding streams at the federal, state, and local levels all have a role to play.

Throughout its history, MFN has focused on budget issues affecting children. This history demonstrates that securing public funds for programs serving young children and families can pose immense challenges, even in favorable economic climates. In periods of economic difficulties, these challenges are amplified significantly.

Reports about the status of children in this country over the last two decades have resulted in a re-examination of national, state, and local investments in early care and education. Most noteworthy have been the research on infant brain development, the studies of cost, quality, and child outcomes in programs serving young children, and the analyses by noted economists demonstrating that investments in early childhood produce substantial returns on investments. The infant brain development research confirmed that the first years of life are critical to children's brain development and long-term well-being. We know that 90% of brain "architecture" is completed in a child's first five years of life, yet only 10% of public spending on a child's education occurs in that same five year period. Research has also documented the inadequacy of our nation's efforts to meet the needs of young children during the most critical years of development. In the mid-1990s researchers began to study the quality of child care in various settings and found that the vast majority of child care programs evaluated provided poor to mediocre care, and far too many programs serving infants and toddlers were categorized as poor quality. Economic analysis based on longitudinal studies of a few very high quality programs has theorized, however, that investments in high quality programs will produce cost savings of between \$7 and \$13 for every \$1 invested. (nieer.org/wp-content/uploads/2017/06/Getting-the-Facts-Right-on-Pre-K-1.pdf)

What is implicit in these research findings is that early childhood programs are severely underfunded. Most parents cannot afford to pay what it costs to provide high quality services, and publicly funded programs serve only a small portion of Maryland's low-income children from birth to age 5. High quality public pre-K programs serve 37% of the state's four-year-olds, but working parents still need to find child care before and after half-day (2.5 hours) and even full-day (6.5 hours) pre-K programs and during the summer. Another 5% of four-year-olds and 7% of three-year-olds are enrolled in Head Start, which is also most commonly a part-day, school-year-only program. (nieer.org/wp-content/uploads/2018/05/Maryland_YB2017-1.pdf)

In 2016, 79% of Maryland children under the age of 12 had mothers in the workforce. Working parents at almost all income levels struggle to pay for child care, but relatively few are eligible for child care subsidies, and fewer still receive them. The CCDF regulations set the maximum subsidy eligibility level at 85% of the State Median Income (SMI), but the most recent U.S. Government Accountability Office report estimates that only 11% of children eligible under the federal eligibility level, and fewer than 10% of the children who met the federal standard in Maryland, receive federally-funded subsidized care. (gao.gov/assets/690/681652.pdf)

Because of insufficient funding, many states set their eligibility level well below the federal maximum. Until recently, Maryland’s income eligibility ceiling hovered below 35% of the current SMI. Effective August 1, 2018, family income eligibility for CCSP expanded dramatically, rising to approximately 65% SMI. For a family of four, this raises the income-eligibility ceiling from \$35,702 to \$71,525.

Insufficient funding has also been responsible for inadequate reimbursement rates and excessive parent co-payment rates. CCDF guidelines strongly recommend that states set provider reimbursement rates at the 75th percentile of the current market rate and parent co-payments at no more than 7% of household income. But until recently, Maryland’s reimbursement rates stood at the 10th percentile of the current market rate, and parent co-payments averaged 12% of household income. Many providers simply cannot afford to provide child care at the 10th percentile of the market rate and must charge parents an additional fee to cover the difference between the subsidy rate and the rate the provider would charge a parent without a subsidy. The provider’s full rate, however, is usually determined by what parents can afford to pay, and not by what it costs the provider to provide high quality child care. Private child care programs must find ways to operate with minimal budgets, paying staff low wages and offering them very limited benefits or no benefits at all. (See Priority 4, Child Care Provider Compensation, below.)

Enacted in the 2018 Session and signed into law by Governor Hogan, SB 379 / HB 430 “Education – Child Care Subsidies – Mandatory Funding Levels” requires the State to raise subsidy rates in 2019, 2020, and 2021, expanding CCSP families’ access to at least 60 percent of the market. That minimum may rest lower than the federal benchmark, but it represents a transformative advance by any standard. Of particular importance, this legislation for the first time institutes a “floor” — once rates attain the 60th percentile, the bill mandates that they never again fall below that level. In terms of the dollars invested, the breadth of families and providers affected, and the lasting impact on child care in Maryland, this legislation marks a turning point for CCSP in Maryland.

The higher education financing system has been viewed as a possible model to apply toward early care and education funding since the early 1990s. Both periods of education, birth to school entry and after high school graduation, have traditionally been considered the financial responsibility of families, in contrast to the K-12 period which is completely publicly funded. A primary difference between these two periods for families is that by the time their children reach college age, parents are farther advanced in their careers, and in many cases they have higher incomes and have done some financial planning to prepare for the cost of college. And unlike children in child care, many college students take responsibility for some or all of the cost of college, in the form of grants, loans, and paid employment. The alarming fact is that undergraduate in-state tuition at the University of Maryland College Park is \$10,399, but the annual average cost of center-based care for a child under age two is \$14,630 and the cost for a four year old is \$10,269. This cost difference can be accounted for in part by the difference in public investment. Taxpayer support for the University of Maryland lowers tuition, but private child care programs do not receive government support.

Child care financing has been a public policy concern for MFN since its inception in 1945, but there are a number of other state program budgets for which we advocate.

- *The Family Support Center (FSC) Network budget had been funded at \$6.9 million until the budget crisis of 2003 forced a cut of more than \$2 million, resulting in the closure of six of 32 FSCs. Since FY 2012, funding has held steady at \$4.7 million.*

- *Pre-K services were expanded in FY 2015 with an additional \$4.3 million in state funding to support the Pre-K Expansion Act of 2014. In FY 2016, Maryland was awarded a 4-year federal grant adding approximately \$15 million per year to that amount, with an additional State match of \$7.3 million. Pre-K funding is currently outside of the traditional school funding formula; MFN advocates including it in the formula in the near future.*
- *The Judith P. Hoyer Early Child Care and Education Enhancement Program received \$11.9 million in FY 2018 to support 54 Judy Center Partnerships statewide.*
- *The Infants and Toddlers Program at MSDE, which provides special education services to young children with disabilities and delays, receives \$10.4 million in state funding.*
- *In addition to the \$96 million Head Start and Early Head Start program grantees and the Early Head Start Child Care Partnerships receive directly from the Office of Head Start, Maryland provides an additional \$1.8 million annually for supplemental services. In FY2020, that will increase to \$3 million pursuant to 2018's HB 547 / SB 373.*
- *Home visiting programs for young children and their families have multiple funding streams for multiple programs, including Healthy Families at MSDE, receiving \$4.6 million, programs funded through the Department of Health, and programs funded by the Governor's Office of Children and local governments. MFN advocates funding for an array of programs that meet the needs of families in diverse communities.*

FEDERAL FUNDING

Child care funding in Maryland depends heavily on the federal Child Care and Development Fund (CCDF). With an enormous influx of new federal dollars (see paragraph below), Maryland's CCDF funding for federal FY 2018 stands at \$118.6 million, up from \$90.5 million in FY 2017 and from \$88.3 million in FY 2016. Previously, Maryland's federal funding for child care peaked in FY 2009, with the addition of \$24 million in American Recovery and Reinvestment Act (ARRA) funds bringing the total to \$103.4 million. Although advocates had hoped to be able to convince Congress to continue funding CCDF with the ARRA increase, the ARRA funds were not re-appropriated. The loss of the ARRA funds, along with the unanticipated FY 2012 termination of annual transfers from the Temporary Assistance for Needy Families program to pay for child care subsidies and a cut in federal funding in FY 2013, resulted in major cuts in child care expenditures for both the subsidy program and for quality initiatives.

The Child Care and Development Block Grant (CCDBG) Act was reauthorized in 2014, and regulations to implement its more stringent health, safety, and quality requirements became effective in September 2016. (The acronyms CCDBG and CCDF are often used interchangeably, although technically the former is a subset of the latter, which includes an additional but much smaller funding stream.) Implementation of the new requirements will be expensive for some states, making the FY 2018 federal funding increase—a record \$2.37 billion—announced as part of the omnibus spending bill in March 2018 especially welcome. Fortunately for Maryland, our state regulations already meet most of the requirements of the reauthorization, and the influx of new federal funds will be used in part to address long-standing deficiencies in CCSP, chiefly to increase Maryland's low subsidy rates and expand program eligibility.

The regulations for CCDF determine how much of the money is to be spent: at least 70% must be spent on child care subsidies, at least 9% must be spent on Quality Improvement initiatives (see Priority 6 below on Quality Improvement initiatives), and no more than 5% may be spent on administrative costs.

States must submit their CCDF Plans to the federal government every three years. A summary of Maryland's plan for the FFY 2016 through 2018 CCDF money can be found below. A summary of the FFY 2019 – 2021 CCDF Plan for Maryland was not available at time of publication. The FFY 2019 – 2021 plan and the previous plans are available on MSDE's website at earlychildhood.marylandpublicschools.org/about/ccdf-state-plan/about/ccdf-state-plan. For more information on federal child care funding, see Priority 9, Federal Early Childhood Funding and Policy, below.

Maryland's early childhood programs also received funding from a number of other federal programs.

- *MFN and the Family Support Center Network received approximately \$590,102 in FFY 2017 under the Child Abuse Prevention and Treatment Act (CAPTA) for Community-Based Child Abuse Prevention (CBCAP).*
- *Head Start and Early Head Start program grantees receive \$96 million directly from the federal Office of Head Start. There are 9,188 funded Head Start and Early Head Start slots in Maryland; 40% of eligible children 3-5 years had access to Head Start; 12% of eligible children under age three had access to Early Head Start.*
- *MSDE receives funding from Part B and Part C of the Individuals with Disabilities Education Act for preschool special education and the Infants and Toddlers Program, respectively.*
- *Maryland Department of Health (MDH) receives an annual \$7.9 million formula grant, plus an additional \$1.5 million in competitive funding, for home visiting programs for families with young children from the Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program established by the Affordable Care Act.*

STATE LOANS AND GRANTS FOR CHILD CARE PROVIDERS

The enormous expense of establishing a child care facility has long hindered increasing the supply of child care, but there has been a modest amount of money available to child care providers to help with a small portion of start-up or improvement expenses. The cost of opening a child care center is very high, but financing for a center is hard to find because most cannot show the profitability required by the banking industry, nor do they contain much valuable equipment or other collateral. Maryland has had a loan guarantee program for child care center providers since 1985 and a low-interest direct loan fund for center providers since 1988. The current Child Care Special Loan Fund is part of the Maryland Economic Development Assistance Authority and Fund, administered by the Maryland Department of Commerce. Loans are available from this fund for minor renovations or upgrades to facilities to meet licensing standards or for equipment and furniture, but loan proceeds may not be used for the purchase or improvement of land or for the purchase, construction, or improvement of a building or facility.

MSDE's Division of Early Childhood Development (DECD) Collaboration and Program Improvement Branch has two small Child Care Grant Programs. The Quality Incentive Grant (earlychildhood.marylandpublicschools.org/node/387) – available to regulated programs in operation for more than two years, serving children from low-income families, and participating in the Credential program and accreditation – focuses on supporting projects that improve the professionalism and quality of child care programs and children's school readiness. The Family Child Care Provider Grant (earlychildhood.marylandpublicschools.org/node/386) provides reimbursement of up to \$500 of a qualifying provider's start up costs.

Child care providers pursuing college degrees can access the Child Care Career and Professional Development Fund (earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-career-and-professional) for assistance in paying for tuition, fees, and books at participating Maryland 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.



POSITION

MFN must vigorously defend programs and services for young children and their families in the face of deficits, spending cuts, and other budget challenges. MFN should participate in the research and exploration of innovative early childhood financing mechanisms to reduce the burden on parents and providers and increase the access to high quality programs. The use of higher education as a model for financing early care and education should be further studied and considered as solutions to the child care financing dilemma are explored. MFN should monitor the effectiveness, and encourage evaluation, of the Department of Commerce child care loan program, with additional funding supported, as appropriate. The continuation of funding for the Quality Incentive Grant, the Family Child Care Provider Grant, and the Child Care Career and Professional Development Fund programs should be supported, and expansion of the programs should be considered.

2. Early Childhood Mental Health

The earliest years of life are critical to physical, mental, and emotional health in all the years that follow. While a full range of early childhood services are needed to ensure the mental health of our children, community-based preventive services have a particularly vital role to play. Preventive measures and early intervention can have profound and lasting benefits. Conversely, if left untreated, children's behavioral and emotional problems can increase in severity and require more challenging and far more costly interventions later in life.

According to a November 2011 article entitled "Challenging Behavior and Expulsion From Child Care: The Role of Mental Health Consultation" by Deborah F. Perry *et al.* (zerotothree.org/resources/135-challenging-behavior-and-expulsion-from-child-care), between 10% and 30% of young children exhibit challenging behaviors that, if not addressed early, will lead to poor outcomes in school and in life. And the problem appears to be increasing. MFN hears from parents, child care providers, and other caregivers that emotional and behavioral problems among young children are increasing in number and severity. Reports of young children who have already experienced multiple expulsions from child care and others who are acting violently toward siblings and other children have become alarmingly more common. LOCATE: Child Care's Special Needs Service reports that in the last decade 36% to 40% of the children with special needs for whom referrals are made have early childhood mental health issues, including Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder.

The good news is that preventive measures and early treatment can be highly successful – and cost-effective. The keys are starting early with services and supports and, whenever possible, providing them within the community, in a natural environment such as the child's home or child care setting. Early childhood mental health consultation has been shown to build child care providers' capacity to

address challenging behavior and to reduce expulsions from child care programs. Some behavioral challenges can be resolved with relatively minor adjustments, something as simple as rearranging the child care setting or moving a child from a large-enrollment child care program to a smaller one. Other issues may require some form of counseling for children and their parents or special training for the child care provider.

More severe problems will, of course, need progressively more challenging treatment. These forms of treatment, not surprisingly, are vastly more expensive. But by following the principles of prevention and early intervention, we will help to ensure that problems that can be dealt with early don't intensify.

The benefits to be gained from community-based mental health services for young children – in both human and fiscal terms – are enormous. In 2002 the Early Intervention Project was funded by the Office of Child Care (OCC) at the Baltimore City Child Care Resource Center and Chesapeake Child Care Resource Center, joining several locally funded projects that were already in operation. In 2003, the General Assembly enacted legislation requiring OCC to report findings from these pilot projects to the Governor and the General Assembly by the end of 2005. Georgetown University conducted a thorough evaluation of the projects and in its 2005 report documented remarkably positive outcomes for the children and the child care programs involved. Given these outstanding results, the Governor proposed and the General Assembly approved a \$1.875 million statewide expansion of early childhood mental health (ECMH) consultation programs in the FY 2007 budget, an allocation that remains in effect. Information about the ECMH Consultation Project is available on MSDE's website at earlychildhood.marylandpublicschools.org/early-childhood-mental-health.



POSITION

MFN should support efforts to put in place more specialized early childhood mental health training and technical assistance for child care providers and to enhance the availability of mental health services for children. Funding for behavioral specialists linked to child care resource and referral centers should be a priority.

3. Child Care Subsidy Program

2018 has already proven to be a watershed year for Maryland's Child Care Subsidy Program (CCSP), designed to help low-income working families afford the high cost of child care. After many years of fiscal neglect, both budgetary and legislative initiatives have begun to address severe deficiencies in the program. Most notably, the enrollment freeze in effect since 2011 has been entirely eliminated, family eligibility for the program has been dramatically expanded, and subsidy rates that formerly ranked among the very lowest in the country have been increased and will continue to rise for the next several years until they reach at least the 60th percentile of market rates. For the first time in more than a decade, advocates can point to a bright future for the children, parents, and providers who participate in CCSP.

Since 2006, when it was transferred from the Department of Human Services (DHS), MSDE's Child Care Subsidy Branch in the Office of Child Care has assumed the operation of CCSP. Under this program, an eligible family can receive a voucher for each child needing care. Each voucher indicates the subsidy rate and the parent's assigned co-payment, and the family uses the voucher to purchase child care directly from the provider of their choice. The State pays the subsidy to the provider bi-weekly, and the

parent pays the provider the co-payment and any difference between the tuition charged by the provider and the amount that the voucher pays.

FUNDING

Child care subsidies are funded by the federal Child Care and Development Fund (CCDF) and by state general funds. Maryland’s subsidy spending peaked in FY 2003 at \$134.6 million, but after a number of difficult budget years, the allocation for the CCSP now stands at \$90.7 million for FY 2019, with approximately \$47.1 million from CCDF and \$43.5 million from State General Funds. Additional federal funding in prior years included \$24 million in American Recovery and Reinvestment Act (ARRA) funds available in FY 2009 and FY 2010, and annual transfers of funds from Temporary Assistance to Needy Families (TANF), which have not occurred since 2011.

With the budget’s release in mid-January 2018, the Administration highlighted an \$11.5 million allocation within the CCSP. The “new” investment (with recycled funding, it turns out) targeted two laudable goals: eliminating the CCSP wait list, in effect since 2011 and numbering more than 4,300 children in late 2017; and increasing the State’s abysmally low subsidy rates by 8 percent. These welcome albeit long-overdue measures began to address the glaring deficiencies in this chronically underfunded program.

However, research by MFN and subsequent budget testimony brought to light an alarming fact: even with the Administration’s announced improvements, the \$90.7 million FY 2019 allocation for CCSP was 10 percent lower than FY 2018’s \$100.8 million. Moreover, during FYs 2016-2018, actual expenditures on CCSP fell grievously short of the amounts appropriated by the Governor and General Assembly. Despite a large, lingering wait list and paltry subsidy rates criticized by federal officials as “among the very lowest in the country,” Maryland underspent available funding for CCSP by more than \$55 million over that three-year period (see table).

Child Care Subsidy Program Spending (in millions)

	FY ‘16	FY ‘17	FY ‘18	FY ‘19
Appropriation	\$91.7	\$97.4	\$100.8	\$90.7
Actual	\$78.9	\$76.9	\$87.8	

Legislation enacted in the 2018 Session, additional actions on the part of the Hogan Administration, and an influx of new federal CCDF funds through the 2018 omnibus spending agreement will significantly alter these figures in future years—and more importantly, will lead to dramatic program improvements for the parents, children, and providers whom CCSP serves. For more information on the CCDBG funding increase, see the “Federal Child Care Funding and Policy” section below. For more information on CCSP annual spending based on the ages of children served and the type of child care from FY 1990 through FY 2018, see Appendix B, and for CCSP expenditures by jurisdiction, see Appendix C.

ELIGIBILITY

Effective August 1, 2018, family income eligibility for CCSP expanded dramatically, rising from approximately 35% of State Median Income (SMI) to 65% of SMI. For a family of four, this raises the income-eligibility ceiling from \$35,702 to \$71,525.

The income-eligibility scale was last adjusted in 2002, when it was set at 50% SMI. However, as Maryland's SMI continued to climb, child care subsidy eligibility remained pegged to the 2002 figure, effectively lowering the eligibility level. The eligibility levels had hovered below 35% of the 2017 SMI—the lowest level in the country, according to the National Women's Law Center. (For more information, see the National Women's Law Center's annual child care subsidy report at nwlc.org/resources/persistent-gaps-state-child-care-assistance-policies-2017/.) With the August 2018 increase, Maryland will rank among the top 10 states for eligibility in terms of SMI.

Services are provided to eligible families in the following order of priority:

- ☛ *Families who have applied for, or who are receiving, Temporary Cash Assistance (TCA);*
- ☛ *Families who are attempting, through work activities, to transition off of TCA; and*
- ☛ *Families who are working, attending public school, or in training and who are at risk of becoming dependent on TCA, and meet the income eligibility guidelines.*

Within each category, first priority is given to the families of children with disabilities and homeless families.

The table of income eligibility by family size (revised in August 2018) is Appendix D of this Handbook.

When funding is not sufficient to serve all eligible families, an enrollment freeze may be imposed. The State's last enrollment freeze began in February 2011 and was finally eliminated in February 2018. At its high-water mark, the wait list for subsidy numbered more than 20,000 children.

RATES AND CO-PAYMENTS

Subsidy rates are based on a survey of the market rates charged by centers and by family child care providers in each jurisdiction. Federal CCDF regulations require a market rate survey to be conducted at least once every three years, and subsidy rates are to be based on the market rate surveys. There is a recommendation, but not a requirement, that subsidy rates be set at the 75th percentile of the current market rates, so families have access to 75% of the providers in their market area. Although 22 states met this recommendation in 2001, only two states set rates at this level in 2017.

In February 2004, when the enrollment freeze in effect at that time did not produce sufficient cost savings, DHR implemented a significant increase in parents' co-payment rates without a rate increase for providers. MSDE implemented a rate increase in 2007, tying rates to the 45th percentile of the 2005 market rate – clearly an improvement, but still far below the federally recommended 75th percentile of current market rates. At the same time, MSDE implemented an additional increase in parent co-payments, holding co-payments at the same percentage of the subsidy rate as they were after the 2004 co-pay increase.

The link between subsidy rates and co-payments was broken in January 2010, when SEIU Local 500 negotiated a modest 3% rate increase on behalf of family child care providers without an increase in parent co-payments. Center rates also saw a 3% increase, but the market rates were continuing to climb. The union negotiated a second rate increase of 2.5% that applied to both family child care and centers, beginning in January 2015, and a third rate increase of 2% in July 2017 without increases in parent co-payments. Maryland's 2016 CCDF State Plan states that parent co-payment rates will be no higher than

12% of a family's gross income, although the federal guidelines recommend that no family should pay more than 7% of their income for child care. What the Plan does not consider is that when subsidy rates fall far below the market rate (as they do in Maryland), providers must charge families the difference between the subsidy rate and the market rate, in addition to the co-payment, in order to meet their operating costs.

Legislation in recent years evolved from an extensive examination of child care issues in 2016 and 2017 by the General Assembly's Joint Committee for Children, Youth, and Families, conducted in concert with MFN. Multiple hearings, off-line work by MFN and legislative staff, and a statutorily mandated report revealed the depth to which Maryland's child care subsidy rates had fallen. Testimony provided by Linda Smith, the U.S. Department of Health and Human Services (HHS) official with oversight of CCDF, stated that Maryland's child care subsidy reimbursement rates were among the very lowest in the country, in effect relegating low-income families who participate in CCSP to the cheapest and poorest quality care in their communities. This directly contravenes the federal mandate that CCSP participants have "equal access" to the quality care available to more affluent families, which was vehemently reinforced by 2016 regulations promulgated by to implement CCDF. To ensure equal access, HHS "strongly discourage[s]" states from setting subsidy rates any lower than an amount that gives parents the ability to afford 75% of the child care programs in their community. And yet, in 2017, Maryland's rates gave parents access to only 10%.

These same low rates handicapped the ability of providers serving low-income communities to sustain their programs and improve quality, while creating strong disincentives for providers in more affluent communities to enroll children receiving subsidy. Governor Larry Hogan's FY 2019 budget proposal included a promise to raise rates in July 2018, increasing the buying power of CCSP families from 10% to 20% of the market. This measure nonetheless failed to raise subsidy rates to a level that grants "equal access" to quality, nor did it establish the year-to-year program stability that parents and providers who rely on CCSP have lacked for so long and so sorely need.

Enacted in the 2018 Session and signed into law by Governor Hogan, SB 379 / HB 430 "Education – Child Care Subsidies – Mandatory Funding Levels" requires the State to raise subsidy rates in 2019, 2020, and 2021, expanding CCSP families' access to at least 60% of the market. That minimum may rest lower than the federal benchmark, but it represents a transformative advance by any standard. Of particular importance, this legislation for the first time institutes a "floor" – once rates attain the 60th percentile, the bill mandates that they never again fall below that level.

After so many years of neglect, progress comes with a price tag. When fully implemented, MFN estimates that the legislation will add \$20-\$25 million to the annual budget for CCSP. Underspent reserves and a fortuitous influx of new federal CCDF funds will cover those costs for the foreseeable future. In terms of the dollars invested, the breadth of families and providers affected, and the lasting impact on child care in Maryland, this legislation is in every way a landmark.

Additional information about current subsidy rates, tiered reimbursement rates, and parent co-payments can be found in Appendix E.

IMPACT OF THE SUBSIDY PROGRAM ON CHILD CARE SUPPLY

Even with these extremely promising developments, advocates will need to monitor implementation vigilantly. Years of fiscal neglect have been devastating to the infrastructure of regulated child care in all but the wealthiest Maryland communities. Low- and middle-income parents have struggled to pay the cost of quality child care, while regulated child care programs have found it difficult to continue to serve families in neighborhoods where their revenue cannot keep pace with their expenses.

In areas of the state with high concentrations of low-income families, the child care market is heavily driven by the subsidy program. When subsidy availability contracts, the number of programs falls. The following chart shows the contraction in child care programs from the imposition of the enrollment freeze in 2011 to the reopening of the first eight eligibility levels in 2013 and 2017.

	Centers serving subsidy children	Total Centers	Homes serving subsidy children	Total Homes
February 2011	1,334	2,746	2,580	8,130
April 2013	1,161	2,713	1,806	7,358
February 2017	1,030	2,719	1,174	6,146

Because of the lower enrollment in a family child care home, the inability to fill vacant slots with new subsidy children has a more devastating effect. With the imposition of the requirement to participate in Maryland EXCELS in 2015 and the chronic underfunding of the subsidy program, centers have been able to maintain their numbers, but family child care providers are still declining.

It remains to be seen whether the dramatic improvements to CCSP in 2018 will suffice to stabilize child care supply and perhaps reverse these trends.



POSITION

MFN should continue to press for adequate funding of the Child Care Subsidy Program to make high-quality child care accessible for all low-income families. In addition to monitoring the administration of child care subsidy and the effect of federal child care policy on CCSP in Maryland, MFN must pay vigilant attention to the implementation of recent measures to increase subsidy rates and expand family eligibility. MFN should also advocate the reduction of parent co-payments so that they do not exceed 7% of family income.

4. Child Care Provider Compensation

The motto of the Worthy Wage Campaign in the 1990s was: “Parents can’t afford to pay. Teachers can’t afford to stay. There has to be a better way.” Similarly, the November 2001 report of the Judith P. Hoyer Blue Ribbon Commission on the Financing of Early Child Care and Education (msa.maryland.gov/megafile/msa/speccol/sc5300/sc5339/000113/000000/000006/unrestricted/20030004e.pdf) stated: “In order to keep child care costs affordable for families, providers do not raise enough revenue to pay staff appropriately.” And in 2018 we are still grappling with the same dilemma.

Child care providers are among the lowest paid workers in the country, primarily because salaries are limited by the tuition rates parents can afford to pay. In 2016 the Center for the Study of Child Care Employment reported that 40% of Maryland child care workers' families participated in one or more public income support programs. Poverty-level wages and a lack of benefits result in employee stress and high turnover, which can have detrimental effects on the children in care. Entry level educational requirements are low, but wages do not increase to the levels earned by educators in public schools as child care providers attain comparable degrees. In fact, a bachelor's degree in early childhood education is reported to be the college major with the lowest projected lifetime earnings.

MFN's Child Care Demographics 2018 report (marylandfamilynetwork.org/resources/child-care-demographics) lists this annual wage rate information for child care providers:

☉ <i>Child Care Center Director</i>	\$40,766
☉ <i>Center Senior Staff/Teacher</i>	\$25,203
☉ <i>Center Aide</i>	\$17,265
☉ <i>Family Child Care Provider</i>	\$38,790

There is an enormous discrepancy between what a child care provider earns for a 12-month year and the average salary of \$68,357 earned by a full-time public school teacher for a 10-month year. The salary inequity appears even greater considering the fact that most child care employees also do not receive the benefits available to teachers, including health insurance, retirement benefits, paid sick leave, and other paid time off. And compensation for family child care providers may actually be much lower than we are able to report. MFN has traditionally used a family child care provider's gross income from parent fees and subsidy payments as a proxy for income. A small survey of providers in 2014 found that providers whose average gross income was \$26,705 had a net income after business expenses that equates more closely with wages of \$15,962. Additional surveys in future years will look into this issue further.

Low compensation rates make it difficult to recruit and retain highly skilled child care workers, and the resulting lack of a highly skilled workforce limits the availability and quality of child care. Child care centers throughout the state have had difficulty recruiting and retaining qualified staff, and the number of regulated family child care providers has been in a steady decline since 1996. The quality of a child care program is directly related to the quality of its staff. Both nationally and in Maryland, the turnover rate of child care providers in centers hovers around 30 percent. This turnover conflicts with the goal of providing continuity of caregivers for young children, which has been shown to foster healthy development, and it frequently means that experienced center staff are replaced with novice staff, who may not have the training and education of their predecessors.

Staff turnover can be reduced by providing scholarships for higher education and additional compensation to accompany educational attainment, as is demonstrated by states using the Teacher Education And Compensation Helps (T.E.A.C.H.) Early Childhood Project. According to the 2016-2017 T.E.A.C.H. annual report (online at teachecnationalcenter.org/wp-content/uploads/2016/11/T.E.A.C.H.-and-WAGE-2016-Annual-Program-Report-e-version.pdf), T.E.A.C.H. scholarships totaling \$33.5 million were available in 23 states and the District of Columbia, with 17,247 scholarship recipients in 8,344 family child care, child care center, pre-K, and Head Start programs attending two- and four-year colleges. The scholarship recipients working toward two-year, four-year, and advanced degrees had average annual

wage increases of 8.5%. The average turnover rate for participants seeking an associate degree was 6%, and for bachelor's degree participants it was 5%.

Maryland has addressed the compensation issue with annual bonuses of \$600 to \$1,500 for providers who participate in the Maryland Child Care Credential at Level 4+ and higher, and a limited number of scholarships for providers to attain higher education degrees. Child care programs that participate in the Maryland EXCELS quality rating and improvement system are also eligible for tiered reimbursement from the Child Care Subsidy Program that can be used to supplement staff compensation. Additionally, Maryland EXCELS bonuses will be paid to participating programs that publish a first-time quality rating 1 through 5, or republish a quality rating 5, from October 1, 2018 through September 30, 2019. Bonus amounts are based upon the published quality rating and licensed capacity of the facility. But as State programs encourage providers to earn degrees that meet the requirements for teaching in public schools, and as the stark salary inequality between child care and public school teachers remains in place, it becomes increasingly difficult to retain teachers in child care programs that cannot compensate them for the value of the work they do.

Education of elected officials, child care providers, parents, and the general public on the issue of compensation continues, as does the exploration of possible initiatives that could be used to raise the salaries of child care professionals in Maryland.



POSITION

MFN should continue to educate providers, parents, policy makers, and the public, as well as work to promote federal and state initiatives to improve the compensation of child care professionals. Additionally, MFN should support programmatic recommendations linking compensation to education and experience.

5. Comprehensive Services for Young Children and their Families

Parents of young children today are often unsure where to turn when their children need help. Faced with a complex array of public and private services, many parents just give up. The demands of their busy lives, and even the need to stay beside a child with an illness or other difficulty, keep families from using available resources, and when they want help there are often gaps in services.

In addition, new parents lack many of the extended family and neighborhood supports available in the past and need alternative methods for obtaining the skills and emotional support required to raise healthy, successful children. Parenting education is an important service that is currently offered in a piecemeal fashion for only the most at-risk families. These critical services can and should be provided for as many families as possible through a variety of public, private, and nonprofit agencies and organizations.

Research indicates that parents who have a basic understanding of child development, and can base their expectations of their children on developmentally appropriate behaviors, raise children who are more likely to be and feel successful as they grow to adulthood. These children are also less likely to be abused or neglected. Parents and other caregivers with an understanding of how children grow and

learn more frequently demonstrate parenting skills that result in more active, developing brains in young children.

While vital, parenting education is just one of an array of services that may benefit new and at-risk families and their children. Others may include early identification and intervention to address special needs, integrated early education services, health-related services, and more general adult education. Neighborhood hubs are an excellent means of delivering comprehensive services for very young children and their families. Using funding from MFN, the Race to the Top – Early Learning Challenge (RTT-ELC) grant and other sources, three pilot hubs operated in highly under-resourced Baltimore neighborhoods. Outreach and training, as well as parent engagement, were anchored in these hubs that provided and coordinated services for families with young children. The vision is for the hubs to embody the best of Child Care Resource Centers, Family Support Centers (FSCs), and Judy Centers. Although RTT-ELC funding has expired, advocates retain hope that hubs will become the model for delivering services to families with young children in under-resourced neighborhoods across the State.

Maryland's Network of FSCs, administered by MFN, is the current leading provider of services to families with very young children. For more information on the operation of the network, please see the "Who We Are Section," above. In the budget crisis of 2003, the Network's \$6.9 million budget was cut by more than \$2 million, forcing the closure of six of 32 FSCs. In the 2006 Session, the General Assembly approved an increase of \$450,000 in funding for FSCs and expressed its intent via budget language that the funding be fully restored in future fiscal years. Unfortunately, that intent has not been realized. In October 2008, the Board of Public Works cut \$250,000 from the budget for FSCs. After further cuts were taken in FY 2011 and FY 2012, the budget for FSCs has held steady at \$4.7 million since FY 2012. Funding for additional services through RTT-ELC was available to the FSCs in FY 2013 through FY 2015, but that funding source is no longer available.

Since 1965, the federal Head Start (HS) program has provided comprehensive early education and support services to low-income three- and four-year-olds and their families. In 1994, the Early Head Start (EHS) program was established to serve children from birth to three years of age and pregnant women, in recognition of the mounting evidence that the earliest years matter a great deal to children's growth and development. HS and EHS programs promote school readiness by enhancing the social, emotional, and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. They engage parents in their children's learning and help them in making progress toward their own educational, literacy, and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local HS and EHS programs.

Federal HS and EHS grants are awarded directly to local public and private non-profit and for-profit agencies. Maryland grantees received a total of \$96 million in federal funding in FY 2017 to serve 7,501 children in HS and 1,687 children and 209 pregnant women in EHS. MFN is the largest EHS grantee in Maryland, funding 14 local partners in 15 communities to provide services to 747 children and their families. In 2015 the first competitive Early Head Start/Child Care Partnership Grants were awarded to help programs improve the quality of care for the youngest children, and Maryland received \$3.4 million, including \$1.5 million awarded to Maryland Family Network.

Maryland's Judy Centers, named for Judith P. Hoyer, the late wife of Congressman Steny Hoyer, were established in 2000 to promote school readiness through coordinating and expanding high quality, comprehensive, full-day early child care and education programs and family support services. Local school systems are the recipients of the grants under this program. The first Judy Center grants were awarded to 13 jurisdictions in late 2000. As of July 2018, there are a total of 24 Judy Center grants serving 54 elementary schools in all 24 jurisdictions. For more information on Judy Centers, visit the Maryland State Department of Education's website at earlychildhood.marylandpublicschools.org/families/judy-centers.

Maryland also has numerous home visiting program models designed to provide some combination of pre-natal health, parenting skills, and early childhood health and development services to families with young children. Home visiting programs team parents with trained professionals to learn how to care for their babies and themselves during pregnancy and the child's first five years. By offering access to information about child health and development and fostering positive parenting skills, home visiting programs can promote positive birth outcomes, prevent child abuse and neglect, and foster school readiness. Five evidence-based home visiting programs are in use in Maryland: Nurse-Family Partnership, Healthy Families America, Parents as Teachers (PAT), Home Instruction for Parents of Preschool Youngsters (HIPPY), and Early Head Start. In addition to the evidence-based programs, MFN's Family Support Centers also include a home visiting component, as does the Maryland Infants and Toddlers Program, MSDE's early intervention program to identify and provide services to young children with disabilities. Although jurisdictions reported the use of multiple funding sources in the 2010 needs assessment, they also reported that their funding was inadequate to meet the needs of families with young children. Maryland Department of Health (MDH) has additional background information on home visiting at phpa.dhmh.maryland.gov/mch/Pages/home_visiting.aspx.

The 2010 federal Affordable Care Act provides \$1.5 billion over 10 years for the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program in all 50 states, with both formula-based and competitive funding components. It required each state to conduct a statewide needs assessment and submit a state plan for a state home visiting infrastructure. In November 2010 the Center for Maternal and Child Health at MDH reported in its needs assessment that every jurisdiction except St. Mary's County had at least one evidence-based home visiting program. MDH received approximately \$1 million in FY 2011 to conduct the needs assessment and develop its comprehensive State plan, and \$1.3 million in formula-based funding annually, beginning in FY 2012. The levels of formula funding and supplemental competitive grant funding have varied over the succeeding years. Current annual formula funding of \$7.9 million will extend through September 2020; an additional \$1.5 million competitive award runs through September 2019.

MFN and its allies faced an unexpected challenge when the FY 2013 state budget proposed a cut of nearly 50% to the Healthy Families/Home Visiting Program. Home visiting had been funded with \$4.6 million in TANF funding through FY 2011. In FY 2012 TANF funds were no longer available, and a General Fund deficiency appropriation replaced the TANF funds. The FY 2013 budget proposed reducing the General Funds for home visiting to \$2.4 million. The plan for implementing the cuts made matters worse: based on a questionable reading of a State needs assessment, funding for nine putatively "low-need" jurisdictions was eliminated entirely, while the eight remaining jurisdictions were level-funded. Home visiting thus faced not only a drastic overall reduction but the complete eradication of program infrastructure in the targeted areas. With support from the Pew Center on the States, MFN and local home visiting programs mobilized rapidly, and in the final week of Session, full funding for

home visiting was restored, with the restored funds expressly directed to the programs that had faced elimination.

Even before the home visiting budget emerged as a top priority, the Pew Center on the States' Home Visiting Campaign designated Maryland a priority state for action and engaged MFN to spearhead advocacy efforts. Working with an array of partners that included the agencies of the Children's Cabinet, the Home Visiting Alliance, the Home Visiting Consortium, and the Zanyvl and Isabelle Krieger Fund, MFN drafted what became the "Home Visiting Accountability Act of 2012." The bill, passed unanimously by both chambers, aligns Maryland home visiting policies and spending priorities with new federal guidelines that emphasize rigorously proven programs and promising approaches. It also strengthens reporting and accountability measures, with input from local programs. By aligning policy and improving accountability, MFN and its allies expected the legislation to improve Maryland's standing in the competition for federal home visiting funds.

The Commission on Innovation and Excellence in Education (better known as the Kirwan Commission), ostensibly charged with reworking State policies and funding formulas governing pre-K-12 public education, nonetheless demonstrated a recognition of the importance of comprehensive services for young children and their families. The Commission's January 2018 Preliminary Report acknowledged "an inescapable obligation" to advocate strengthening services for children birth to age 3 and their families and included recommendations for expanding Judy Centers and Family Support Centers. The Commission's final report is expected in late 2018.

POSITION

MFN should strongly support funding for programs providing comprehensive services to at-risk families and their children and advocate the inclusion of recommendations related to family support services in the final report of the Kirwan Commission. Family Support Centers have developed innovative approaches to working with teen parents and other at-risk families, and MFN should lead efforts to restore funding for the centers to ensure that they are part of the interagency efforts to provide community services to at-risk children and their families. Head Start and Early Head Start programs deliver comprehensive services but need the state Head Start Supplemental grants to provide full-day and full-year services. MFN should support this funding. MFN should also monitor the progress of Judy Center partnerships as a model for providing comprehensive services geared toward school readiness and should support continued funding to identify, promote, and expand high quality research-based home visiting strategies.

6. Quality Improvement

There remains ongoing concern about the quality of early childhood education programs. The quality of child care and early childhood education is directly related to how clearly the needs of young children are understood and addressed—the degree to which the programs are "developmentally appropriate." Research on infant brain development in the last two decades has focused attention on the importance of quality interaction between caregivers and very young children in healthy brain development. In that same time period, Maryland has been moving toward building a system of early care and education that is based on what the research tells us young children and their families need.

MFN has taken an active role in the development of child care quality initiatives in Maryland. As an early leader in child care provider training and technical assistance, MFN became the operator of the Statewide Training Clearinghouse and its Training Advisory Committee (TAC). MFN also took the lead in the development of the Maryland Child Care Resource Network (MCCRN) and has operated the network since its founding in 1989. (For more information on MCCRN, see the “Who We Are” section, above.)

The work of the TAC led to the development of the Maryland Child Care Credential and the use of the Maryland Model for School Readiness (MMSR) in child care programs. In 1997, the Maryland State Department of Education (MSDE) developed MMSR as an observation and assessment tool for public kindergarten and pre-K teachers. It also emphasizes effective communication with families and other staff working with young children. In 1998, MFN received funding from BGE to adapt MMSR, in partnership with MSDE, Villa Julie College (now Stevenson University), and the Maryland Head Start Association, to train early childhood professionals serving three and four year olds. This training complemented the staff development model provided to pre-K and kindergarten teachers in the public school systems. When MSDE made the transition to the new Kindergarten Readiness Assessment (KRA) tool, MFN developed *Setting the Stage: Assessment in Early Education and Care*, school readiness training modules to implement new research-based practices in early childhood programs.

Maryland EXCELS, OCC’s Quality Rating and Improvement System (QRIS) to encourage and reward provider professional development and program improvement, opened for statewide participation in July 2013. As of June 2018 there are 4,098 programs with published quality ratings. MSDE’s other quality improvement initiatives focusing on child care provider professional development include: the Maryland Child Care Credential Program, Training Vouchers/Reimbursement, Accreditation Support Awards, the Child Care Career and Professional Development Fund, and Child Care Training Approval. The goals of these initiatives are to ensure that child care providers have access to quality training opportunities and that child care providers and facilities are recognized and compensated for achieving quality improvements.

More information about Maryland EXCELS and the Credential Branch programs is available online at marylandexcels.org/ and earlychildhood.marylandpublicschools.org/node/613.



POSITION

MFN should continue to monitor the development and implementation of Maryland EXCELS and support the implementation of quality improvement initiatives that will reward child care professionals for achieving higher levels of professional development and delivering higher quality early learning programs.

7. Child Care for Infants and Toddlers

A significant shortage of regulated child care for children under two years old is a chronic problem. Although Maryland regulations permit these youngest children to be cared for in centers, many families prefer to have their infants and toddlers in regulated family child care homes. In August 2018, 5,353 family child care providers were licensed and willing to care for children under two, but family child care providers may only care for two children under age two in most cases, limiting the maximum capacity to 11,784. There were also 864 center programs serving approximately 11,747 infants and toddlers. Although previous years have shown a substantial increase in slots for children under two in centers to offset the decline in family child care slots, the tremendous need is a major issue for families, providers, and advocates.

Of particular concern to parents is the fact that center care for infants and toddlers is extremely expensive; in Maryland the average cost in 2018 ranges from \$145 a week in Garrett County to \$372 a week in Montgomery County. To ensure that infants and toddlers are protected from risk of harm, regulations governing their care are stringent. The two major expenses associated with infant and toddler care are staff costs to meet the 1:3 staff:child ratio required by center regulations, and facilities and equipment costs of preparing and maintaining infant and toddler rooms.

About 50% of the infant and toddler slots in regulated care are in family child care homes, and family providers will probably continue to provide a substantial portion of infant and toddler care in the near future. The average 2018 cost of infant and toddler care in family child care ranges from \$116 a week in Garrett County to \$260 a week in Montgomery County. In 1991, the General Assembly passed legislation allowing a family child care provider to care for four children under age two if there is a second adult care giver in the home. Budgets developed by MFN found that the cost of the required assistant far exceeded the additional revenue provided by the two additional children under two within existing capacity limits, so this option is generally only available to providers who employ a relative as the additional adult. Under the 2011 large family child care home law and its 2012 regulations, a large family child care home could serve up to 12 infants and toddlers with four staff members, and such an operation is thought to be more cost effective, at least in the jurisdictions with high fees for infant and toddler care. Because of local zoning and fire code restrictions which may limit the capacity of this new facility, it remains to be seen whether it will expand the capacity for children under age two and help providers who want to increase their enrollment.

Infants and toddlers require continuous attention from child care providers to meet their needs and foster their healthy growth and development, including healthy brain development. Parents and experts have long known that babies raised by caring adults in safe, stimulating environments are better learners than those raised in less stimulating settings, and that these effects can be long-lasting. Recent scientific findings related to studies of the nervous system and the use of sophisticated brain scans have allowed researchers to measure the impact of the environment on brain function. According to *Starting Points: Meeting the Needs of our Youngest Children*, the landmark 1994 Report of the Carnegie Corporation, five key findings should inform early childhood policy-making activities, particularly as it relates to very young children: (1) brain development that takes place before age one is more rapid and extensive than previously realized; (2) brain development is much more vulnerable to environmental influence than previously believed; (3) the influence of the early environment on brain development is long lasting; (4) the environment affects not only the number of brain cells and number of connections among

them, but also the way these connections are “wired;” and (5) there is scientific evidence for the negative impact of early stress on brain function.

While recognizing the need to increase the supply of infant and toddler care, MFN has vigorously opposed legislative proposals to weaken current law regarding group size and ratios and the number of children under age two in a small family child care home. Solutions to the shortage of infant and toddler care must not come at the expense of safety or quality.

POSITION

MFN should explore options that can increase the supply of infant/toddler care and maximize quality. This includes expanding efforts to recruit more family providers, encouraging employers to subsidize infant/toddler care in a variety of ways, and supporting leave policies that give parents the time to choose and monitor safe and appropriate child care for their babies and young children. Advocating additional state investments in comprehensive early childhood education and support is a priority. MFN should continue to monitor the implementation of regulations governing large family child care homes and the impact this new facility has on the supply of infant/toddler care.

8. Access to Child Care

As a result of economic demands on families, changes in labor market participation, and other demographic changes, there is nothing typical about the composition of today’s families and work places. Today’s workforce includes a diverse group whose responsibilities at home and on the job vary considerably, and schedules that meet the needs of our post-industrial, service economy are often incompatible with the traditional hours of licensed child care programs, making access to high-quality care an enormous challenge for many low-income workers. In particular, access to child care is a challenge for:

- *Parents whose jobs require working nontraditional hours – evenings, overnight, and weekends – or working irregular and often unpredictable shifts, with little flexibility to take time off to care for a sick child;*
- *Families in underserved areas where the supply of affordable licensed child care is insufficient, particularly in rural parts of the state, and areas where transportation poses difficulties;*
- *Middle-income families whose income exceeds eligibility levels for child care subsidies but doesn’t support the high cost of child care;*
- *Families whose home language is not English and want child care programs that share their language and culture; and*
- *Families of children with disabilities seeking high-quality programs where their children will be not only included but welcomed.*

Parents who cannot find high-quality licensed programs near their home or work have few options. Child care programs need to maintain full enrollment to remain profitable, and nontraditional hours, unpredictable schedules, and areas with low demand for licensed care are not issues that can be readily addressed by most child care centers. Licensed family child care can sometimes meet the needs of families with irregular hours and can provide linguistically and culturally appropriate care in some

areas, but as the number of licensed family child care homes declines, there is a plethora of unmet need. Relatives are exempt from child care licensing requirements, but nonrelatives who are paid must provide care in the child's home or be licensed. Unfortunately, illegal child care is such a substantial problem that legislation spearheaded by MFN was enacted in 2016 to help MSDE identify and take enforcement actions against providers operating illegally.



POSITION

MFN must advocate policies that support access to child care for families with non-traditional work hours and irregular work schedules, families in underserved areas, middle-income families, families of children with disabilities, and families for whom English is not the home language. These policies may include higher subsidy rates for nontraditional hours, flexible subsidy hours for parents who do not work a regular schedule, higher subsidy eligibility levels and child care tax credits, recruitment and retention programs for providers in underserved areas, and more support for families of children with disabilities and the providers who care for them.

9. Federal Child Care Funding and Policy

The Child Care and Development Fund (CCDF) is the primary Federal program funding child care subsidies and quality improvements. (Although CCDF and CCDBG—the acronym for Child Care and Development Block Grant—are often used interchangeably, CCDF technically combines CCDBG funding with a smaller funding stream authorized under the Social Security Act.) Child care subsidies enable low-income parents and parents receiving Temporary Cash Assistance to work or to participate in educational or training programs that lead to work. In addition, a portion of CCDF funds must be used to enhance child care quality and availability.

The component funds of the CCDF are Mandatory and Matching Funds, initially appropriated in FY 1997 for five years and continued without reauthorization legislation until 2014, and the Discretionary Fund, which must be appropriated annually. For FY 2018, Congress appropriated \$2.9 billion in Mandatory and Matching Funds, and \$5.2 billion for the Discretionary Fund, bringing the total annual CCDF federal funding to \$8.1 billion. (The Discretionary Fund allocation represented a long-awaited increase of \$2.37 billion, with major ramifications for the Child Care Subsidy Program in Maryland and other states.) Nationally, another important source of funding for child care has been drying up. Since 1998 states have been permitted to use federal Temporary Assistance for Needy Families (TANF) funds to help pay for child care subsidies (including direct spending and transfers to CCDF). These expenditures peaked at \$4 billion in FY 2000 and fell to \$2.6 billion in FY 2014. Maryland's Child Care Subsidy Program has not received TANF transfer funding since FY 2011.

Federal funding was already inadequate to meet the need following the expiration of a one-time funding source in 2011 and sequestration cuts in 2013. In 2009, Congress appropriated \$2 billion in supplemental funding for the CCDF Discretionary Fund in the American Recovery and Reinvestment Act (ARRA) for FY 2009 and FY 2010. Maryland received \$24 million under ARRA over two years, in addition to the CCDF appropriation provided through the regular appropriation process. The expiration of the ARRA funds led to cuts in states' subsidy programs, which in Maryland resulted in an enrollment freeze imposed in February 2011 that was finally lifted in February 2018. Funding was cut further by the

sequestration imposed by Congress in 2013. As states grappled with the fiscal effects of a slow recovery from the recession coupled with federal budget cuts, advocates increasingly focused on the federal government for solutions to sustain vital programs.

Maryland's former Senator Barbara Mikulski, serving as vice-chair of the Senate Appropriations Committee, was a champion of increased funding for child care. A budget agreement reached in January 2014 restored the funds cut by sequestration plus a \$154 million increase, but federal child care spending did not keep up with need. Senator Mikulski sponsored the CCDBG Act of 2014, which was passed in November 2014, and regulations to implementing its more stringent health, safety and quality requirements became effective on September 30, 2016. Implementation of the new requirements will be expensive for some states, making the FY 2018 federal funding increase announced as part of the omnibus spending bill in March 2018—a record \$2.37 billion—especially welcome. Fortunately for Maryland, our state regulations already meet most of the requirements of the reauthorization, and the influx of new federal funds will be used in part to address long-standing deficiencies in the Child Care Subsidy Program, chiefly to increase Maryland's low subsidy rates and expand program eligibility.



POSITION

MFN should monitor the funding and regulation of CCDF and TANF, being mindful of their effect on the child care delivery system and the lives of children and families in Maryland. MFN should work with national organizations and Maryland's Congressional delegation to ensure that funding of child care services and other programs supporting children and families continues and increases as appropriate.

10. Public Engagement Campaign

In order to advance policies that ensure young children and their families have the resources to learn and succeed, we must build both the public and the political will to prioritize children. To build public will, we must engage providers, parents, community members, and other advocacy groups who will take our message to their elected officials. To build political will, we must find champions among our elected officials who can help pass budgets and legislation that address the learning and development needs of children.

From 2004 through 2009 MFN had public and private funding to operate *Countdown To Kindergarten: Learning Begins at Birth* (CTK), a statewide public awareness campaign about the importance of early learning and school readiness. During its years of operation, CTK conducted outreach to parents and child care providers utilizing TV and radio, print media, and the Internet. The popular *Tips for Turning Everyday Activities into Learning Activities*, an illustrated booklet for parents, is now out of print, but 450,000 were distributed statewide. (A downloadable version is still available on the MFN website at marylandfamilynetwork.org/wp-content/uploads/2014/11/Tips-for-Turning-Everyday-Activities-into-Learning-Activities.pdf.) CTK also worked in partnership with other stakeholders to inform elected officials and political candidates about school readiness, and CTK staff worked to ensure that influential media outlets provide coverage of important early childhood issues and policy developments.

MFN and our allies can continue to spread the message that investments in high-quality, comprehensive services for young children yield high returns and are the best strategy not only for improving school

readiness but also for children’s success in school and in life. MFN’s weekly public radio program “The First Five Years” (marylandfamilynetwork.org/about/first-five-years/) educates parents on a variety of child development and early learning topics. MSDE’s plan for the Maryland EXCELS quality rating and improvement system (QRIS) included funding from the Early Learning Challenge Grant for a parent awareness campaign in late 2015, but funding has now expired.



POSITION

MFN should continue to build a coalition to advocate for investment in children and families and should support funding for a statewide public engagement campaign.



Pre-K Expansion

In 2006, the General Assembly enacted a proposal establishing a task force to evaluate issues related to universal preschool and make recommendations for increasing Maryland families' access to high-quality early education. MCC Executive Director Sandy Skolnik was named co-chair of the Task Force, along with Dr. Rolf Grafwallner, Maryland State Department of Education (MSDE) Assistant Superintendent for the Division of Early Childhood Development. Thirteen other Task Force members were drawn from the public and private sectors, representing interests as diverse as local boards of education, Head Start, child care, higher education, and the business community.

Beginning in the fall of 2006 and continuing throughout 2007, the Task Force convened to discuss a multitude of topics, including preschool education in other states, the need to increase teacher/provider education and professional development, preschool program quality standards, and compensation increases to attract and retain qualified professionals in the field. As MSDE's School Readiness Data and other national studies convincingly demonstrate, children are far better prepared to begin kindergarten after participating in high-quality preschool programs. A final report from the Task Force was presented to the General Assembly in December 2007. The full text and recommendations of the report, *Preschool for All in Maryland*, can be accessed online at msa.maryland.gov/megafile/msa/speccol/sc5300/sc5339/000113/004000/004996/unrestricted/20071428e.pdf.

A key issue in the Task Force's deliberations concerned the proper role of private child care providers in the expansion of publicly funded preschool opportunities. (This same issue was a subject of debate as the State implemented the pre-kindergarten provisions of the Bridge to Excellence in Public Schools Act, and it remains central to the ongoing discussions of the Commission on Innovation and Excellence in Education.) MFN has long maintained that to maximize efficiency and avoid duplication of existing services, local school systems should contract with qualified community-based providers, rather than incur the enormous expense and time delay associated with constructing new classrooms and the cost and logistics of transporting a new cohort of four-year-olds to and from half-day or full-day programs in a public school. Just as important, any new preschool initiative needs to recognize and address the potentially devastating economic impact that an exodus of four-year-olds from private child care would have on the entire birth-through-five early care and education system.

Challenged by worsening economic conditions on the one hand, but buttressed by a new federal administration with a stated commitment to quality early education, MFN spearheaded legislation in the 2009 General Assembly Session to progress toward expanded pre-K in Maryland. Recognizing that any bill incurring a fiscal note would almost certainly fail, MFN instead sought to build on the groundwork laid by the Task Force without requiring additional expenditures. The new law called on MSDE to finalize a Preschool for All Business Plan that was presented in draft form to the State Board of Education in the fall of 2008. MSDE was required to solicit input from local governments and school systems, evaluate current levels of participation and demand, establish firm cost projections, and explore future funding strategies. The finalized Business Plan was presented to the Governor and the

General Assembly in December 2009 and can be read online at cdm16064.contentdm.oclc.org/cdm/ref/collection/p266901coll7/id/3140.

In the 2010 Session, with the economy still in turmoil, MFN again crafted legislation to advance the cause of early childhood education while avoiding any immediate cost. This bill called on MSDE to compete vigorously for a federal grant from the Early Learning Challenge Fund (ELCF), if ELCF was passed by the U.S. Congress. Hearings in mid-March offered compelling testimony from advocates, administration officials, child care providers, parents, and others. After a whirlwind final weekend, HB 350 / SB 758 passed nearly unanimously in both chambers (138-1 in the House of Delegates, 45-0 in the Senate).

The second bill advanced by MFN in 2010 would have required MSDE to expand an existing annual report on the Judy Hoyer Centers and Enhancement Grants to include other early childhood education programs, such as pre-K, Head Start, Infants and Toddlers, Family Support Centers, Child Care Resource Centers, and child care programs. Although this legislation was not passed in 2010, it was reintroduced and passed in 2011. The expanded report provides policymakers and advocates with a critical planning and assessment tool – an annual report card showing where Maryland stands in its efforts to provide high-quality early care and education to all young children and ensure that they arrive at kindergarten with the skills they need to succeed. The 2017 report is online at earlychildhood.marylandpublicschools.org/system/files/filedepot/2/2017-judyhoyerrpt-r5.pdf.

In the 2012 legislative session MFN supported bills based on the Preschool for All Business Plan to make full-day pre-K available for all economically disadvantaged 4 year olds and half-day pre-K for all other 4 year olds by the 2015-2016 school year. The Senate version of the bill would have financed the expansion with the revenue from the expansion of casino gambling to include table games. These bills did not pass, but in the second 2012 Special Session gambling legislation was amended to add early childhood education to the short list of allowable expenditures from the Education Trust Fund.

The next step toward full implementation of the Preschool for All Business Plan was the Pre-K Expansion Act of 2014, and MFN played an important role in its passage. From providing information and analysis to the bill's sponsors, to organizing early childhood provider and advocacy organizations to support it, and lobbying General Assembly leadership for support, MFN provided behind-the-scenes support and protected the critical elements of the Administration's proposal.

One such critical element is the concept of "diverse delivery," a public-private system through which pre-K can be offered not only in public schools but also in existing high-quality, community-based settings, such as accredited child care centers. As long as such settings meet the same state standards as school-based programs, diverse delivery provides a cost-effective route to pre-K expansion, since new expenditures can focus on enrolling more children rather than capital costs. It gives parents needed flexibility with before- and after-school arrangements, because half-day (2.5 hours) and even full-day pre-K (6.5 hours) rarely aligns with parents' workdays. And diverse delivery can potentially raise quality throughout early childhood settings by incentivizing private programs to earn accreditation and by offering providers and teachers alike professional and personal development opportunities.

Also critical was the \$4.3 million included in the budget to implement the Pre-K Expansion Act. This allocation, to be awarded on a competitive basis to local school systems and qualified private programs, allowed for 1,100 new pre-K students to join the more than 26,000 enrolled in 2014. Eligibility under the expansion grants was extended to four-year-olds whose family income falls at or below 300 percent of the Federal Poverty Guideline (\$62,340 for a family of three), as opposed to the income ceiling of 185 percent (\$38,443 for a family of three) that has governed mandated access to pre-K since 2002. The Act required budgets in future years to contain at least the same funding amount.

The Pre-K Expansion Act of 2014, and the budget commitment it represented, were instrumental in Maryland's successful pursuit of a four-year federal Preschool Development Grant (worth approximately \$15 million per year) in December 2014. Partly as a result, Maryland needed a plan to meet the rising need for early childhood educators. Legislation was introduced in the 2015 legislative session to require MSDE, in concert with the Maryland Higher Education Commission and state colleges and universities, to develop a master plan by the end of 2015 to address the critical shortage of qualified teachers and child care providers in the early education workforce. The plan was required to address bachelor's degree programs, recommend strategies for attracting and retaining early educators, and an outline of a continuum of high-quality professional development options that include child care providers. The vision and guidance of MFN Board member Dr. Nancy Grasmick was instrumental to the enactment of this important legislation. The report is available online at earlychildhood.marylandpublicschools.org/system/files/filedepot/21/pd_master_plan_report_-_final_jan_21_2016.pdf.

Beginning in 2016, a comprehensive re-examination of Maryland's education policies and funding formulas has been undertaken by the Commission on Innovation and Excellence in Education, better known as the Kirwan Commission. (MFN Executive Director Margaret Williams is among the 25 members, and the only representative of a child advocacy organization.) Although it initially hoped to meet a December 2017 reporting deadline, the Kirwan Commission has postponed its final recommendations until late 2018. In the meantime, it issued a Preliminary Report in January 2018 intended to summarize areas in which the Commissioners had already achieved broad consensus. From an early childhood perspective, the Preliminary Report contained several important features, all strongly informed by MFN's input. Two were especially prominent: a firm commitment to provide access to publicly funded pre-K, within a diverse-delivery system, for all four-year-olds and for three-year-olds from low-income families; and the acknowledgement of "an inescapable obligation" to advocate a strengthening of services for children birth to age 3 and their families, in addition to the Commission's ostensible focus on pre-K-to-12 public education.

The commitment to public pre-K formed a cornerstone of 2018's HB 1415 "Education – Commission on Innovation and Excellence in Education," legislation intended to enact parts of the Preliminary Report in anticipation of the final recommendations to come. Among its many components, this bill includes a provision that will preserve \$22.3 million in pre-K expansion dollars that might otherwise be lost in FY 2020, when the aforementioned federal Preschool Development Grant (and with it, State matching funds) is set to expire. If, as many anticipate, the federal grant program is not renewed, that amount will be replaced by State funding until the expected implementation of universal pre-K in accordance with final Kirwan Commission recommendations.



POSITION

MFN should continue to closely monitor the work of the Kirwan Commission and work to implement its expected recommendations, particularly in regard to expanding pre-K and increasing support for children birth to age 3 and their families. Diverse delivery and professional development for early childhood educators are primary concerns for MFN's pre-K advocacy.

Inclusive Child Care

Families of children with disabilities have had a limited choice of child care resources. Because quality child care programs need to be available and affordable for all families, MFN has long been a champion of inclusive child care. LOCATE: Child Care provides enhanced counseling and referral services for parents of children with special needs. MFN offers child care training specific to children with special needs but also embeds a philosophy of inclusive child care into all its trainings and offers technical assistance on inclusive child care to child care providers.

In 1990, Congress passed the Americans with Disabilities Act (ADA), which guarantees equal opportunity and access to people with disabilities. The ADA regulations treat child care as a public accommodation and, as a result, child care providers may need to make adjustments in enrollment policies and some modifications of their physical space. In 1995, MFN arranged for the leading national expert on the ADA in child care to come to Maryland to train child care licensing staff and others about the ADA. MFN staff and the Public Policy Subcommittee on Services to Children with Special Needs have also worked with the Office of Child Care (OCC).

The Maryland Infants and Toddlers Program (MITP) provides early intervention services to meet the developmental needs of children with disabilities from birth to age three. These services can be delivered in the child's home or child care setting. Funding for MITP comes from Part C of the federal Individuals with Disabilities in Education Act (IDEA), state general funds, and local funding. In the 2002 Session of the General Assembly, MFN and its allies helped to ensure that some revenue from an increase in the cigarette tax was dedicated to MITP. As a result, it received an immediate infusion of \$4.8 million, with a state funding formula to be phased in beginning in FY 2004. In the 2006 Session, legislation was introduced to make the funding formula mandatory rather than discretionary. Budget constraints led to a compromise: the bill was amended to eliminate the mandate but require the appropriation for MITP in any given year to equal or exceed the appropriation of the preceding year.

In the 2008 Session, MFN and other advocates lobbied the O'Malley Administration intensively for additional MITP funding. The Governor responded with a supplemental budget appropriation of \$7.6 million, an amount that would have expanded funding to the level indicated by the formula. Despite a recommendation by the Department of Legislative Services to reject the appropriation, the General Assembly ultimately approved a \$4.6 million appropriation, raising the FY 2009 funding level to approximately \$10.4 million, where it remains today.

MFN also participated in the Task Force on Inclusive Child Care and After School Care, convened by MSDE and the Governor's Department of Disabilities. In January 2006, the Task Force issued an

“Implementation Plan for Inclusive Child and School-Age Care,” the full text of which can be viewed on MFN’s website at marylandfamilynetwork.org/wp-content/uploads/2014/10/inlusive_child_school_age.pdf.

In 2013, MFN’s Public Policy Committee served as a venue for discussion, debate, and consensus-building around a bill which sought to establish a process through which parents might seek accommodation or redress if they believe their child experienced discrimination by child care programs based on the child’s disability. An initial proposal by MFN’s allies in the disabilities community was presented, discussed in detail, and revised to incorporate input from provider associations, MSDE, MFN, and others. In the end, a workable compromise was struck, and legislation was passed establishing a workgroup comprised of the stakeholders to make recommendations to MSDE for regulations to govern resolution of discrimination disputes. The workgroup issued a report in May 2014, and a new requirement for a three-hour training on the Americans with Disabilities Act for all family child care providers and center teachers became effective January 1, 2016. Legislation passed in 2017 led to the convening of a workgroup to hammer out the details of the dispute resolution process by October 1, 2017. The workgroup reached agreement and a process was established. Advocates are continuing to monitor progress in this area.



POSITION

MFN should continue to monitor the effect of the Americans with Disabilities Act on child care programs, support funding for the Infants and Toddlers Program, and take an active role in advocating inclusive child care.

Family Child Care

Registered family child care is an important part of Maryland's child care delivery system. Family child care providers offer child care that most closely resembles the care that children receive in their own homes. Family child care providers care for many children who have special needs or need care during nontraditional hours. In August 2018, 50% of the slots for infants and toddlers were in family child care; in all prior years the majority of those slots were in family child care. The number of regulated family child care providers has been declining precipitously for more than two decades, from a high of 12,514 in November 1996 to 5,594 in August 2018, a decrease of 55%.

Despite intensive provider recruitment efforts in many parts of the state over the years, we know there are still large numbers of people caring for children who are operating outside the regulations. Unfortunately, there is a dearth of incentives to encourage providers to register, and there are growing disincentives to registration. Furthermore, parents are often either unaware of the importance of having children in regulated child care or lack the resources to choose it. To address this growing problem of illegally operating child care, legislation was passed in 2016 to allow MSDE to fine illegally operating programs that advertise their services.

There are many disincentives to registration. Federal regulations remove one strong incentive for registration by requiring that the state subsidize care by relatives and by non-relatives in the home of the child even if the person is not regulated. Regulations governing family child care providers have become more stringent and have increased the administrative responsibilities and training requirements of registration. In addition, many family child care providers have complained about the

burdensome registration and inspection process, as well as arbitrary interpretations and harsh enforcement of regulations by Office of Child Care (OCC) licensing specialists. OCC has attempted to address some of these concerns by implementing a non-expiring license and using an electronic inspection form that only permits the licensing specialist to cite non-compliances for specified regulatory violations.

Fire codes and local building and health codes also deter providers from registration. Permits and inspections add additional costs to the expense of operating a regulated family child care home, but the cost is not the only barrier. Many local and state fire inspectors and local building and health inspectors have little understanding of family child care, and most providers have difficulty understanding fire, zoning, and health codes. The process and cost of obtaining criminal background checks may present an additional barrier. The 1989 General Assembly passed legislation mandating fingerprinting for state and federal criminal background checks for all family child care providers and any residents of the home over 18 years old. The check may be completed within a week using Live Scan technology, but it will cost approximately \$55 per person. It is worth noting, however, that the General Assembly passed legislation in 2013 requiring informal providers serving subsidy children to meet the same criminal background check requirements as regulated family child care providers.

The regulations have increased the average cost of family child care provider registration to approximately \$1,000 (without the additional expenses for infant/toddler care or modifications to the home). The Family Child Care Provider Grant Program can assist some potential and existing providers with up to \$500 to meet regulations; however, the demand far exceeds the available funds.

Although there is still a high demand for infant/toddler care, most family child care providers can only care for two children under the age of two, including their own children, in a group of eight children. In 1991, the General Assembly passed legislation allowing a family child care provider to care for four children under age two if there is a second adult care giver in the home. Budgets developed by MFN found that the cost of the salary for the required assistant far exceeded the additional revenue provided by the two additional children under two within existing capacity limits. Under a 2011 law and 2012 regulations, a large family child care home could serve up to 12 infants and toddlers with four staff members, and such an operation is thought to be more cost effective, at least in the jurisdictions with high fees for infant and toddler care. Because of local zoning and fire code restrictions which may limit the capacity of this new facility, it remains to be seen whether it will expand the capacity for children under age two and help providers who want to increase their enrollment.

Legislation was introduced in the 2006 and 2007 General Assembly Sessions on behalf of the Service Employees International Union (SEIU) to unionize regulated family child care providers and informal providers participating in the Child Care Subsidy Program. The bills failed to pass in both years. On August 6, 2007, Governor O'Malley issued an Executive Order establishing the framework of an election process through which a union can claim "meet and confer" bargaining status with the State on behalf of both registered and informal family child care providers participating in the Child Care Subsidy Program. The Executive Order did not establish a mechanism for a union to collect fees from nonmembers, nor did it provide for binding arbitration in the event of negotiation impasses. A September 2007 election organized by the Department of Labor, Licensing, and Regulation resulted in an SEIU victory, although fewer than 30% of eligible providers voted. The Executive Order faced a series of legal challenges, which called the election results into question. On March 9, 2009 the Maryland

Court of Special Appeals ruled that the Governor’s Executive Order was legally issued, and the legal battle came to an end. A memorandum of understanding was finalized between MSDE, the Governor and SEIU on October 15, 2009, effective through June 30, 2011. This agreement contained a subsidy rate increase of approximately 3% for family child care providers and allowed SEIU to file a grievance against the Prince George’s County Department of Social Services for its failure to process subsidy payments on time.

Legislation to codify the Executive Order was passed in the 2010 General Assembly. A second memorandum of understanding between SEIU and the State, effective July 1, 2011 through June 30, 2013, was ratified in August 2011. The third contract, covering the period between July 1, 2013 and June 30, 2015, contained a 2 ½% subsidy rate increase effective January 1, 2015 and a provision for agency fees to be collected from every family child care provider and informal provider participating in the Child Care Subsidy Program. The contract covering the period from July 1, 2016 through June 30, 2018 contained a 2% subsidy rate increase effective June 30, 2017.

On June 30, 2014, the U.S. Supreme Court decided the case of *Harris v. Quinn*, holding that only “full-fledged state employees” could be required to pay agency fees to a union representing them, and that home health care workers in Illinois were not “full-fledged state employees.” Justice Samuel Alito, writing for the majority, reasoned that if home health workers were required to pay agency fees, then “a host of workers who receive payments from a government entity for some sort of service” but are not state employees – and he specified those represented by family child care unions – could also be required to pay agency fees, and the majority did not accept such an expansion of the precedent that established agency fees for state employees. While this “dictum” pertaining to family child care unions is not legally binding, the family child care unions have acknowledged that the Supreme Court would be likely to strike down their agency fees if a case were to be decided, and in September 2014 deductions for agency fees in Maryland came to an end.



POSITION

MFN should advocate policies that encourage the expansion of both family child care and large family child care programs by recruiting and supporting new providers and working to retain career providers. This includes: supporting funding to enhance local and statewide family child care recruitment activities and training and technical assistance for providers; supporting the efforts of family child care organizations to assist potential and existing providers; advocating funding for the family child care grant program and considering the development of a family child care loan program for more costly renovations; and developing other incentives to recruit and retain regulated providers.

Health, Safety, and Nutrition

Health, safety, and nutrition issues are key elements of early childhood development policy and are the core foundation of child care licensing regulations. MFN has addressed legislation on many issues in this realm over the years, including: obesity prevention, comprehensive background checks, the Child and Adult Care Food Program (CACFP), child abuse and neglect prevention, lead poisoning prevention, access to health care, emergency preparedness, immunizations, transportation safety, and consumer product safety. Here are some recent highlights:

ORAL HEALTH

Oral health is an integral part of the health of young children. Tooth decay (cavities) is one of the most common chronic conditions of childhood in the United States. Untreated tooth decay can cause pain and infections that may lead to problems with eating, speaking, playing, and learning, or even more serious consequences. Marylanders may well recall the tragic story of Deamonte Driver, a Prince George's County 12-year-old who died in 2007 from an untreated tooth abscess. In the 2017 and 2018 legislative sessions MFN supported a bill to expand dental care access to underserved populations, chief among them low-income children. Our programs regularly see very young children enroll in Early Head Start or Family Support Centers with multiple dental problems. We have spent years working to connect young children with oral health care providers.

The 2017 legislation would expand access to oral health care by establishing a mid-level health professional, known as a "dental therapist." Analogous to a nurse practitioner, a dental therapist can perform a limited scope of services under the supervision of a dentist—a practice that has met with great success internationally and in other states where comparable legislation has been approved. The bill encountered heavy resistance from the dentists' lobby and ultimately failed in the last days of Session. Even so, it passed handily in the state Senate and won some key supporters in the House of Delegates, which was a far stronger showing than many proponents anticipated.

During the 2018 Session, MFN again supported legislation to establish dental therapists as mid-level oral health practitioners. After attempts by opponents to amend the legislation and instead establish a task force on the topic, the bill sponsors instead requested that an interim study be conducted by the Department of Legislative Services. The findings are expected to be released prior to the 2019 Session.

OBESITY PREVENTION

In 2014, MFN worked with the sponsor and MSDE to amend the Child Care Centers – Healthy Eating and Physical Activity Act to allow MSDE to promulgate regulations to promote healthy behaviors and prevent obesity among children in child care. The bill originally contained very prescriptive language requiring child care programs to support breast feeding, ban sugary drinks, and limit screen time; the amendments gave MSDE more leeway to follow best practices for early care and education programs. Implementation of the regulations pursuant to this legislation has met with some resistance from the child care community, but MFN has worked with MSDE and provider associations to craft regulations that will support healthy children without creating undue burdens for providers.

COMPREHENSIVE BACKGROUND CHECKS

In 2013 MFN led efforts resulting in the passage of legislation by the General Assembly that closed two large gaps in Maryland's comprehensive background checks. All informal providers serving subsidy children, and the adult members of the providers' households, must now have state and federal criminal background checks, and the addresses of all child care centers, family child care homes, and informal providers, as well as the names of the providers, are checked against the Maryland Sex Offender Registry.

CHILD AND ADULT CARE FOOD PROGRAM

The United States Department of Agriculture Child and Adult Care Food Program (CACFP) reimburses child care providers to supplement the cost of meals provided to the children in their care. Reimbursement can be claimed for up to two meals and one snack for each child per day. Currently,

the program is available to all regulated family child care providers and to public and private nonprofit child care centers. The program is also available to proprietary child care centers where 25% of enrolled children participate in the Child Care Subsidy Program.

The Maryland State Department of Education (MSDE) School and Community Nutrition Program Branch administers CACFP at the State level, and, through agreements with MSDE, other agencies and nonprofit organizations provide local administration. The family child care portion of CACFP is sponsored and administered by various local public agencies in Baltimore City, Carroll, Cecil, Frederick, Montgomery, and Prince George's Counties. In all other counties, the family child care component of CACFP is administered by the Planning Council, a nonprofit Virginia organization. The reimbursement rates for 2018-2019 are included in Appendix I. More information about CACFP is available on the USDA website at fns.usda.gov/cacfp/child-and-adult-care-food-program.

As of August 2018, 550 Maryland child care centers, serving an average of 24,791 children daily, and 2,459 family child care providers, serving an average of 14,545 children daily, participated in the program, with 1,950 family providers serving 11,898 children at the higher Tier 1 reimbursement rates for low-income children, and 509 serving 2,647 children at the lower Tier 2 rates. When Congress revamped the CACFP in 1996 to reduce the benefits for family child care children who were not low-income, participation rates for Tier 2 providers fell drastically. Maryland's Partnership to End Childhood Hunger, led by the Governor's Office for Children, has been working to increase participation in child nutrition programs for food-insecure children. MSDE has made efforts to increase child care center participation in CACFP, including obtaining grant funding for an obesity prevention program for center CACFP participants, but has not made a corresponding effort on behalf of family child care providers. Advocates have also been encouraging MSDE to include "informal," license-exempt subsidy providers in CACFP. Federal regulations permit their inclusion, and CACFP participation would come with three monitoring visits a year for homes that are not monitored by child care licensing specialists.

Maryland was also one of the pilot states in the At-Risk, After-school Meal Program, now offered in all 50 states. This program reimburses after-school programs for nutritious meals served to children age 18 and under during the school-year (including weekends and school breaks). Schools and child care centers are eligible to participate if they are located in the attendance area of a school in which at least 50% of enrolled children are eligible for free or reduced-price meals. For more information, visit the program's website at mdhungersolutions.org/fedfoodprogs/afterschool_meals.shtm.

CHILD ABUSE AND NEGLECT PREVENTION

Children who experience abuse and neglect are at risk for serious problems in childhood and throughout life. Among these risks are: developmental delays, behavioral problems, mental health issues, problems in school, juvenile delinquency, criminal behavior, and economic instability. MFN has long been a champion for the prevention of child abuse and neglect. MFN receives funding to prevent child abuse and neglect from the Community-Based Child Abuse and Neglect Prevention (CBCAP) Grant, enacted as part of the federal Child Abuse Prevention and Treatment Act (CAPTA), and our Family Support Centers were established to teach parents how to prevent child abuse and neglect. Deputy Director Linda Ramsey represents MFN on the State Council on Child Abuse and Neglect (SCCAN), which serves the Governor in an advisory capacity. Many of Maryland's home visiting

programs have a strong abuse and neglect prevention component. Child Care Resource Centers train providers to identify and report suspected abuse or neglect.

EMERGENCY PREPAREDNESS REGULATIONS

In 2009 the General Assembly passed legislation requiring all child care centers and family child care homes to adopt detailed emergency preparedness plans. Child care providers need training and technical assistance to develop and implement their emergency plans. MSDE must be encouraged to continue to fund the training and technical assistance providers need to comply with the emergency preparedness regulations.

SCREENING FOR LEAD POISONING

In 1997, Maryland passed comprehensive lead screening legislation. The law requires that within 30 days of a child under six entering a child care program, evidence be provided that the child has been screened for lead poisoning, and that a blood test be done for all children under six living in high risk areas. Additional legislation was passed in 2000 requiring health care providers to administer a blood lead test at 12 months and 24 months of age for children living in areas designated as high risk for lead poisoning. In 2004 and 2015 new Targeting Plans expanded the at risk and high risk areas, and as of March 28, 2016, regulations require all children born after January 1, 2015 to be tested for blood lead levels at 12 and 24 months of age. (For more information see this MDH resource: phpa.dhmh.maryland.gov/OEHFP/EH/Pages/Lead.aspx.) Lead poisoning is a devastating and entirely preventable illness, but child care providers need assistance to detect and abate lead paint hazards. Property owners renovating properties with potential lead paint hazards must be required to test appropriately and abate lead hazards.

The number of children with elevated blood lead levels has declined as testing and lead abatement laws have been implemented. For more information on childhood lead poisoning, its effects and prevention, check out the Centers for Disease Control and Prevention's factsheet on Blood Lead Levels in Children at cdc.gov/nceh/lead/ACCLPP/Lead_Levels_in_Children_Fact_Sheet.pdf.



POSITION

MFN should support efforts to improve children's health, safety, and nutrition. MFN should continue to educate child care providers, parents, and the public about child health and wellness issues, including oral health, childhood obesity, lead poisoning, childhood immunizations, infectious diseases, emergency preparedness, and transportation safety. MFN should monitor the utilization of the CACFP and work with MSDE and national organizations to support federal funding for CACFP and to increase utilization rates, including making the program available to informal providers in the Child Care Subsidy Program. MFN should continue to support efforts to strengthen existing child abuse and neglect laws and should continue to train child care providers and parents on effective, positive discipline strategies.

Family Economic Supports

There are a number of programs providing economic assistance to at-risk families to which Family Support Centers and LOCATE counselors make referrals, including these:

- *The Family Investment Program (FIP) provides Temporary Cash Assistance (TCA) and one-time only welfare avoidance grants and gives local DSS offices flexibility to establish plans and design programs for work activities, child care, welfare avoidance, etc., to meet the needs of the recipients in their communities.*
- *The Child Care Subsidy Program provides vouchers for child care tuition so parents can work. It is described in Priority 3 above.*
- *The federal Supplemental Nutrition Assistance Program (SNAP), known in Maryland as the Food Supplement Program (formerly Food Stamps), helps families buy food.*
- *The Special Supplemental Food Program for Women, Infants & Children (WIC) helps families with children up to age five buy nutritious food.*
- *The Housing Choice Voucher Program, better known as Section 8, provides vouchers for housing.*
- *The Medical Assistance program and the Maryland Children's Health Program (MCHP) provide health care.*
- *The Maryland Energy Assistance Program helps pay home heating bills.*

In addition to the assistance programs listed, there is an important tax benefit for working families. Millions of low-income families who work hard to pay for basic necessities such as food, rent, utilities, health care, and child care benefit from the Earned Income Credit (EIC). The EIC is a tax benefit for low- and moderate-income individuals who work full-time, part-time, or part of the year. First enacted in 1975, the federal EIC, a refundable tax credit, was intended to offset income and payroll taxes for low-income working families. In addition, the purpose was to reward work and raise the disposable income of families who are working and staying off welfare. Although the EIC can bring much needed assistance to low-income families, there are still families who do not apply for it. Families who do not owe taxes may not think they are eligible for the credit, and applying for the EIC is complicated. Public education and technical assistance are necessary to insure that the tax credit is widely used. In 2011 the General Assembly passed the Earned Income Credit Information Act, which will require employers to notify employees about the availability of the EIC.

For 17 years, MFN had grant funding to establish a broad-based public education campaign to advertise the EIC and provide technical assistance to eligible taxpayers. With a broad-based partnership of approximately 150 organizations providing a groundswell of support, as well as proof of the effectiveness of the EIC, MFN was able to advocate successfully for state legislation in 1998 to make a portion of the Maryland EIC refundable. In 2001 and 2007 advocates won further expansions of the refundable state EIC, up to 25 percent of the federal credit. The contract for the EIC public education campaign was discontinued in 2010, and although not funded for public education, MFN continued to advocate. In 2014 Maryland's refundable EIC was expanded again, increasing to 28 percent of the federal credit over four years. In 2018, MFN successfully supported legislation that will expand the EIC to workers without qualifying children and to younger workers.

MFN has supported legislation that expands family and medical leave options for state employees and other workers, as well as legislation that allows time off for employees to participate in school-related activities of their children. Other successful legislation supporting families has included:

- *In the 1999 General Assembly Session, MFN was instrumental in securing passage of legislation to establish a state child care tax credit. In the 2000 Session, MFN succeeded in advocating for an expansion of the child care tax credit.*

- *In the 2008 Session, MFN joined with other advocates in successfully supporting the so-called “Flex-Leave Act,” which allows employees eligible for sick leave from their employers to use that leave to care for sick children and other family members.*
- *In 2014, MFN successfully supported legislation expanding the provision of unpaid parental leave to workers in Maryland companies with between 15 and 49 employees.*
- *In 2018, MFN successfully supported legislation which would establish a paid leave benefit for State employees following the birth or adoption of a child.*

POSITION

In addition to monitoring federal welfare law, MFN should continue to closely monitor the impact of Maryland’s Family Investment Program on children, families, and the child care delivery system. MFN should advocate for maximum child care funding using federal as well as additional state child care funding, as needed, to support the child care needs of low-income families across the state. Other policies and programs that promote the self-sufficiency of low-income families should be supported, including the refundable EIC. MFN should also organize support for the protection and funding of the federal EIC program. MFN and its allies, such as the Maryland CASH Campaign, should provide information to low-income families about the refundable state EIC and advocate its continued expansion. MFN should monitor the implementation of regulations pertaining to parental leave benefits for state employees.

After-School Care

There has long been a need for resources for after-school programs. Currently, there are 1,742 regulated school- and center-based school-age child care programs in Maryland. Most exist in urban and suburban jurisdictions, with the largest number of programs operating in Prince Georges, Montgomery, and Baltimore Counties, followed by Anne Arundel County, Baltimore City, and Howard County. Unregulated programs serving school-age children include some of those operated by local government agencies, including schools, recreation and parks agencies, and police athletic league programs, and commercial programs offering recreational activities or lessons in an extended-day program.

Over the years, issues that were found to inhibit the development of school-age child care included the lack of training for school-age child care staff and a lack of publicity about available services and programs for children with special needs and children attending middle schools. Some jurisdictions reported that transportation and zoning policies also inhibited school-age child care.

A key victory in the 1999 General Assembly was passage of the Maryland After-School Opportunity Fund (MASOF) Program, requiring the Governor to include \$10 million in the annual State budget. Administered by DHR, in conjunction with an executive committee and an advisory board, the purpose of this program was to provide State grants to expand the availability of high quality after-school programs. MFN served on a subcommittee of the advisory board that examined the issue of licensing and standards for after-school programs. To date, no regulations specific to after-school programs have been promulgated, although MASOF had program standards used to monitor its programs, and MSDE is currently developing regulations that will be appropriate for programs for school age children.

In 2003 MASOF fell prey to drastic budget cuts. The Governor's budget proposed cutting the \$10 million allocation for MASOF by \$5 million, a proposal that was approved by the legislature. In July 2003, the Board of Public Works approved an additional cut of \$1,050,000. In 2004, responsibility for administering MASOF was transferred to the Governor's Office for Children (GOC), and in 2005, it was transferred to MSDE, but no funding was dedicated to the program. Instead, in FY 2006 and again in FY 2007, \$4.7 million was allocated for after-school programs through Local Management Boards (LMBs) in the Children's Cabinet Fund. In FY 2008 and FY 2009, that allocation increased to \$4.9 million but was reduced to \$4.2 million in FY 2010. Action by the Board of Public Works in August 2009 further reduced that allocation by \$659,000. Beginning in FY 2011, GOC distributed Children's Cabinet funds largely based on local priorities conveyed by the LMBs. Funding for after-school programs will not be fixed.

In the 2012 legislative session, the Maryland Out of School Time (MOST) Network proposed legislation to transfer MASOF from the Maryland State Department of Education to the Governor's Office for Children and to revive its Advisory Board, with hope of getting a future restoration of funding. MFN worked with the Maryland After-School Association (MAA) to recommend amendments prior to the introduction of bill to include representatives from MAA, the Maryland Child Care Resource Network, and the Office of Child Care on the Advisory Board. The bill, which passed as amended, also included provisions to use the MOST Program Quality Standards to monitor unregulated after-school and summer programs for youth. Legislation in the 2015 legislative session to establish a new After-School and Summer Opportunity Fund, and requiring the Governor to provide at least \$5 million annually for the fund, received an unfavorable report.

Federal funding is available to high-poverty, low-performing schools through the 21st Century Community Learning Centers program. This funding may be used to provide after-school enrichment activities that will improve student achievement and promote success for students in pre-K through 12th grade. Maryland received \$17.5 million in FY 2018. For more information, see the After-School Alliance's fact sheet on the availability of, and funding for, after-school programs in Maryland at afterschoolalliance.org/policyStateFacts.cfm?state=MD.



POSITION

MFN should support state efforts to expand and coordinate resources for after-school care. MFN should also take a lead role in assuring that child care and other after-school programs serving elementary and middle school children meet health and safety standards, funding accountability, and other quality standards. State funding for after-school programs should be carefully monitored and additional funding should be supported.

Unregulated Care

Exempt or informal care is child care that is not subject to state licensing or regulatory standards. In Maryland, informal care is child care that is provided: (1) by a relative, (2) in the child's own home, or (3) by a non-relative in the non-relative's home for less than 20 hours a month. Anyone caring for an unrelated child for pay outside of the child's home for more than 20 hours per month is operating illegally. Informal providers must submit a signed affirmation of compliance with child care health and safety standards and a release for an examination of the child abuse and neglect records, state and federal criminal background checks, and a check against the Maryland Sex Offender Registry for the

informal provider and any other adult identified by the informal provider who will regularly be present while the child is in care. According to OCC, in August 2018, 251 informal child care providers received subsidy reimbursements. The number of informal providers had been over 1,000 until the July 1, 2014 implementation of a new regulations requiring all informal providers participating in the CCSP to have criminal background checks.

Historically, some policymakers viewed informal care as the best way to provide child care to families on or leaving welfare, primarily because its lower cost permits the State to serve more children than regulated child care could accommodate. In Maryland, informal providers were paid approximately half the rate for regulated family child care providers until the implementation of the 2010 rate increase negotiated by the family child care union in the 2009 Memorandum of Agreement between the State and SEIU. Rates for informal care still cluster around 50% of the family child care rates. However, because informal care receives only minimal oversight from the state, even the most basic health and safety protections cannot be ensured. In the 2013 General Assembly Session, to strengthen the safeguards for children in informal care, MFN championed legislation requiring informal providers and the adult residents of their homes to have criminal background checks and to have their names and addresses checked against the Maryland Sex Offender Registry (MSOR), and the bills were passed and signed into law. A 2015 legislative attempt to further safeguard children in subsidized care and to provide a more developmentally appropriate learning environment by requiring their providers to be licensed was passed by the Senate but failed to emerge from the House Health and Government Operations Committee. Now informal providers must submit a signed affirmation of compliance with child care health and safety standards and a release for an examination of the child abuse and neglect records for the informal provider and any other adult identified by the informal provider who will regularly be present while the child is in care.

There are no current requirements for informal providers to provide learning opportunities, and children cared for by informal providers have fared poorly in Maryland's annual assessments of school readiness among incoming kindergartners. OCC will be required by the CCDBG Reauthorization Act of 2014 to add training and monitoring requirements for informal providers in future regulations amendments. MFN has also participated in a child nutrition workgroup that supports including informal providers in the Child and Adult Care Food Program (CACFP). Participation in CACFP would require training and monitoring as conditions for receiving the reimbursement for meals and snacks served to enrolled children.

Illegal child care poses serious threats to the health, safety, and development of young children. Between 2010 and 2014, at least 13 Maryland children died in illegal child care settings, and over that same period, the number of illegal care complaints increased from 265 to 330. In 2016 MFN spearheaded successful legislation to address this problem. In part, the legislation requires MSDE to conduct a public education campaign to help parents and providers understand the licensing provisions of current law, the significant benefits of licensed care, and the resources available to encourage providers to become licensed. Because much illegal care is promoted via web sites like Craigslist, the bill also requires providers to list their license numbers in advertisements, akin to home improvement contractors citing their MHIC numbers. The bill further clarifies the issuance of warning letters to suspected illegal providers and the role of the Fire Marshal in enforcement.

POSITION

MFN should continue to facilitate discussions on informal child care and develop legislative and policy solutions to improve the quality of all child care, including informal care. Strategies that provide safety and learning for children in informal care and offer more intensive support to informal providers should be considered. MFN should continue to monitor the implementation of new regulations to address illegal child care.

Child Care Regulatory Issues

In 1987, the General Assembly passed legislation consolidating the regulation of center and family child care within the Child Care Administration in the Department of Human Services (DHS). Previously, three different departments regulated three different types of early care and education. The local health departments, under the Maryland Department of Health, licensed child care centers; the local departments of social services, under DHS, registered family child care homes; and the Maryland State Department of Education (MSDE) certified nursery schools and kindergartens. It was hoped that this consolidation of child care licensing at DHS would result in a more consistent and efficient licensing system, but consistency has not been easy to achieve.

As a result of legislation passed in 2005, child care licensing authority now resides in MSDE where it was consolidated with the regulation of nursery schools and pre-kindergarten in a newly created Division of Early Childhood Development. The Office of Child Care's Licensing Branch has oversight of the regulations for child care. Shortages of licensing staff continue to create problems with keeping current on inspections of regulated facilities, even after the implementation of the "continuing license" regulations. The National Association for the Education of Young Children, in its position statement on Licensing and Public Regulation of Early Childhood Programs, recommends a caseload to staff ratio of 50 to 1. As of August, 2018 the average caseload to staff ratio among all Regional Offices is 82 to 1, down from 123 to 1 in 2009. Regions with the highest ratios include Anne Arundel County, with a 99 to 1 ratio, Montgomery County, with a 95 to 1 ratio and Baltimore County, with an 88 to 1 ratio. According to the 2014 Child Care Licensing Study report from the National Association of Regulatory Administrators, the average caseload nationally was 97 to 1. (naralicensing.org/assets/docs/ChildCareLicensingStudies/2014CCStudy/center_licensing_trends_brief_2014.pdf)

Maryland has long been known for having strong child care regulations. In 2013 Child Care Aware of America (formerly NACCRRA) changed their method of calculating the state rankings for their report, *We Can Do Better: 2013 Update: Ranking of State Child Care Center Regulations and Oversight*, and our center regulations fell to 18th place. Our family child care regulations are ranked 6th in their 2012 report, *Leaving Children to Chance: 2012 Update: Ranking of State Standards and Oversight of Small Family Child Care Homes* (<http://usa.childcareaware.org/advocacy-public-policy/resources/research/leaving-children-to-chance-2012-update/>). There are, however, several child care licensing and regulation issues which are currently of concern to advocates and providers.

COMPREHENSIVE BACKGROUND CHECKS

Legislation passed by the 2013 General Assembly closed two large gaps in Maryland's comprehensive background checks. The law required the addresses of all child care centers, family child care homes

and informal providers, as well as the names of the providers, to be checked against the Maryland Sex Offender Registry. (MSDE already had procedures in place to accomplish this, and the legislation codified the requirement.) In addition, all informal providers serving subsidy children, and the adult members of the providers' households, were required to have state and federal criminal background checks. Regulations implementing this provision required the background checks to be completed by July 1, 2014, at which time all informal providers who had failed to comply were no longer paid for care, and the number of informal providers fell from over 1,000 to about 800 within the month, and as of August 2018, the number has declined to 251.

The CCDBG Reauthorization Act of 2014 required all states to have comprehensive criminal background checks beginning in 2017. Maryland was already meeting most of the requirements. New regulations are required to get background checks from other states where a child care provider is currently living or has lived in the last five years, and for repeat checks of FBI criminal records. The FBI is in the process of implementing a Rap Back program, like the program used in Maryland, which will notify State Child Care Administrators of crimes committed by anyone whose fingerprints are affiliated with a child care program in their state.

LARGE FAMILY CHILD CARE HOME REGULATIONS

In 2011 the General Assembly passed legislation creating the designation of "large family child care home" as a new type of facility in Maryland. In this new facility a family child care provider is permitted to care for nine to 12 children with staffing comparable to the staffing for the former designation of a small center in a home. The differences between the large home and small center are minimal in the regulations, which became effective in February 2012, but the benefits to the provider are substantial.

Perhaps the most important benefit of the large family child care home designation is access to accreditation. Neither the National Association for the Education of Young Children nor MSDE accredit a child care facility in a residence, and the National Association for Family Child Care (NAFCC) can only accredit those programs that are designated family child care homes by the state licensing system. The new large family child care home is eligible for NAFCC accreditation, enabling large home providers to participate in the top tiers of Tiered Reimbursement and the Maryland EXCELS Quality Rating and Improvement System. Small center providers are allowed to opt into the new large home regulations or to remain classified as centers, but no new licenses for small centers in a home have been issued since 2012.

MFN participated in the workgroup drafting the new large family child care home regulations. The new regulations blend the provisions of the child care center regulations that applied to small centers with some of the family child care regulations that take into consideration the unique aspects of a child care program operating in a residence. Stakeholders in the small center and family child care communities had input in the large home regulations, and implementation proceeded well in most counties. There are a few counties with full implementation being blocked by local fire marshals or zoning agencies.

INSPECTIONS AND FEES IMPOSED BY OTHER STATE AND LOCAL AGENCIES

The intent of the consolidation of child care home and center licensing was to create one agency with centralized accountability for regulations and their enforcement. Although OCC has primary responsibility for regulating child care, other state and local agencies also promulgate and enforce

regulations for child care centers and family child care homes. The State Fire Marshal's Office and the local fire marshals' offices in home rule counties enforce the state and local Fire Safety Codes, which mandate fire prevention practices and staffing ratios, charging child care facilities fees for their required inspections. One local Fire Marshal attempted to require existing family child care providers to have their homes retrofitted with sprinkler systems, but advocacy by local providers defeated this requirement. Local health departments can restrict capacity of child care programs based on water and sewage capacity, charging inspection fees and requiring costly improvements to septic systems if providers want to continue to serve the number of children permitted by OCC. In some jurisdictions local health departments also inspect programs serving meals, for which there is another set of inspection fees. Local governments enforce building and zoning codes which in some jurisdictions require use and occupancy permits or business licenses for child care businesses. The fees for licenses can range from minimal to very costly, and they can be charged one-time-only or annually. The Department of the Environment has developed regulations for lead paint safety in child care facilities, but the cost of the required lead abatement can be prohibitively high, forcing some programs to close or relocate. Although cases can be made in favor of each of these additional sets of regulations imposed on child care facilities, the cumulative effect poses both fiscal and bureaucratic barriers to the operation of child care programs.

The 2014 Child Care Licensing Study reported that more than 70% of states charge licensing fees for child care centers (naralicensing.org/assets/docs/ChildCareLicensingStudies/2014CCStudy/center_licensing_trends_brief_2014.pdf) and 60% of states charge fees for family child care licensing (naralicensing.org/assets/docs/ChildCareLicensingStudies/2014CCStudy/fch_licensing_trends_brief_2014.pdf). OCC does not charge licensing fees, but the fees charged by other state and local agencies can be burdensome. In addition to the inspection and permit fees discussed above, the requirement for all center staff and family child care providers and their families to be fingerprinted has become increasingly expensive and cumbersome, and as of April 15, 2012, the FBI requires electronic submission of fingerprints, for which some private services charge higher fees. The cost of fingerprinting and a full criminal background check has now risen to over \$55.

Contingent to the 2014 CCDBG reauthorization, states and territories must have requirements, policies and procedures for specific background check components, and must be conducting those checks for all child care staff, in accordance with the law. Fingerprinting, background checks, and checks against the sex offender registry are required. Some providers may need to get re-printed every five years. To minimize the financial burden associated with meeting the new requirements, the Office of Child Care is picking up the cost of the background checks through a reimbursement procedure described in detail on their website (earlychildhood.marylandpublicschools.org/fingerprinting).

ONLINE REPORTING OF LICENSING INSPECTION RESULTS

The 2014 CCDBG reauthorization also requires all states to post inspection results for all annual inspections and for complaint inspections when the complaint is substantiated. Maryland began posting annual inspection results before 2013. After some serious concerns raised by MFN and the child care community about OCC's initial online posting, OCC established the Check Child Care Maryland website at www.checkccmd.org, where the public can access child care inspection reports. The new website identifies any regulations for which a non-compliance was found by the licensing specialist, but the violations cited without specificity can be misleading to parents, such as a scented soap being cited as a hazardous material. OCC is working with providers to address this issue and to update the website

promptly when violations are corrected, allowing parents who view a program’s record on the website to better assess the severity of the infraction and its impact on program quality. OCC is also in the process of adding reports of substantiated complaints.



POSITION

MFN should advocate consistent and fair regulations to protect the health and safety of children and promote developmentally appropriate learning experiences, as well as the consistent enforcement of regulations for all child care facilities. MFN must continue to advocate a comprehensive criminal background check system, with careful attention to the developments concerning the FBI Rap Back program and the CCDF requirements. MFN should: continue to work with MSDE to make the reporting of licensing inspection findings fair to providers and informative to parents; monitor the imposition of various fees on child care providers; and continue to advocate funding for training and technical assistance to help providers achieve and maintain compliance with all regulations.

Governor’s Office for Children

The Governor’s Office for Children (GOC) (goc.maryland.gov/) focuses on four primary constituencies: disconnected and unemployed youth, families affected by incarceration, homeless youth, and hungry children. GOC also has the lead role in the Children’s Cabinet, made up of the secretaries of the child- and family-serving departments of State government. The Children’s Cabinet coordinates child- and family-oriented care within these agencies by emphasizing prevention, early intervention, and community-based services. GOC works to promote the well-being of children by collaborating with Local Management Boards (LMBs) to plan, coordinate, and monitor the delivery of integrated services along the full continuum of care, and oversees the use of Children's Cabinet interagency funds in accordance with policies and procedures established by the Children's Cabinet.



POSITION

MFN should monitor the work of the GOC as well as relevant legislative and budget issues. The work of LMBs should also be monitored with particular attention being given to participation by the child care and early childhood community and the potential future role LMBs have in serving additional populations and delivering a broader array of services for children and families.



LEGISLATIVE SCORECARD

2018 SESSION MARYLAND GENERAL ASSEMBLY

LEGISLATIVE ISSUE	MFN POSITION	OUTCOME
STATE OPERATING BUDGET		
Maryland State Department of Education (MSDE)		
<i>Division of Early Childhood Development (DECD)</i>		
DECD Headquarters	MFN supported the Governor’s proposed budget for DECD.	The legislature approved \$57 million for FY 2019, the same amount appropriated in FY2018.
Maryland Child Care Resource Network (MCCRN)	MFN supported the allocation for MCCRN.	The budget approved by the legislature included approximately \$3.47 million for the MCCRN contract, the same amount appropriated in FY 2018.
Family Support Center (FSC) Network	MFN supported the proposed funding for the FSCs.	The legislature approved \$4.67 million for FSCs, the same amount appropriated in FY 2018.
Judith P. Hoyer Early Child Care and Education Enhancement Program	MFN supported the proposed funding for Judy Centers and Enhancement Grants.	The legislature approved \$11.9 million for Judy Centers and Enhancement Grants, the same amount appropriated in FY 2018.
Head Start	MFN supported the proposed supplemental State funding for Head Start.	The legislature approved \$1.8 million, the same General Fund amount appropriated in FY 2018. In FY2020, that will increase to \$3 million pursuant to HB 547 / SB 373.

LEGISLATIVE ISSUE	MFN POSITION	OUTCOME
Child Care Subsidy Program	MFN supported the proposed funding for the Child Care Subsidy Program.	The legislature approved \$90.7 million, a decrease of approximately \$10.1 million from FY 2018. New allocations of Federal and State funds are expected to increase this figure significantly in FY 2018 and subsequent years.
Credentialing Branch	MFN supported the proposed Credentialing Branch funding.	The legislature approved \$6.4 million, a decrease of approximately \$200,000 from FY 2018.
Pre-K Expansion	MFN supported the proposed funding for prekindergarten expansion.	The legislature approved an appropriation of \$43.4 million, an increase of approximately \$8.5 million over FY 2018.
<i>Division of Special Education/ Early Intervention Services</i>		
Healthy Families / Home Visiting	MFN supported the proposed funding for Healthy Families / Home Visiting programs.	The legislature approved \$4.6 million, the same amount appropriated in FY 2018.
Infants and Toddlers Program	MFN supported the proposed funding for the Infants and Toddlers Program.	The legislature approved \$10.4 million, the same amount appropriated in FY 2018.
Governor's Office of Children		
Home Visiting and School Age Programs	MFN took no position on the Administration's proposed funding.	Home Visiting programs, School Age programs, and others will be funded as determined by local priorities; funds are unfixed.

LEGISLATIVE ISSUE	MFN POSITION	OUTCOME
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AVAILABILITY & QUALITY OF CHILD CARE

HB 228 Child Care Centers - Definition of Child Care	MFN opposed this bill, which would alter the definition of child care to exempt some programs from regulation.	HB 228 died in Ways and Means.
HB 430 / SB 379 Education - Child Care Subsidies - Mandatory Funding Levels	MFN supported this bill, which would gradually raise the child care subsidy rates available to low-income parents to at least the 60 th percentile of market rates.	HB 430 and SB 379 were passed and signed by the Governor on May 8, 2018.
HB 547 / SB 373 Education – Head Start Program – Annual Appropriation (The Ulysses Currie Act)	MFN supported this bill, which would increase the State’s annual contribution to Head Start programs from \$1.8 million to at least \$3 million.	HB 547 and SB 373 passed and signed by the Governor on May 8, 2018.
HB 941 Child Care Subsidy Program – Unemployment – Eligibility	MFN monitored this bill requiring Subsidy eligible to continue for up to 90 days in a year if the individual is unemployed, seeking employment, and meets any other eligibility criteria determined by MSDE, in accordance with Federal law.	HB 941 passed and was signed by the Governor on May 8, 2018.
HB 1610 State-Occupied Buildings – Child Care Centers – Requirements and Renovations	MFN monitored this bill to establish requirements for on-site child care in State-occupied buildings.	HB 1610 was withdrawn .

ECONOMIC SELF-SUFFICIENCY & FAMILY SUPPORT

HB 68 - Income Tax Credits - Employer Child Care Center and Employer-Provided Child Care Services	MFN supported this bill, which would authorize tax credits for employers who establish child care centers or take other steps to provide child care services for their employees.	HB 68 died in Ways and Means.
HB 519 / SB 422 Income Tax - Credit for Child and Dependent Care Expenses - Income Eligibility	MFN supported this bill, which would raise the current eligibility cap on filing for the State’s Child and Dependent Care Tax Credit.	HB 519 died in Ways and Means; SB 422 died in Budget and Taxation.

LEGISLATIVE ISSUE	MFN POSITION	OUTCOME
HB 573 Income Tax - Earned Income Tax Credit - Eligibility Awareness Campaign	MFN supported this bill, which would create a fund for the purpose of conducting an Earned Income Tax Credit (EITC) eligibility awareness campaign and establish a methodology to enable the Department of Human Services to collect data on EITC participation rates.	HB 573 died in Ways and Means.
HB 775 / SB 859 State Employees - Parental Leave	MFN supported this bill, which would establish a paid leave benefit for State employees following the birth or adoption of a child.	HB 775 died in Finance. SB 859 passed and signed by the Governor on May 15, 2018.
HB 856 / SB 647 Earned Income Tax Credit – Individuals Without Qualifying Children – Repeal of Minimum Age Requirement	MFN supported this bill, which would extend the earned income tax credit to workers without qualifying children and to younger workers.	HB 856 and SB 647 passed and were signed by the Governor on May 15, 2018.
HB 883 Income Tax Credits - Employer Child Care Center and Employer-Provided Child Care Services	MFN supported this bill, which would authorize tax credits for employers for a portion of expenses they contribute to help their employees meet child care costs.	HB 883 died in Ways and Means.
EDUCATION		
HB 10 - State Lottery - Unclaimed Prizes - Public Prekindergarten Programs	MFN supported this bill, which would direct unclaimed prize funds from the State Lottery to local school systems to supplement expenditures on public prekindergarten.	HB 10 died in Ways and Means.
HB 315 State Department of Education - Breakfast and Lunch Programs - Funding (Maryland Cares for Kids Act)	MFN monitored this bill to provide access to school breakfast and lunch programs to more children by making the state responsible for the student share of the cost.	HB 315 passed and was signed by the Governor on May 8, 2018.

LEGISLATIVE ISSUE	MFN POSITION	OUTCOME
HB 1235 / SB 818 Education - Maryland Meals for Achievement In-Classroom Breakfast Program - Eligibility and Annual Appropriation	MFN monitored this bill requiring a mandated appropriation and to authorize an eligible school to maintain its eligibility for the in-classroom breakfast program for one year even if the percentage of eligible students in the population fluctuates.	HB 1235 died in Ways & Means; SB 818 passed and was signed by the Governor on May 8, 2018.
HB 1415 / SB 1092 Education - Commission on Innovation and Excellence in Education	MFN supported this bill, which would preserve funding for the Prekindergarten Expansion Grant Program and continue the work of the Commission.	HB 1415 passed . Enrolled. Signed by the Governor on May 8, 2018.
HB 1476 Education - Supplemental Prekindergarten Grant - Eligibility	MFN supported this bill, which would alter the State's supplemental prekindergarten grant program to encourage local school systems to expand the availability of public pre-K.	HB 1476 died in Ways & Means.
HB 1720 Public Schools - Student Discipline - Suspension and Expulsion and Policies	MFN monitored this bill related to school discipline, suspension and expulsion policies.	HB 1720 died in Rules and Executive Nominations.
HB 1815 / SB 1258 Commitment to Education Act of 2018	MFN monitored this bill to alter funding for public schools and school construction and change allowable uses of the Education Trust Fund.	HB 1815 died in Appropriations; SB 1258 died in Budget and Taxation.
SB 590 Baltimore City Board of School Commissioners - Education Trust Fund - Allocation to Establish Judy Centers	MFN monitored this bill to require funds from the Education Trust Fund be used to support existing, and create additional, Judy Centers in Baltimore City.	SB 590 died in Budget and Taxation.

HEALTH & SAFETY

HB 57 - Large Family Child Care Homes and Child Care Centers - Green Product Cleaning Supplies - Regulations	MFN opposed this bill, which would require the MSDE to adopt regulations pertaining to the use of green cleaning products in regulated child care centers and large family child care homes.	HB 57 received an unfavorable report in Health and Government Operations.
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LEGISLATIVE ISSUE	MFN POSITION	OUTCOME
HB 70 / SB 1256 Maryland Dentistry Act - Scope of Practice and Penalties for Violations	MFN monitored this bill to authorize an individual who is not licensed as a dentist by the State Board of Dental Examiners to own, manage, or operate a dental practice by exempting specified persons from board licensure requirements.	HB 70 was withdrawn ; SB 1256 died in Rules.
HB 84 Public Health - Child Care Products Containing Flame-Retardant Chemicals - Prohibition	MFN monitored this bill to expand current prohibitions related to child care products containing flame-retardant chemicals.	HB 84 died in Health and Government Operations.
HB 141 / SB 782 State Finance and Procurement - Public Buildings - Diaper-Changing Facilities in Restrooms	MFN monitored this bill to require that a diaper-changing facility be installed in each restroom in a public building.	HB 141 was withdrawn ; SB 782 received an unfavorable report by Education, Health, and Environmental Affairs.
HB 306 State Personnel - Rights and Protections for Nursing Mothers	MFN monitored this bill to establish rights and protections for State employees who are nursing mothers, including time and space to express breast milk.	HB 306 passed and was signed by the Governor on April 24, 2018.
HB 652 Health Occupations - Violations of the Maryland Dentistry Act - Penalties and Cease and Desist Orders	MFN monitored this bill to increase penalties for practicing dentistry or dental hygiene without a license.	HB 652 passed the House and died in Education, Health, and Environmental Affairs.
HB 716 / SB 266 Maryland Health Care Commission - Mortality Rates of African American Infants and Infants in Rural Areas - Study	MFN monitored this bill to require a study be conducted regarding the mortality rates of African American infants and infants in rural areas.	HB 716 and SB 266 passed and were signed by the Governor on April 10, 2018.
HB 851 Medicaid and the Maryland Children's Health Program - Home and Community-Based Providers - Funding	MFN monitored this bill to require the budget to include a rate increase for Medicaid home and community-based providers.	HB 851 was withdrawn .

LEGISLATIVE ISSUE	MFN POSITION	OUTCOME
HB 879 / SB 544 Task Force on Oral Health in Maryland	MFN supported this bill, which would expand low-income children's access to dental care.	HB 879 and SB 544 died in Education, Health, and Environmental Affairs. An interim study will be conducted by the Department of Legislative Services.
HB 1038 Health Insurance - Health Benefit Plans - Special Enrollment Period for Pregnancy	MFN supported this bill, which would require health insurance plans to allow women who become pregnant to enroll for coverage irrespective of the plans' open enrollment periods.	HB 1038 was withdrawn .
HB 1164 Vehicle Laws - Rear-Facing Child Safety Seats - Requirement	MFN monitored this bill to require a rear-facing child safety seat for a child younger than age two when transporting the child in a motor vehicle, unless the child weighs at least 40 pounds or is at least 40 inches tall.	HB 1164 received an unfavorable report by Environment and Transportation.
HB 1685 / SB 912 Maryland Prenatal and Infant Care Coordination Services Grant Program Fund (Thrive by Three Fund)	MFN supported this bill, which would establish a framework for funding care coordination services for low-income pregnant women, postpartum women and their children from birth to age three.	HB 1685 and SB 912 passed and were signed by the Governor on May 8, 2018.

PREVENTION OF CHILD ABUSE & NEGLECT

HB 81 Family Law - Child Abuse and Neglect - Mental Injury	MFN monitored this bill to alter the definition of "mental injury" in provisions of law governing the reporting and investigation of suspected child abuse and neglect.	HB 81 received an unfavorable report by Judiciary.
HB 500 / SB 132 Crimes - Child Abuse and Neglect - Failure to Report	MFN monitored this bill to make it a misdemeanor to fail to report child abuse and neglect if the mandated reporter has actual knowledge of or witnessed the abuse or neglect.	HB 500 and SB 132 died in Judiciary.

LEGISLATIVE ISSUE	MFN POSITION	OUTCOME
HB 600 / SB 131 Child Abuse and Neglect - Training	MFN monitored this bill to require mandated reporters to have periodic training on reporting suspected abuse and neglect.	HB 600 and SB 131 died in Judicial Proceedings.
HB 838 / SB 584 Child Protection - Reporting - Threat of Harm	MFN monitored this bill to extend procedures relating to the reporting and investigation of a substantial risk of sexual abuse to reports concerning a substantial risk of abuse.	HB 838 died in Judiciary; SB 584 died in Judicial Proceedings.
HB 1386 Public Schools – Reporting Child Abuse – Telephone Number	MFN monitored this bill to encourage public schools to post or publish the appropriate telephone number for reporting child abuse.	HB 1386 passed and was signed by the Governor on April 10, 2018.
HB 1571 Education - Child Sexual Abuse Prevention - Employment Process	MFN monitored this bill to set forth a process, including requirements for specific documentation regarding whether an individual has ever been disciplined for allegations of “child sexual abuse” or “sexual misconduct,” for the hiring of public school and specified nonpublic school employees who have direct contact with minors.	HB 1571 died in Education, Health, and Environmental Affairs.



FEDERAL CHILD CARE LEGISLATION TIMELINE

Legislation is a reflection of a nation's goals and priorities. The record of the United States Congress over the past eight decades reflects a limited commitment to child care and the welfare of America's children.

1935 The **Works Progress Administration (WPA)** hires unemployed women (and some men) to work in WPA-sponsored day nurseries. By 1937, there were 1,900 programs serving 40,000 children. The focus of these programs was to provide jobs for the unemployed.

1942 The Community Facilities Act, commonly known as the **Lanham Act**, is passed, funding child care programs in order to make it possible for women to work in the factories as part of the nation's war effort.

1945 About 100,000 children are being served in facilities funded under the Lanham Act, including preschool and school-age programs. At the end of the war, the United States ends its support of child care services, and for a decade and a half there is no federal involvement in child care.

1962 A child welfare amendment is added to the **Social Security Act**, recognizing child care as a means of getting parents off the welfare rolls.

1964 President Lyndon Johnson declared a War on Poverty, and Sargent Shriver assembled a panel of experts to develop a comprehensive child development program that would help communities meet the needs of disadvantaged preschool children. **Head Start** is born and is written into law in the **Economic Opportunity Act**.

1965 **Head Start** is launched and the first grants are awarded.

1967 **Title IV-A Aid to Families with Dependent Children (AFDC)** provides money to purchase child care in order to encourage and/or require welfare recipients to work or take part in work-related training, and an **amendment to the 1964 Economic Opportunity Act** leads to the development of the 1968 **Federal Inter-Agency Day Care Requirements (FIDCR)**, which sets forth minimum standards that child care programs must meet to receive federal funds.

1971 Congress passes the **Comprehensive Child Development Act**, and President Nixon vetoes it, claiming it would cause the destruction of the American family.

1974 **Title XX of the Social Security Act** combines the funding of welfare-related child care and federal child care regulations designed to ensure quality of child care.

1976 The **Tax Reform Act** provides working parents tax credits for child care regardless of their income level, recognizing the reality that child care is a work-related expense.

The **Child Day Care Services Act** authorizes an additional \$240 million in Title XX social services funds to help child care centers meet health and safety codes and to upgrade the quality of programs, and postpones any new FIDCR standards until October 1977.

The **Child and Family Services Act**, designed as a comprehensive approach to meeting the needs of children, dies in committee.

1980 **Health and Human Services Day Care Requirements** are promulgated, following five years of national child care studies and an exhaustive drafting process, and scheduled to go into effect on October 1, 1980. They are never adopted.

1984 As part of the **Human Services Reauthorization Act of 1984**, up to \$20 million is authorized for "Grants to States for Planning and Development of Dependent Care Programs and for other Purposes." Only \$5 million is appropriated in 1985, and after Gramm-Rudman reductions, only \$4.785 million is made available, for start-up costs for school-age programs and expenses related to expansion of resource and referral services.

1988 Congress passes the **Family Support Act of 1988**, which mandates that eligible parents receiving AFDC must either enroll in school or training programs or return to work as long as there is available child care. The Act includes a 50 percent federal match to states to pay for child care during school or training and for "transitional" child care benefits for a year after parents return to work. The main child care programs established by the legislation include: (1) Job Opportunities and Basic Skills (JOBS), under which states are required to establish JOBS programs to provide education, training, and other work-related assistance for welfare recipients and to provide child care for their children; (2) transitional benefits, providing child care and Medicaid for one year after parents find employment; and (3) child care for those at-risk of becoming AFDC recipients because of low wages. *Child care was an entitlement under each of these provisions.* Representatives and Senators returning to their districts hear about the crisis in available, affordable child care from their constituents. Politicians from both parties respond, and over 150 child care bills are introduced.

The **Act for Better Child Care Services (ABC)** is introduced to provide states with \$2.5 billion to help low and moderate income families pay for child care, expand training for child care workers, expand child care resource and referral programs, and furnish resources to strengthen family child care. The Alliance for Better Child Care, a coalition of 134 national organizations, works to build support for the legislation. In the closing days of Congress, after nine days of debate, a Senate filibuster blocks its passage.

1990 The **Child Care and Development Block Grant (CCDBG)** authorizes \$731.9 million in FY 1991; \$825 million in FY 1992; \$925 million in FY 1993; and such sums as may be necessary for FY 1994 and FY 1995. Seventy-five percent of the funds are to be used to help families pay for child care, approximately 20 percent for school-age child care and early childhood education, and five percent for quality improvement activities. States must establish health and safety requirements for all providers receiving funds under the block grant, except for providers who were close relatives of the child in care.

1996 The **Personal Responsibility and Work Opportunity Reconciliation Act** of 1996 replaces the AFDC entitlement program with the **Temporary Assistance for Needy Families (TANF)** Block Grant. The Child Care and Development Block Grant (CCDBG) -- renamed the **Child Care and Development Fund (CCDF)** -- becomes the sole federal child care program, eliminating the JOBS child care, At-Risk Child Care, and Transitional Child Care programs and their child care entitlement. The bill, however, allows Congress to fund school-age programs and resource and referral services contained in the former Dependent Care Block Grant, as well as Child Development Associate (CDA) scholarships.

The new CCDF has two funding streams, with an initial combined funding level of \$22 billion over seven years. One stream is a capped entitlement funded at about \$15 billion over seven years and requires states to match federal funds. The other is a discretionary program, appropriated by Congress each year, funded at \$7 billion over seven years (\$1 billion a year) using the old CCDBG funding formula, and does not require a state match. This combined funding represents \$6.6 billion more over six years in capped entitlement funding than states spent in 1995. While these numbers indicated an increase in funding over time, the legislation cuts the Title XX Social Services Block Grant, which many states used for child care, by 15%.

The Personal Responsibility and Work Opportunity Reconciliation Act also:

- *requires both spouses in a two-parent family to work in order to receive child care assistance, except in cases of disability of parents or children;*
- *retains the health and safety protections included in the 1990 CCDBG, which requires that providers (except certain relatives) who receive federal funds meet minimum health and safety standards;*
- *sets aside a minimum of 4% of total child care funding for improving quality, expanding supply, and providing consumer education -- replacing a 25% set-aside in the original CCDBG, which included 18.75% for early childhood development and before- and after-school activities, 5% for quality activities, and 1.25% for either;*
- *requires states to distribute consumer information concerning child care;*
- *increases work participation requirements for families on welfare from 20% to 30% in FY 1999, 35% in FY 2000, 40% in FY 2001, and 50% in FY 2002;*
- *allows states the option of having mothers with children under six work only 20 hours a week and exempting mothers with children under age one from work requirements;*
- *counts hours that parents spend providing child care for other welfare families as hours toward the fulfillment of work requirements; and*
- *maintains the **Child and Adult Care Food Program (CACFP)** as an entitlement, but creates a means test for family child care homes.*

1997 President Clinton and First Lady Hillary Rodham Clinton host the nation's first **White House Conference on Child Care**.

2001 **No Child Left Behind Act** calls on states to improve academic standards at the elementary-, middle-, and high-school levels and phases in significant accountability measures. Schools identified as failing will face possible sanctions.

2002 The **Good Start, Grow Smart** initiative focuses on early childhood education, with stated goals of strengthening Head Start, partnering with states to align pre-school activities with K-12 standards, and providing wide distribution of information on the best research and practices in early childhood education.

2006 Congress passes a budget bill reauthorizing TANF for five years and approving a modest \$1 billion increase over five years for CCDF. However, TANF reauthorization comes with onerous new work requirements, reducing the credit states receive for caseload reduction. Under the new system, the need for child care subsidies is expected to rise significantly, far in excess of the modest increase in CCDF funds.

2007 Congresswoman Nancy Pelosi (D – CA 8th District) is elected to serve as Speaker of the House and convenes the **National Summit on America’s Children**, focused on four issues: the science of early childhood development; early learning; health and mental health; and income and family support.

2009 **American Recovery and Reinvestment Act** provides “stimulus funds” over two years that are used to forestall proposed cuts to key early childhood initiatives, including the Child Care Subsidy Program, the Maryland Child Care Resource Network, and the statewide network of Family Support Centers.

In an effort to coordinate federal early learning initiatives, Joan Lombardi is named deputy assistant secretary for the Administration for Children and Families (ACF) and ACF’s interdepartmental liaison for early childhood development, and Jacqueline Jones is named senior advisor to the Secretary of Education for early learning, and deputy assistant secretary for policy and early learning.

2011 The **Race to the Top – Early Learning Challenge** is announced by the Obama Administration, and in December, Maryland is one of nine states to win a four-year grant in the amount of \$50 million.

Linda K. Smith replaces Joan Lombardi as deputy assistant secretary for the Administration for Children and Families (ACF) and ACF’s interdepartmental liaison for early childhood development.

2013 Libby Doggett succeeds Jacqueline Jones as deputy assistant secretary for policy and early learning.

2014 **Preschool Development Grants** are announced by the Obama Administration in August, and in December, Maryland is one of 13 states awarded expansion grants; five other states receive development grants.

On November 19, 2014 President Obama signs the **Child Care and Development Block Grant Act** into law—the first reauthorization of the federal child care program since 1996.

2016 Final regulations governing the reauthorized **Child Care and Development Block Grant** are issued, strongly stating that the law mandates “equal access” to quality child care for low-income families eligible for subsidy.

2018 Omnibus spending legislation for federal FY 2018, passed by Congress and signed by the President in March, includes the largest funding increase for the **Child Care and Development Block Grant** in history—\$2.37 billion—as well as more modest increases for other early care and education programs.



A summary of the FFY 2019 – 2021 Plan for Maryland was not available at time of publication. A full copy of the plan can be found here earlychildhood.marylandpublicschools.org/about/ccdf-state-plan

Child Care and Development Fund (CCDF) Plan Summary FFY 2016-2018

This Plan Summary describes the Child Care and Development Fund program to be administered by the State of Maryland for the period 6/1/2016 – 9/30/2018.

Part 1: CCDF Leadership and Coordination with Relevant Systems

The Maryland State Department of Education is the Lead Agency responsible for administration of the program. The expected level of funding for FY 2017 will closely match funding levels from prior CCDF State Plans (approximately \$79,018,419). Consultation in the development of the Plan and coordination of services were obtained through the Office of Child Care Advisory Council membership and stakeholders and through the State's Advisory Council on Early Childhood Education and Care. Both groups represent a broad range of state stakeholders, including local government, that work to establish and coordinate services across programs for low income families with young children, with the common goal of ensuring all children enter school ready to learn.

Part 2: Promote Family Engagement through Outreach and Consumer Education

A new purpose of CCDBG is to "promote involvement by parents and family members in the development of their children in child care settings." States and Territories have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care sites that will support their role as their children's teacher and advocate. Key new provisions include:

1. The plan must certify that States and Territories will collect and disseminate consumer and provider education information to CCDF parents, providers, and the general public, including information about:
 - a) the availability of child care assistance,
 - b) the quality of child care providers (if available),
 - c) Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children's Health Insurance Program (SCHIP)) for which families may also qualify.
 - d) Individuals with Disabilities Education Act (IDEA) programs and services,
 - e) Research and best practices in child development, and
 - f) State/Territory policies regarding social- emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on the expulsion of preschool-aged children (children from birth to five for purposes of this requirement) from early childhood programs receiving CCDF.

2. Information related to the health and safety of children in child care settings. The plan must certify that the State/Territory will make public certain information about the results of health and safety monitoring (described in section 5) using a website that is consumer-friendly and in an easily accessible format, including:

- a) Provider-specific information: 1) results of monitoring and inspection reports, including those due to major substantiated complaints; 2) last date of inspection; and 3) information on corrective actions taken (if applicable).
- b) Information about: 1) the annual number of deaths; 2) the annual number of serious injuries; and 3) annual number of incidences of substantiated child abuse in child care settings.
- c) State/Territory processes for: 1) licensing child care providers; 2) conducting background checks and the offenses that would keep a provider from being allowed to care for children; and 3) conducting monitoring and inspections of child care providers.

Part 3: Provide Stable Child Care Financial Assistance to Families

The CCDBG Act of 2014 included requirements to establish minimum 12-month eligibility and redetermination periods, requiring that States and Territories have a process to account for irregular fluctuations in earnings, a policy ensuring that families' work schedules are not disrupted by program requirements, policies to provide for job search of not less than three (3) months, and to describe policies for graduated phase-out of assistance. The definition of an eligible child includes that a family's assets may not exceed \$1,000,000 (as certified by a member of such family). Procedures for enrollment of homeless children pending completion of documentation are also now required.

Part 4: Ensure Equal Access to High Quality Child Care for Low-Income Children

The CCDBG Act of 2014 revises the requirement for a market rate survey (MRS) so that: 1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child. To provide stability of funding and encourage more child care providers to participate in the subsidy program, the State/Territory's payment practices for CCDF child care providers must reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory, such as paying for supplies, field trips, registration fees. In addition, to the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking provider payments from a child's occasional absence due to holidays or unforeseen circumstances such as illness or closures due to emergency. The CCDBG Act of 2014 added a provision that the State/Territory must also develop and implement strategies to increase the supply and improve the quality of child care services for: (1) children in underserved areas; (2) infants and toddlers; (3) children with disabilities (the CCDBG Act of 2014 added a new definition of child with disability (658(P)(3)); and (4) children who receive care during non-traditional hours.

Part 5: Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings

The CCDBG Act of 2014 makes child care safer by defining minimum health and safety requirements for child care providers. This includes both the standards that must be established and the pre-service/orientation and ongoing minimum training required. The CCDBG Act of 2014 requires States and Territories to establish qualifications and training for licensing inspectors and appropriate inspector-to-provider ratios. It also requires States and Territories to conduct criminal background checks for all child care staff members, including staff members who don't care directly for children but have unsupervised access to children, and lists specific disqualifying crimes. States and Territories must certify that all child care providers are required to comply with the Child Abuse Prevention and Treatment Act (CAPTA) provisions mandating the reporting of known and suspected instances of child abuse and neglect.

Part 6: Recruit and Retain a Qualified and Effective Child Care Workforce

The CCDBG Act of 2014 requires States and Territories to establish professional development and training requirements in key areas such as health and safety, early learning guidelines, responding to challenging behavior and engaging families. States and Territories are required to offer ongoing annual training and to establish a progression of professional development opportunities to improve knowledge and skills of CCDF providers.

Part 7: Support Continuous Quality Improvement

Lead Agencies are required to reserve and use a portion of their Child Care and Development Block Grant funds for activities designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care. Support for continuous quality improvement is expected to cover the entire age span of children supported by CCDF, from birth through age 12.



What is early childhood advocacy?

Simply put, early childhood advocates are concerned with providing a voice for young children – ensuring that their needs are known and responded to appropriately. As someone who cares about the well-being of young children and their families, you are likely already taking on the role of an advocate. The purpose of this document is to help you further those efforts – to give you information that can help you get informed about legislation, contact elected officials, and make a difference in laws and policies affecting young children.

Who can advocate?

The steps outlined below are intended for everyone – if you can make a phone call, write a letter, or send an email, you can become an effective advocate. You don't need special training, experience, or money; all you need is passion and determination.

How a Bill Becomes a Law

The process that a piece of legislation must go through from the time it is introduced to the time it is signed into law is often long and tedious. It is not necessary for you to have a thorough understanding of every step, but a basic knowledge of the process will help you to be more informed and thus a better advocate for children. Outlined below is the basic process necessary to make new laws.

- *A bill is introduced in the House or Senate and presented by a legislator. The bill is assigned a number and then assigned to a committee.*
- *The bill is considered by the committee members. Testimony, often representing the views of experts, public officials, and advocates, is presented to the committee at a bill hearing. The committee then makes a favorable report, an unfavorable report, a favorable with amendments report, or no recommendation. Without the committee's support, the bill dies.*
- *If the committee supports the bill, it goes to the floor of the chamber of origin for a vote.*
- *After debate, a vote is taken and the bill is either passed or defeated. If it is passed, the bill gets referred to the other chamber (House or Senate) and generally follows the same sequence of events. If it is defeated, the bill dies.*
- *The other chamber may choose to approve, reject, ignore, or amend the bill. If it is approved or amended, it is sent back to the original house for concurrence. If it is rejected or ignored, the bill dies.*
- *If the original house does not accept the amendments, a conference committee comprised of members of both houses is appointed to work through the differences. Both houses must pass the bill in identical form; if they are unable to reach an agreement, the bill dies.*
- *In Maryland, shortly after the General Assembly Session ends, bills that have been passed in both chambers are presented to the Governor. The Governor then has 30 days to either veto or sign the bills. A bill is adopted as law if either: the Governor signs the bill within the allotted time, or the bill is not vetoed within the 30-day period.*

For more information on the legislative process in Maryland, check out the Documents and Publications page of the Maryland Department of Legislative Services' website at www.dls.state.md.us/Content.aspx?page=144 and click on the links for the Guide to Legislative Documents, Legislative Lingo, and the Legislative Process.

The Budget

As an informed advocate, it is important for you to have a basic understanding of the budget process in the State of Maryland. These key facts will be helpful in your advocacy efforts:

- *Maryland operates under an executive budget system. This means that the Governor sets most of the fiscal priorities, and the executive branch prepares the budget.*
- *The Governor submits the budget to the General Assembly. The budget is balanced and complete with intended revenues and spending.*
- *The General Assembly has limited budget powers. It can cut funds, but it cannot transfer funds from one category to another. In addition, it can make increases only if it provides a new source of revenue to cover the cost.*
- *Once passed through both houses, the budget is enacted as law. It does not require the Governor's signature, and it is not subject to veto.*

Legislative Session

Every year the Maryland General Assembly meets in Annapolis for 90 days to discuss and act on more than 2,500 bills, some of which are related to young children and their families. The specific dates of the session vary by year, but session always begins on the second Wednesday in January and ends in April. These three months are incredibly busy for legislators and advocates alike. More detailed information regarding the session dates, schedule of hearings, committee and subcommittee members, and specific bills can be obtained by contacting the Maryland General Assembly.

Internet: mgaleg.maryland.gov

Phone: 410.946.5400 (Baltimore region)

301.970.5400 (Washington region)

800.492.7122 (other areas)

How to Obtain Legislative Information

STATE LEVEL

- *Copies of bills, status reports, budget analyses, and hearing schedules can be obtained online on the Maryland General Assembly website (see address above). You can search for bills and resolutions using sponsors, subjects, or bill numbers.*
- *You can also listen to the proceedings on the House and Senate floors, and you can watch House and Senate committee hearings, on the General Assembly's website.*

FEDERAL LEVEL

- *The Library of Congress tracks federal legislation on a website containing up-to-date information regarding bills and committee reports. This information can be found at congress.gov.*

- ☛ Information can also be obtained by calling the Legislative Resource Center at 202.226.5200.
- ☛ You can watch Congressional Committee hearings on the committee websites.

Staying Informed with Maryland Family Network (MFN)

INTERNET

- ☛ MFN's website provides a wealth of information regarding public policies that affect children and families in Maryland. In addition, up-to-date action alerts can help inform you when issues need immediate attention. Sign up for early childhood policy alerts on our website at marylandfamilynetwork.org.
- ☛ If you have questions or would like to get more involved, send an email to the Public Policy Department at publicpolicy@marylandfamilynetwork.org.

PHONE

- ☛ If you do not have access to the Internet or cannot find what you are looking for, feel free to contact the MFN Public Policy Department by phone at: 410.659.7701, x146.

Contacting Elected Officials

All necessary contact information for your federal and state elected officials can be obtained online at www.mdelect.net

CONTACTING ELECTED OFFICIALS BY PHONE

Phone calls are a relatively quick and easy way to express your opinion regarding an impending bill or budget issue. To help make your phone call most effective, bear in mind the following tips:

- ☛ While you may certainly ask to speak directly with your elected official, be aware that phone calls are typically taken by staff members, not the officials themselves. You can ask to speak to the aide who is responsible for child and family policies. Remember to treat these aides with respect, as they advise the elected official on policies that concern you.
- ☛ Once on the phone, be sure to identify yourself. Give your name, address, and organization, if applicable. This is important information, as input from the official's district is weighed more heavily in decision making.
- ☛ Briefly state your reason for calling. This can be as simple as, "I would like to let Senator/ Representative/Delegate (Name) know that I support/oppose bill (Name or Number) because..." Continue by briefly outlining the reasoning behind your support or opposition.
- ☛ Request information regarding your official's position on the bill, as well as a written follow-up to your phone call.
- ☛ Thank the official or staff member for his/her time.

CONTACTING ELECTED OFFICIALS BY MAIL AND EMAIL

Letters are a traditional form of communication with elected officials, but in the post-9/11 world, email may be the best way to deliver your message. To help make your communication most effective, bear in mind the following tips:

General Information

- ☛ *Be sure to include your name, address, phone number, and position or organization if applicable.*
- ☛ *In addressing correspondence to legislators, it is proper to precede their name with: The Honorable (Name).*
- ☛ *In the salutation of a letter to the Chair of a Committee, the Speaker of the House, or the President of the Senate, it is proper to begin with:*
 - Dear Mr. Chairman or Madam Chairwoman
 - Dear Mr. Speaker
 - Dear Mr. President

Writing the Letter/Email

- ☛ *Be concise. Try to keep your letter/email to a maximum of one page in length.*
- ☛ *Clearly identify the purpose of your letter, mentioning the bill name or number if applicable, in the beginning of your letter.*
- ☛ *Identify yourself (as a parent, child care provider, etc.) and give supporting evidence to back up your position. This can come from both personal and professional experience and can indicate how the proposed legislation will impact you and those you care about.*
- ☛ *Ask the official to respond in writing regarding his/her position or final vote on the issue.*
- ☛ *Thank the official for his/her time and consideration.*

Email Addresses

- ☛ *Direct links to official's email addresses can be found online at www.mdelect.net.*

Social media

- ☛ *Many elected officials are now on Facebook and Twitter, so if you use these social media, you can follow your state and federal representatives and learn what issues are important to them by what they post on social media. A Facebook post or Tweet may not be the most effective way to persuade a decision maker to adopt the policy you advocate, but it can be an additional tool in your toolbox.*

Personal Meetings with Elected Officials

Personal meetings are an effective way to build and maintain a personal relationship with your elected official. You can have a general conversation about the issues important to you or express your concerns regarding a specific bill or budget issue. It is important to remember, however, that legislators have extremely busy schedules and may not be able to provide you with all the time you feel is necessary. To increase your chances of meeting with an official, try to contact state legislators when the General Assembly is not in session (late April through December). The US Senate and House set new schedules each year, with the longest period of work in their home districts always in the month of August. If you would like to spend more time talking about an issue, consider following up with a legislative assistant – these aides are well informed and communicate frequently with your elected official, and can be a valuable resource. To help make your meeting with a legislator or aide most effective, bear in mind these tips:

REQUESTING YOUR MEETING

- ☛ *Call or write to your official's office and inform them of the issue you would like to discuss. If you are writing, you may also want to suggest specific dates and times for the proposed meeting.*

PREPARING FOR THE MEETING

- ☛ *Know your audience. Are you speaking with a legislator who has a strong history of supporting early childhood initiatives, or someone who has been less supportive on your issue? You may want to adjust the tone and content of your remarks accordingly.*
- ☛ *Decide what you want to accomplish during the meeting. Do you want to explain your point of view, or are you looking for a commitment to support a specific bill?*
- ☛ *Decide who will attend the meeting. Are there other concerned parents or professionals who will help you make a stronger case? Groups of three or four people may be most effective, but be sure to decide on roles beforehand so that you present a unified position to the legislator.*
- ☛ *If you feel it would be helpful, create a fact sheet or position statement regarding your issue. This can be simply a one-page bulleted list of information, potential outcomes, or positions regarding the bill, and may be helpful for you during the meeting. You can leave a copy with the legislator after your meeting with information on how you can be contacted for follow up questions.*

DURING THE MEETING

- ☛ *Begin by introducing yourself and thanking the official or staffer for his/her time.*
- ☛ *Be clear and succinct when presenting your issue, as you will have limited time during your meeting.*
- ☛ *Explain how the proposed bill or issue will directly impact you, your coworkers, or people that you love, and explain what action you would like your legislator to take regarding the issue.*
- ☛ *If you are asked a question and are unsure about the answer, **do not make something up.** Instead, you can offer to find more information and forward it to the legislator. Always follow through and provide the information.*
- ☛ *If you have created a fact sheet or position statement, feel free to leave a copy with the official. This may be a helpful point of reference when he/she is thinking about your issue in the future.*

AFTER THE MEETING

- ☛ *Send a thank-you note to the legislator.*
- ☛ *Include information or resources about any topics that you have followed up on or that help to reinforce your position.*

You Can Be an Advocate!

Through all of your advocacy efforts, it is important to remember the reason that you are taking a stand – to improve the lives of children throughout the State of Maryland. Each phone call, letter, email, or visit helps to inform elected officials about what you believe is best for children, and thus is a powerful step towards positive change. If you would like support with your advocacy efforts, please contact Maryland Family Network, and we will be happy to assist you in any way we can.

Quick Reference

The following is a quick-access listing of resources to assist you in your advocacy efforts. The resources contained in this guide are recommended by state and federal government.

STATE LEGISLATION

Internet Access

mgaleg.maryland.gov

If you would like to:

- look up a bill by sponsor, subject, or bill number
- check the status of a bill
- download the text of a bill
- download a fiscal note
- check the hearing schedule
- link to a legislator's email
- check on floor proceedings
- check on floor votes

Email

Libr@mlis.state.md.us

If you would like to:

- request assistance from Library and Information Services

FEDERAL LEGISLATION

Call Legislative Status Office

202.225.1772

If you would like to:

- check on the status of a bill
- request information about a certain piece of legislation

Capitol Switchboard

202.224.3121

If you would like to:

- find the phone number of your legislator or be connected with her/his office

Internet Access

senate.gov or

house.gov

congress.gov

If you would like to:

- contact a representative or senator
- search for information about a member by name, state, committee, or zip code
- search for bills

Call The White House

202.456.1111

202.456.1414

If you would like to:

- register your opinion on an issue with the White House
- find out whether a bill has been signed or vetoed
- reach the Legislative Resource Center

Internet Access

whitehouse.gov

If you would like to:

- contact the White House
- find the administration's position on a bill
- find the text of bills signed by the President



MFN PUBLICATIONS

The following publications are available on the MFN website:

- ☛ *Child Care Demographics 2018 provides data on population, income, workforce participation, and child care for the state of Maryland and for each of the local jurisdictions. marylandfamilynetwork.org/demographics/*
- ☛ *Trends in Child Care 2016 (2016, 12 pp.) provides a summary of demand, supply, and cost from 2011 to 2020. marylandfamilynetwork.org/resources/trends-child-care/*
- ☛ *Counting Our Losses 2018 Looks at the overwhelming loss to the Maryland economy as result of the State's inadequate child care system. marylandfamilynetwork.org/CountingOurLosses/*



APPENDICES

Appendix A: Child Care in Maryland

Appendix B: Child Care Subsidy Program Expenditures by Slots and Children

Appendix C: Child Care Subsidy Program Expenditures by Jurisdiction

Appendix D: Child Care Subsidy Program Income Eligibility

Appendix E: Child Care Subsidy Program Rates and Co-payments

Appendix F: Profile of Maryland's Prekindergarten Program

Appendix G: Federal Poverty Guidelines

Appendix H: Eligibility Guidelines for Selected Programs

Appendix I: CACFP Meal Reimbursement Rates

Appendix J: Maryland Public Schools Enrollment (by Grade)

Child Care in Maryland

LOCATE: Child Care Database Information
Maryland Child Care Resource Network



Maryland Family Network works with parents of young children and with child care providers to ensure that all young children have secure relationships and learning opportunities – so they do acquire the skills and confidence to succeed in school and in life. The Maryland Child Care Resource Network (MCCRN), a project of the Maryland Family Network, is a public/private partnership designed to expand and improve child care delivery across the state. MCCRN works to improve the quality of early educational opportunities, to increase the availability of child care throughout Maryland, to help parents identify child care programs for their families, and to assist employers in developing work/family policies.

Number of Programs by Type

Jurisdiction	Total* Group	8-12 hour Child Care	Infant Child Care	Nursery School	Kindergarten	Part Day Program	School- Age Child Care	Head Start	Family Child Care
Anne Arundel	242	119	57	55	24	39	154	5	474
Allegany	23	15	3	4	1	3	14	8	51
Baltimore Co.	396	225	113	84	41	45	237	10	762
Baltimore City	302	189	113	32	26	18	136	47	516
Carroll	85	46	28	12	7	22	61	3	129
Cecil	38	19	9	7	3	6	24	2	85
Charles	69	39	23	11	3	12	55	3	193
Caroline	11	4	2	3	0	1	3	3	68
Calvert	53	32	18	9	2	9	41	3	96
Dorchester	12	9	4	1	0	1	6	2	48
Frederick	125	57	37	27	11	26	86	8	323
Garrett	16	11	7	0	0	0	10	4	14
Harford	89	43	27	21	5	17	59	3	273
Howard	179	97	55	45	19	18	104	4	316
Kent	7	2	2	3	3	1	4	2	20
Montgomery	558	288	149	153	84	67	305	27	847
Prince George's	418	238	122	46	17	30	304	34	781
Queen Anne's	17	8	2	4	0	0	10	1	75
St. Mary's	46	22	11	11	2	9	27	3	166
Somerset	9	6	4	0	0	1	5	2	23
Talbot	17	8	4	6	0	0	9	2	41
Washington	62	24	7	11	3	8	45	4	167
Wicomico	40	28	14	7	5	6	33	1	96
Worcester	19	12	4	4	1	3	10	3	30
Total	2833	1541	815	556	257	342	1742	184	5594

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**Numbers do not total because facilities may have more than one type of program.*

The Maryland Child Care Resource Network
is a project of Maryland Family Network located at:
1001 Eastern Avenue, 2nd Floor, Baltimore, MD 21202
410-659-7701 www.marylandfamilynetwork.org

*This publication was produced as
a work for hire for the benefit of,
and with funds from, the Maryland
State Department of Education.*

Average Weekly Cost of Child Care

CENTER BASED CARE				FAMILY CHILD CARE		
Jurisdiction	0-2 years	2 to 5-years	School-Age	0-2 years	2 to 5-years	School-Age
Anne Arundel	\$309.00	\$215.00	\$186.00	\$225.00	\$179.00	\$155.00
Allegany	NA	\$114.00	\$105.00	\$109.00	\$97.00	\$95.00
Baltimore County	\$285.00	\$192.00	\$166.00	\$191.00	\$159.00	\$138.00
Baltimore City	\$243.00	\$160.00	\$141.00	\$169.00	\$176.00	\$118.00
Carroll	\$286.00	\$208.00	\$176.00	\$182.00	\$162.00	\$148.00
Cecil	\$214.00	\$152.00	\$131.00	\$164.00	\$129.00	\$111.00
Charles	\$267.00	\$201.00	\$180.00	\$194.00	\$157.00	\$129.00
Caroline	\$160.00	\$127.00	\$124.00	\$127.00	\$101.00	\$94.00
Calvert	\$246.00	\$162.00	\$143.00	\$195.00	\$148.00	\$124.00
Dorchester	\$130.00	\$139.00	\$133.00	\$115.00	\$98.00	\$90.00
Frederick	\$319.00	\$211.00	\$193.00	\$296.00	\$164.00	\$145.00
Garrett	\$145.00	\$105.00	\$105.00	\$108.00	\$93.00	\$90.00
Harford	\$299.00	\$220.00	\$183.00	\$192.00	\$164.00	\$144.00
Howard	\$368.00	\$268.00	\$259.00	\$259.00	\$206.00	\$176.00
Kent	\$178.00	\$130.00	\$150.00	\$140.00	\$110.00	\$103.00
Montgomery	\$380.00	\$289.00	\$216.00	\$267.00	\$230.00	\$201.00
Prince George's	\$267.00	\$181.00	\$157.00	\$200.00	\$164.00	\$142.00
Queen Anne's	\$244.00	\$178.00	\$130.00	\$176.00	\$143.00	\$126.00
St. Mary's	\$190.00	\$171.00	\$132.00	\$189.00	\$154.00	\$127.00
Somerset	\$196.00	NA	\$146.00	\$125.00	\$99.00	\$98.00
Talbot	\$243.00	\$172.00	\$131.00	\$154.00	\$123.00	\$123.00
Washington	\$241.00	\$150.00	\$141.00	\$140.00	\$120.00	\$107.00
Wicomico	\$184.00	\$143.00	\$130.00	\$141.00	\$114.00	\$111.00
Worcester	\$299.00	\$164.00	\$134.00	\$142.00	\$122.00	\$112.00
State Average	\$247.52	\$176.17	\$153.83	\$175.00	\$142.17	\$125.29

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Salaries for Child Care Workers in Maryland

Job Title	Average Annual Salary
Family Child Care Provider	\$38,790
Child Care Center Director	\$40,766
Center Senior Staff/Teacher	\$25,203
Center Aide)	\$17,265

Source: LOCATE: Child Care database information 03/18

Infant Child Care

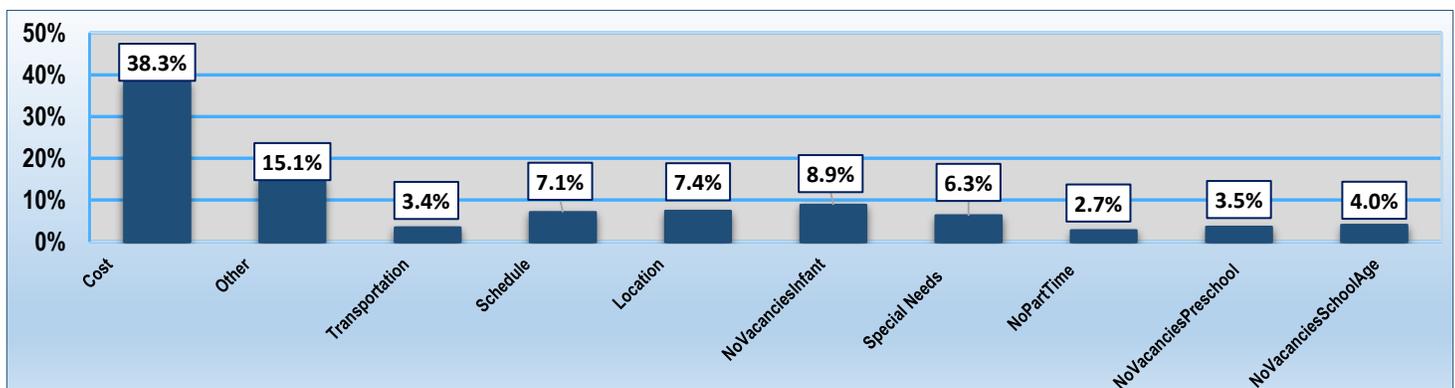
Although regulations permit infants to be cared for in center, most infants in regulated child care are in family child care homes.

JURISDICTION	FAMILY CHILD CARE		CENTER-BASED CARE	
	Licensed to Accept Infants	Willing to Accept Infants	Licensed to Accept Infants	Willing to Accept Infants
Anne Arundel	463	414	59	53
Allegany	51	51	4	4
Baltimore County	732	665	115	107
Baltimore City	492	445	117	99
Carroll	120	107	31	26
Cecil	79	76	11	9
Charles	176	164	23	23
Caroline	65	55	4	4
Calvert	89	84	21	18
Dorchester	47	40	5	3
Frederick	304	285	38	32
Garrett	14	14	8	7
Harford	259	230	29	24
Howard	301	278	55	51
Kent	18	14	2	2
Montgomery	812	720	159	131
Prince George's	746	711	128	109
Queen Anne's	72	63	3	3
St. Mary's	156	146	11	11
Somerset	23	20	4	4
Talbot	40	38	5	3
Washington	162	155	9	9
Wicomico	92	86	15	15
Worcester	29	26	4	3
Total	5342	4887	860	750

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Maryland State Department of Education's regulation require that a family child care provider have no more than two children under the age of two, including his or her own, who are also under the age of two.

MAJOR REASONS PARENTS COULD NOT FIND CHILD CARE



Source: Maryland Child Care Resource Network Community Line Follow-Up Calls Of April 2018 through July 2018

Total Capacity*

* Providers/programs that were licensed by the Office of Child Care

JURISDICTION	FAMILY CHILD CARE	CENTER-BASED CARE
Anne Arundel	3575	16190
Allegany	400	1050
Baltimore County	5845	26010
Baltimore City	3949	15237
Carroll	967	5338
Cecil	674	1784
Charles	1453	4527
Caroline	519	444
Calvert	740	2488
Dorchester	368	460
Frederick	2491	7746
Garrett	101	588
Harford	2116	5829
Howard	2422	12394
Kent	162	259
Montgomery	6562	40928
Prince George's	6094	24459
Queen Anne's	518	1072
St. Mary's	1277	2052
Somerset	177	533
Talbot	317	1030
Washington	1299	3789
Wicomico	727	2909
Worcester	223	1025
Total	42976	178141

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There are 221,117 spaces for children in regulated childcare programs in Maryland.

In 2017, 78.9% of Maryland Children under the age of 12 had mothers in the workforce.

- There are 1,001,621 children in Maryland under the age of 12
- 790,279 have mothers who work outside the home
- 211,342 have mothers who do not work outside the home

Note: Based on Geolytics, Inc. report for 2017. Percent based on 2010 Census data.
SOURCE: Maryland Department of State Planning and LOCATE: Child Care

MARYLAND STATE CHILD CARE EXPENDITURES

Appendix B

FY 1990 - 2018

		FAMILY DAY CARE				GROUP DAY CARE				
	FISCAL YEAR	SLOTS	DOLLARS	DAILY RATE	% INCR	SLOTS	DOLLARS	DAILY RATE	% INCR	PURCHASE TOTAL
Actuals	1989 REG.	1,717	\$7,757,077	\$8.05	+5.0	3,625	\$10,833,131	\$11.45	+5.0	\$23,035,508
	INF.	3,692	\$4,055,640	\$9.05	+5.0	111	\$389,660	\$13.45	+5.0	
	SP. NEEDS			\$10.05	+4.0					a
	TOTAL	5,409				3,376				
	ACTUAL		\$8,607,961				\$13,257,130			\$21,865,091
Actuals	1990 REG.	4,780	\$10,289,070	9.25	+14.0	4,518	\$13,777,375	\$12.50	+9.0	\$31,078,935
	INF.	2,169	\$5,582,547	\$10.80	+19.0	133	\$507,325	\$15.30	+14.0	
	SP NEEDS			\$10.80	0			\$15.30		
	INFORMAL		\$922,618	b				\$15.30		
	TOTAL	6,949				4651				
	ACTUAL		\$13,245,894				\$18,001,750			\$31,247,644
Actuals	1991 REG.	3,929	\$9,856,656	\$9.25	0	5,734	\$18,099,190	\$12.50	0	\$36,392,372
	INF.	1,514	\$4,370,669	\$10.80	0	77	\$287,988	\$15.30	0	
	SP NEEDS	37	\$104,692	\$10.80	0	5	\$23,454	\$15.30	0	
	INFORMAL		\$3,649,723							
	TOTAL	5,480				5,816				
	ACTUAL		\$15,407,941				\$19,911,051			\$35,318,992c
Actuals	1992 REG.	3,376	\$8,366,720	\$11.57	+25.0	5,040	\$22,417,755	\$13.34	+6.7	\$38,044,258d
	INF.	1,354	\$3,152,555	\$13.02	+20.5	141	\$371,794	\$18.54	+21.2	
	SP. NEEDS	91	\$123,121	\$17.00	+57.4	15	\$22,951	\$15.84	+3.5	
	INFORMAL	1,832	\$3,589,362	e				e		
	TOTAL	6,653				5,196				
	ACTUAL		\$19,015,753				\$20,542,607			\$39,558,360
Actuals	1993 REG.	4,269	\$12,720,232	\$12.80	+10.6	6,185	\$27,044,055	\$13.78	+3.3	\$52,394,973f
	INF.	1,697	\$6,614,403	\$14.18	+8.9	221	\$1,279,877	\$20.28	+9.4	
	SP. NEEDS	39	\$137,600	\$17.00g	0	19	\$93,481	\$15.84g	0	
	INFORMAL	2143	\$4,505,325	\$7.00h						
	TOTAL	8,148				6,425				
	ACTUAL		\$28,958,481				\$28,224,164			\$57,182,645i
Actuals	1994 REG.	5,234	\$19,516,000	\$12.80	0	6,791	\$27,664,137	\$13.78	0	\$62,397,033j
	INF.	1,713	\$7,209,977	\$14.18	0	337	\$1,057,097	\$20.28	0	
	SP. NEEDS	53	\$624,448	\$17.00	0	32	\$130,911	\$15.84	0	
	INFORMAL	2,497	\$6,194,463	\$7.89k	+12.7					
	TOTAL	9,497				7,160				
	ACTUAL		\$32,041,559				\$30,506,527			\$62,548,086
Actuals	1995 REG.	5,460	\$18,859,666	\$12.80	0	7,029	\$27,144,722	\$13.78	0	\$61,714,327l
	INF.	1,801	\$7,149,024	\$14.18	0	455	\$2,457,693	\$20.28	0	
	SP. NEEDS	88	\$226,803	\$17.00	0	73	\$143,428	\$15.84	0	
	INFORMAL	2,218	\$5,732,991	7.89						
	TOTAL	9,567				7,557				
	ACTUAL		\$33,088,839				\$31,513,371			\$64,602,210m
Actuals	1996 REG.	4,729	\$17,404,016	\$14.10		5,502	\$22,491,569	\$15.66	0	\$65,204,763n
	INF.	1,244	\$5,309,226	\$16.35		414	\$3,119,787	\$28.87	0	
	SP. NEEDS	72	\$319,425	\$17.00		44	\$202,393	\$17.62		
	INFORMAL	2,600	\$5,332,883	\$7.89						
	TOTAL	8,645				5,960				
	ACTUAL		\$28,365,550				\$25,813,749			\$54,179,299o
Actuals	1997 REG.	3,720	\$14,711,686	\$15.15	5% (q)	4,626	\$19,913,125	\$16.49	5% (q)	\$65,112,257p
	INF.	969	\$4,340,107	\$17.16	5%(q)	375	\$2,924,516	\$29.88	5% (q)	
	SP. NEEDS	70	\$324,989	\$17.79	5% (q)	116	\$557,724	\$18.42	5% (q)	
	INFORMAL	3,728	\$8,062,936	\$8.29	5% (q)					
	TOTAL	8,487	\$27,439,718			5,117	\$23,395,365			\$50,835,083
Actuals	1998 REG.	4,865	\$22,408,980	\$17.53	17.47%r	7,024	\$35,147,010	\$19.09	16.78%r	\$57,555,990
	INF.	1,451	\$7,721,917	\$20.39	17.48%r	603	\$5,004,779	\$31.80	10.71%r	\$12,726,697
	SP. NEEDS	0	0	0		-	0	0		0 s
	INFORMAL	6,072	\$13,153,774	\$8.30	17.42%r					\$13,153,774
	CONTRACTS									\$3,182,130
	POC TOTAL	12,388	\$43,284,671			7,627	\$40,151,789			\$86,618,591

Actuals	2011 REGULAR	7,108	\$27,630,604	\$14.64	-1.1%	10,793	\$46,693,175	\$15.58	4.2%	\$44,036,314
	INFANTS	1,502	\$8,622,579	\$20.15	0.3%	2,280	\$16,405,710	\$29.34	-1.8%	\$55,315,753
	INFORMAL	3,945	\$8,393,594	\$8.18	0.4%					\$8,393,594
	CONTRACTS									
	CCS APPROP		\$44,646,777				\$63,098,885			\$107,745,661
Actuals	2012 REGULAR	5,723	\$22,196,208	\$14.86	1.5%	9,004	\$39,601,686	\$16.85	8.1%	\$34,304,257
	INFANTS	999	\$6,800,749	\$26.09	29.5%	1,570	\$12,108,049	\$29.55	0.7%	\$46,402,435
	INFORMAL	2,744	\$5,655,580	\$7.90	-3.4%					\$5,655,580
	CONTRACTS									
	CCS APPROP		\$34,652,955				\$51,710,358			\$86,363,313
Actuals	2013 REGULAR	4,886	\$19,401,034	\$15.21	2.4%	7,806	\$34,763,904	\$17.06	1.3%	\$54,164,938
	INFANTS	863	\$5,884,927	\$26.12	0.1%	1,381	\$10,885,526	\$30.21	2.2%	\$16,770,453
	INFORMAL	2,120	\$4,442,030	\$8.03	1.7%					\$4,442,030
	CONTRACTS									
	CCS APPROP		\$29,727,991				\$45,649,430			\$75,377,421
Actuals	2014 REGULAR	5,010	\$19,112,632	\$14.62	-3.9%	8,500	\$38,182,506	\$17.21	0.9%	\$57,295,138
	INFANTS	1,001	\$6,805,555	\$26.05	-0.3%	1,698	\$12,860,531	\$29.02	-3.9%	\$19,666,085
	INFORMAL	2,259	\$4,549,464	\$7.72	-3.9%					\$4,549,464
	CONTRACTS									
	CCS APPROP		\$30,467,651				\$51,043,036			\$81,510,687
Actuals	2015 REGULAR	4,880	\$18,698,912	\$14.68	0.4%	8,806	\$39,554,967	\$17.21	0.0%	\$58,253,879
	INFANTS	991	\$6,748,764	\$26.10	0.2%	1,786	\$13,575,707	\$29.12	0.4%	\$20,324,471
	INFORMAL	1,484	\$3,084,695	\$7.96	3.2%					\$3,084,695
	CONTRACTS									
	CCS APPROP		\$28,532,371				\$53,130,674			\$81,663,045
Actuals	2016 REGULAR	3,898	\$16,920,455	\$16.63	13.3%	7,960	\$40,120,278	\$19.31	12.2%	\$57,040,732
	INFANTS	754	\$5,608,492	\$28.50	9.2%	1,539	\$13,756,976	\$34.25	17.6%	\$19,365,468
	INFORMAL	1,041	\$2,505,397	\$9.22	15.8%					\$2,505,397
	CONTRACTS									
	CCS APPROP		\$25,034,344				\$53,877,253			\$78,911,597
Estimated	2017 REGULAR	3,443	\$20,127,972	\$22.40	34.7%	7,495	\$49,545,563	\$25.33	31.2%	\$69,673,535v
	INFANTS	661	\$6,926,071	\$40.16	40.9%	1,438	\$16,988,843	\$45.26	32.1%	\$23,914,914
	INFORMAL	768	\$3,093,979	\$15.44	67.5%					\$3,093,979
	CONTRACTS									
	CCS APPROP		\$30,915,555				\$66,534,407			\$97,449,962
Projected	2018 REGULAR	3,561	\$20,812,491	\$22.40		7,967	\$52,669,079	\$25.33		\$73,481,569w
	INFANTS	632	\$6,626,638	\$40.16		1,531	\$18,081,949	\$45.26		\$24,708,587
	INFORMAL	639	\$2,573,917	\$15.44						\$2,573,917
	CONTRACTS									
	CCS APPROP		\$30,013,045				\$70,751,028			\$100,764,073

- a) SSA has an unofficial handicap (Special Needs) rate, but no specific amount was allocated.
- b) \$1m was appropriated in January 1988 as an emergency appropriation.
- c) Special Needs rate is unofficial.
- d) Informal Child Care rates are set locally and may not exceed the daily payment rate for Regular Family Day Care.
- e) Due to the funding match, there were insufficient GF available to allow for the total appropriation of \$36,392,372 to be expended in FY'91.
- f) Budgeted rates and slots were adjusted to include Federal At-Risk and Child Care and Development Block Grant funds. Rates became regional and were increased to 65% of the 75th percentile of market rates, effective November 1, 1991.
- g) Daily rates are average of five regional rates.
- h) Included \$5.3m Federal At-Risk and \$13.3m Child Care and Development Block Grant funds of which \$6.6m was added by a budget amendment.
- i) Average daily regional rates were increased to 100% of 75th percentile of market rates effective July 1, 1992.
- j) Informal Child Care rates are set locally and average \$7 per day.
- k) Additional funds of \$5.7m were brought in by Budget Amendment to cover the increasing AFDC-PI category.
- l) Includes \$262k additional At-Risk and \$874k additional Child Care and Development Block Grant funds which is not currently appropriated but will be added by a budget amendment.
- m) Informal child care rates are set locally and are averaging \$7.89 per day.
- n) Because the total appropriation did not increase, cost saving measures developed by CCA were temporarily approved by ALR and regulatory changes allowed the Department to serve an additional 375 slots.
- o) \$10m of underexpenditure is attributed to unexpected reduction in AFDC and Transitional child care costs. The remaining \$1M underexpenditure is attributed to the eligibility and co-payment changes which became effective 10/1/95.
- p) The FY97 Appropriation is adjusted as follows: Net GF reduction of \$405,500 (\$1,405,500 transferred to SSA and increase of \$1M per FY'97 Supplemental Appropriation); an increase of \$557,433 Child Care Development Block Grant FF.
- s) Special Needs slots are rolled into infant slots, as there are no longer separate rates for special needs.
- t) Due to the change in the subsidy level for FY 2002, "SLOTS" have been changed to "CHILDREN"
- u) Child figures for 2006 and earlier years were obtained from CCAMIS monthly reports; figures for 2007 were obtained from a mixture of CCAMIS and CCATS sources, and are not directly equivalent with figures for 2006 and earlier. Because of different child counting methodologies, child counts in 2007 and 2008 are somewhat lower than those of earlier years.
- v) Because of lags in data collection, 2014 paid children and actual expense figures are not yet available. These figures are based on actuals through March, adjusted to match the Governor's Allowance.
- w) Estimates are based on Actual data through Feb, 2017; RESI projections constitute March through June projections.
- w) Projections are based on the Governor's Allowance.

CHILD CARE SUBSIDY PROGRAM EXPENDITURES

<i>Jurisdictions</i>	<i>FY 2012 Actual Expenditures</i>	<i>FY 2013 Actual Expenditures</i>	<i>FY 2014 Actual Expenditures</i>	<i>FY 2015 Actual Expenditures</i>	<i>FY 2016 Actual Expenditures</i>	<i>FY 2017 Actual Expenditures</i>	<i>FY 2018 Actual Expenditures</i>
<i>Allegany</i>	769,011	662,409	801,174	655,581	631,243	656,826	749,720
<i>Anne Arundel</i>	2,457,076	1,856,960	1,859,946	1,966,741	1,893,726	2,280,369	2,602,879
<i>Baltimore</i>	14,587,518	12,695,777	13,202,923	14,750,557	14,202,944	14,928,355	17,039,659
<i>Calvert</i>	1,040,756	722,657	831,693	737,529	710,148	401,465	458,243
<i>Caroline</i>	558,300	506,257	520,779	491,685	473,432	300,456	342,950
<i>Carroll</i>	1,562,863	1,002,612	1,240,615	1,393,108	1,341,389	857,770	979,084
<i>Cecil</i>	1,256,059	1,164,182	1,172,717	983,371	946,863	858,200	979,574
<i>Charles</i>	2,224,752	1,992,454	2,332,017	2,048,689	1,972,632	1,678,016	1,915,336
<i>Dorchester</i>	777,499	650,934	630,327	655,581	631,243	569,279	649,792
<i>Frederick</i>	1,918,390	1,387,669	1,249,057	1,147,266	1,104,674	1,404,671	1,603,332
<i>Garrett</i>	107,740	73,957	72,925	81,948	78,906	62,685	71,551
<i>Harford</i>	2,872,399	2,232,737	2,225,651	2,048,689	1,972,632	2,231,161	2,546,712
<i>Howard</i>	4,396,631	3,982,212	4,224,447	4,097,378	3,945,264	2,563,573	2,926,137
<i>Kent</i>	169,486	140,885	155,535	163,896	157,811	46,803	53,422
<i>Montgomery</i>	6,798,987	6,156,672	7,213,616	7,703,069	7,417,093	8,587,115	9,801,583
<i>Prince George's</i>	12,700,602	10,730,845	13,080,846	13,603,295	13,098,274	12,375,723	14,126,011
<i>Queen Anne's</i>	294,260	198,956	199,443	245,844	236,717	218,331	249,210
<i>St. Mary's</i>	905,007	779,737	1,059,345	819,475	789,052	662,167	755,817
<i>Somerset</i>	791,301	832,734	773,332	901,423	867,957	542,803	619,571
<i>Talbot</i>	402,850	335,925	439,902	573,633	552,337	365,105	416,741
<i>Washington</i>	1,584,119	1,184,171	1,233,188	1,311,160	1,262,483	1,190,527	1,358,902
<i>Wicomico</i>	1,582,324	1,314,665	1,557,924	1,147,266	1,104,674	1,344,330	1,534,457
<i>Worcester</i>	592,788	449,104	533,291	491,685	473,432	347,435	396,573
<i>Baltimore City</i>	26,011,942	24,322,913	24,977,663	23,928,684	23,040,334	22,456,864	25,632,919
Total	86,362,661	75,377,422	81,588,355	81,947,554	78,905,260	76,930,028	87,810,177

CHILD CARE SUBSIDY PROGRAM ENROLLMENT

	<i>FY 2013 Actual Enrollments</i>	<i>FY 2014 Actual Enrollments</i>	<i>FY 2015 Actual Enrollments</i>	<i>FY 2016 Actual Enrollments</i>	<i>FY 2017 Actual Enrollments</i>	<i>FY 2018 Estimated Enrollments</i>
Allegany	150	183	167	142	132	126
Anne Arundel	420	424	365	309	400	383
Baltimore	2,874	3,010	2,793	2,365	2,403	2,300
Calvert	164	190	167	142	108	104
Caroline	115	119	102	86	79	75
Carroll	227	283	309	262	205	196
Cecil	264	267	227	193	188	180
Charles	451	532	504	427	314	301
Dorchester	147	144	142	120	131	125
Frederick	314	285	239	202	284	271
Garrett	17	17	8	7	21	20
Harford	505	507	451	382	406	388
Howard	901	963	944	799	451	431
Kent	32	35	47	40	27	25
Montgomery	1,394	1,644	1,596	1,351	1,032	987
Prince George's	2,429	2,982	3,108	2,631	2,296	2,197
Queen Anne's	45	45	47	39	37	36
St. Mary's	176	241	165	139	171	163
Somerset	188	176	214	181	134	128
Talbot	76	100	103	87	82	78
Washington	268	281	262	222	269	258
Wicomico	298	355	299	253	298	285
Worcester	102	122	98	83	103	98
Baltimore City	5,505	5,690	5,586	4,730	4,376	4,188
Totals	17,061	18,594	17,944	15,194	13,945	13,346

Child Care Subsidy Income Eligibility Scale

Appendix D

Family Size	Gross Income		Copayment Level	Family Size	Gross Income		Copayment Level
	\$0	- 13,618	A	6	\$0	- 34,568	A
	\$13,619	- 17,022	B		\$34,569	- 43,208	B
	\$17,023	- 18,724	C		\$43,209	- 47,530	C
	\$18,725	- 20,425	D		\$47,531	- 51,849	D
	\$20,426	- 22,128	E		\$51,850	- 56,171	E
	\$22,129	- 23,830	F		\$56,172	- 60,493	F
	\$23,831	- 25,533	G		\$60,494	- 64,814	G
	\$25,534	- 29,362	H		\$64,815	- 74,535	H
	\$29,363	- 33,192	I		\$74,536	- 84,256	I
	\$33,193	- 37,193	J		\$84,257	- 94,413	J
2	\$0	- 17,808	A	7	\$0	- 35,354	A
	\$17,809	- 22,259	B		\$35,355	- 44,190	B
	\$22,260	- 24,485	C		\$44,191	- 48,611	C
	\$24,486	- 26,710	D		\$48,612	- 53,027	D
	\$26,711	- 28,936	E		\$53,028	- 57,447	E
	\$28,937	- 31,163	F		\$57,448	- 61,867	F
	\$31,164	- 33,389	G		\$61,868	- 66,287	G
	\$33,390	- 38,397	H		\$66,288	- 76,229	H
	\$38,398	- 43,405	I		\$76,230	- 86,171	I
	\$43,406	- 48,637	J		\$86,172	- 96,558	J
3	\$0	- 21,998	A	8	\$0	- 36,139	A
	\$21,999	- 27,496	B		\$36,140	- 45,173	B
	\$27,497	- 30,247	C		\$45,174	- 49,691	C
	\$30,248	- 32,995	D		\$49,692	- 54,206	D
	\$32,996	- 35,745	E		\$54,207	- 58,724	E
	\$35,746	- 38,495	F		\$58,725	- 63,242	F
	\$38,496	- 41,245	G		\$63,243	- 67,760	G
	\$41,246	- 47,431	H		\$67,761	- 77,923	H
	\$47,432	- 53,617	I		\$77,924	- 88,086	I
	\$53,618	- 60,081	J		\$88,087	- 98,704	J
4	\$0	- 26,188	A	9	\$0	- 36,925	A
	\$26,189	- 32,734	B		\$36,926	- 46,155	B
	\$32,735	- 36,008	C		\$46,156	- 50,771	C
	\$36,009	- 39,279	D		\$50,772	- 55,384	D
	\$39,280	- 42,554	E		\$55,385	- 60,001	E
	\$42,555	- 45,828	F		\$60,002	- 64,617	F
	\$45,829	- 49,102	G		\$64,618	- 69,233	G
	\$49,103	- 56,466	H		\$69,234	- 79,617	H
	\$56,467	- 63,830	I		\$79,618	- 90,001	I
	\$63,831	- 71,525	J		\$90,002	- 100,850	J
5	\$0	- 30,378	A	10	\$0	- 37,711	A
	\$30,379	- 37,971	B		\$37,712	- 47,137	B
	\$37,972	- 41,769	C		\$47,138	- 51,851	C
	\$41,770	- 45,564	D		\$51,852	- 56,562	D
	\$45,565	- 49,362	E		\$56,563	- 61,277	E
	\$49,363	- 53,160	F		\$61,278	- 65,992	F
	\$53,161	- 56,958	G		\$65,993	- 70,707	G
	\$56,959	- 65,501	H		\$70,708	- 81,311	H
	\$65,502	- 74,043	I		\$81,312	- 91,916	I
	\$74,044	- 82,969	J		\$91,917	- 102,996	J

MSDE CHILD CARE SUBSIDY PROGRAM
Regional Weekly Subsidy Rates for Regulated Care
Effective August 2018

	Family Child Care		Child Care Center*	
	Age 2 & Over	Under Age 2	Age 2 & Over	Under Age 2
Region U	\$110	\$135	\$119	\$190
Region V	\$92	\$110	\$104	\$162
Region W	\$137	\$177	\$145	\$220
Region X	\$168	\$215	\$203	\$305
Region Y	\$134	\$164	\$148	\$235
Region Z	\$94	\$107	\$99	\$125
Region BC	\$117	\$156	\$123	\$207

*Child Care Center rates also apply to Large Family Child Care Homes.

The regional weekly subsidy tables above are based on three units of service (6 hours or more of care) per day. Subsidy is calculated based on family income and family size. Table above represents the maximum subsidy amount for the first child in care.

Premium Payment for Tiered Reimbursement

	EXCELS Level 3	EXCELS Level 4	EXCELS Level 5
Family Child Care			
Age 2 & Over	10%	21%	28%
Under Age 2	11%	22%	29%
Child Care Center			
Age 2 & Over	10%	19%	26%
Under Age 2	22%	37%	44%

Region U- Cecil, Queen Anne's, St. Mary's, Talbot and Washington counties; **Region V-** Caroline, Dorchester, Kent, Somerset and Wicomico counties; **Region W-** Anne Arundel, Calvert, Carroll, Charles and Prince George's counties; **Region X-** Howard and Montgomery counties; **Region Y-** Baltimore, Frederick and Harford counties; **Region Z-** Allegany, Garrett and Worcester counties; **Region BC-** Baltimore City

REGIONAL WEEKLY CO-PAYMENT TABLES

Effective August 2018

(These regional weekly copayment tables are based on three units of service per day.)

Copayments for a Child 24 Months Old and Older in Family Child Care or Center Care:

First (Youngest) Child in Care:

Copayment Level	Region U	Region V	Region W	Region X	Region Y	Region Z	Region BC
A	4.56	4.03	5.60	7.22	5.54	4.12	5.15
B	7.29	6.45	8.95	11.55	8.77	6.59	8.24
C	11.85	10.49	14.55	18.77	14.31	10.71	13.40
D	17.32	15.33	21.26	27.44	21.00	15.65	19.58
E	22.79	20.17	27.98	36.10	27.69	20.59	25.76
F	29.18	25.82	35.81	46.21	35.31	26.36	32.98
G	35.56	31.47	43.64	56.32	43.15	32.12	40.19
H	41.03	36.31	50.36	64.99	49.85	37.06	46.37
I	43.77	38.73	53.54	69.32	53.08	39.54	49.46
J	45.59	40.34	55.61	72.21	55.38	41.18	51.52

Second and Third Children in Care:

Copayment Level	Region U	Region V	Region W	Region X	Region Y	Region Z	Region BC
A	2.74	2.42	3.36	4.33	3.23	2.47	3.09
B	5.47	4.84	6.71	8.66	6.69	4.94	6.18
C	9.12	8.07	11.19	14.44	11.08	8.24	10.30
D	12.76	11.30	15.67	20.22	15.46	11.53	14.43
E	18.24	16.14	22.38	28.88	22.15	16.47	20.61
F	22.79	20.17	27.98	36.10	27.69	20.59	25.76
G	28.27	25.01	34.69	44.77	34.15	25.53	31.94
H	31.91	28.24	39.17	50.54	38.77	28.83	36.07
I	34.65	30.66	42.52	54.88	42.00	31.30	39.16
J	36.47	32.27	44.76	57.76	44.31	32.95	41.22

Note: Tables are based on three units of service (6 hours or more of care per day). For the two unit (more than 3 but less than 6 hours per day) and one unit (up to 3 hours per day) regional weekly co-payments, multiply these figures by .6667 and .3333, respectively.

Copayments for a Child Up to 24 Months Old in Family Child Care or Center Care:

First (Youngest) Child in Care:

Copayment Level	Region U	Region V	Region W	Region X	Region Y	Region Z	Region BC
A	5.82	4.88	7.62	9.05	7.17	4.53	6.84
B	9.31	7.81	12.20	14.48	11.47	7.25	10.95
C	15.13	12.70	19.82	23.53	18.63	11.79	17.80
D	22.12	18.56	28.97	34.39	27.23	17.23	26.01
E	29.10	24.42	38.12	45.25	35.83	22.67	33.69
F	37.25	31.25	48.79	57.92	45.86	29.01	42.46
G	45.40	38.09	59.46	70.59	55.89	35.36	51.46
H	52.38	43.95	68.61	81.45	64.49	40.80	59.08
I	55.87	46.88	73.18	86.88	68.79	43.52	62.77
J	58.20	48.83	76.23	90.49	71.66	45.34	65.31

Second and Third Children in Care:

Copayment Level	Region U	Region V	Region W	Region X	Region Y	Region Z	Region BC
A	3.49	2.93	4.57	5.43	4.30	2.72	4.11
B	6.98	5.86	9.15	10.86	8.60	5.44	8.21
C	11.64	9.77	15.25	18.10	14.33	9.07	13.69
D	16.30	13.67	21.34	25.34	20.06	12.69	19.17
E	23.28	19.53	30.49	36.20	28.66	18.13	27.38
F	29.10	24.42	38.12	45.25	35.83	22.67	33.69
G	36.09	30.28	47.26	56.11	44.43	28.11	41.31
H	40.74	34.18	53.36	63.35	50.16	31.73	46.38
I	44.23	37.11	57.94	68.78	54.46	34.46	50.08
J	46.56	39.07	60.99	72.40	57.33	36.27	52.62

Children with a Disability

The payment rate for a child with a disability in a family child care home or a child care center is the same as above except when the service provider documents that the cost of caring for the child with a disability exceeds the reasonable accommodation provisions of the Americans with Disabilities Act. In such cases, the State may assist with a one-time only or ongoing accommodation costs for materials or personnel.

Regional Weekly Reimbursement Rates for Informal Care Effective August 2018

	Age 2 & Over	Under Age 2
Allegany County	\$ 61	\$ 77
Anne Arundel County	\$ 64	\$ 80
Baltimore County	\$ 68	\$ 80
Calvert County	\$ 64	\$ 80
Caroline County	\$ 46	\$ 53
Carroll County	\$ 64	\$ 82
Cecil County	\$ 60	\$ 61
Charles County	\$ 64	\$ 80
Dorchester County	\$ 46	\$ 53
Frederick County	\$ 68	\$ 80
Garrett County	\$ 60	\$ 70
Harford County	\$ 68	\$ 80
Howard County	\$ 84	\$ 102
Kent County	\$ 46	\$ 53
Montgomery County	\$ 84	\$ 102
Prince George's County	\$ 64	\$ 80
Queen Anne's County	\$ 53	\$ 61
St. Mary's County	\$ 60	\$ 70
Somerset County	\$ 46	\$ 53
Talbot County	\$ 53	\$ 61
Washington County	\$ 60	\$ 61
Wicomico County	\$ 46	\$ 53
Worcester County	\$ 49	\$ 53
Baltimore City	\$ 61	\$ 77

The regional weekly subsidy tables above are based on three units of service (6 hours or more of care) per day. Subsidy is calculated based on family income and family size. Table above represents the maximum subsidy amount for the first child in care.

Family co-payments are required and vary by jurisdiction, family size, and family income.



Profile of Maryland's 2017-2018 Prekindergarten Program

The Bridge to Excellence Act requires local school systems to provide voluntary half-day prekindergarten access to four-year old children who are from families at or below 185% Federal Poverty Level (FPL). The mandate is tied to the Compensatory Education formula of state education aid. The Prekindergarten Expansion Grant, a four-year grant awarded to Maryland by the federal government in Fiscal Year 2014, provides additional full-day prekindergarten for four-year old children from families at or below 200% FPL with state resources expanding access for four-year old children from families at or below 300% FPL.

School Year 2017-2018 Data for Four Year Olds

Total Enrollment: 27,573 or approximately 36% of all four-year olds in Maryland

Full- Day 12,674 or 46% of Total PreK Enrollment

Half-Day 14,899 or 54% of Total PreK Enrollment

Student Income Profile FY18 estimate: 88% at or below 185% of FPL; 12% above 185% FPL.

For vacancies remaining in the required half-day prekindergarten programs, three- and four-year-old children who are not from families with economically disadvantaged backgrounds but who represent a student population that exhibits a lack of school readiness may be enrolled.

In the 2017-18 school year, four jurisdictions, Garrett, Kent, and Somerset Counties, as well as Baltimore City, offered full-day prekindergarten to all four-year olds. Talbot and Calvert Counties offered half-day prekindergarten to all four-year olds.

FY 2018 Estimated Costs for Four Year Olds

State funding mechanism: Formula-based state aid funding

State funding per pupil cost only: \$6,474 full-day; \$3,237 half-day

Ratio of State funding per pupil to total funding: 50%

State and local per pupil cost K to grade 12: \$12,828.34

Calculated State cost per pupil for full-day: \$6,474.22

Calculated Local cost per pupil for full-day: \$6,354.12

Delivery Options: Public School or Qualified Vendor-- licensed child care program that is published at Level 5 in Maryland EXCELS, or State or nationally accredited, or an approved nonpublic school (includes Head Start).

2017-2018 School Readiness data for Kindergarten Entry

45% of Maryland's children entered kindergarten classrooms demonstrating the skills & behaviors to fully participate in the kindergarten curriculum.

At kindergarten registration, parents indicate their child's primary prior care setting (the 12 months prior to starting school). Those data indicate:

42% demonstrated readiness from Public Prekindergarten classrooms.

45% demonstrated readiness from Family Child Care settings.

55% demonstrated readiness from Child Care settings.

68% demonstrated readiness from Non-Public Nursery settings.

32% demonstrated readiness from Head Start.

30% demonstrated readiness from Home or Informal Care settings.

2018 Federal Poverty Guidelines

The Federal Poverty Guidelines are issued each year by the U.S. Department of Health and Human Services (HHS). They are used for administrative purposes, including the determination of financial eligibility for certain federal programs. Programs using the Federal Poverty Guidelines include: Head Start, SNAP (formerly the Food Stamp Program), the National School Lunch Program, the Children's Health Insurance Program and the Low-Income Home Energy Assistance Program. (TANF, SSI and EITC do not use the poverty guidelines to determine eligibility.) The guidelines are not used for statistical purposes; estimates of the number of individuals and families living in poverty in the U.S. each year are calculated using the poverty thresholds prepared by the Census Bureau.

The guidelines are sometimes referred to as the "federal poverty level" or "FPL," but that phrase is inaccurate and should not be used, especially when precise reference to the Federal Poverty Guideline amounts or percentages is important for legislative or administrative references.

The following table shows the 2018 values for the Federal Poverty Guidelines for the 48 Contiguous States and the District of Columbia:

Family Size	FPG	133% FPG	185% FPG	200% FPG	250% FPG	300% FPG
1	\$12,140	\$16,146	\$22,459	\$24,280	\$30,350	\$36,420
2	\$16,460	\$21,892	\$30,451	\$32,920	\$41,150	\$49,380
3	\$20,780	\$27,637	\$38,443	\$41,560	\$51,950	\$62,340
4	\$25,100	\$33,383	\$46,435	\$50,200	\$62,750	\$75,300
5	\$29,420	\$39,129	\$54,427	\$58,840	\$73,550	\$88,260

**ELIGIBILITY GUIDELINES
CURRENT MAXIMUM ANNUAL INCOME COMPARISON
FOR SELECTED PUBLIC PROGRAMS (AS OF 8/2018)**

Family Size	Child Care Subsidy Program	Head Start	WIC	FSP (Food Supplement Program, formerly Food Stamps)	MD Children's Health Program (Children up to 211% FPG)	MD Children's Health Program (Pregnant Women)	MD Children's Health Program Premium (Children above 211% - 250% FPG)	MD Children's Health Program Premium (Children above 250% - 300 % FPG)
2	\$48,637	\$16,460	\$30,451	\$21,398	\$34,731	\$43,455	\$43,455	\$39,091
3	\$60,081	\$20,780	\$38,443	\$27,014	\$43,846	\$54,860	\$54,860	\$53,002
4	\$71,525	\$25,100	\$46,435	\$32,630	\$52,961	\$66,264	\$66,264	\$66,912
5	\$82,969	\$29,420	\$54,427	\$38,246	\$62,077	\$77,669	\$77,669	\$80,822

If a family is headed by one person earning the minimum wage, \$10.10 an hour, for a 40 hour work week, the family's income would be \$21,008. (Last minimum wage increase date: 07/01/18.)

PROGRAM DEFINITIONS

Child Care Subsidy Program (formerly Purchase of Care) - a federal/state child care program that grants subsidies to assist low-income families in paying for child care. MSDE has set income eligibility at 65% of the 2018 SMI.*

Head Start - a federal, comprehensive child development program with four main components - social services, health, education, and parental involvement. Eligibility is up to 100% of FPG.**

WIC (Women, Infants, Children) - a federal program that provides healthy food and nutrition counseling to pregnant women, new mothers, infants, and children under five. (Eligibility is up to 185% of FPG).

FSP (Food Supplement Program, formerly Food Stamps) - a federal program that gives families monthly vouchers to purchase specific groceries. The Food Supplement Program's gross income limit is 130% of FPL. However, there are several exceptions to this income limit. The income limit is waived for certain groups, and there is also a waiver that allows the State to set the limit at 200% of FPL for needy families receiving non-cash TANF services. A household can be categorically eligible for FSP based on its eligibility for TCA, SSI or transitional benefits.

Maryland Children's Health Program – MCHP provides health benefits for children up to age 19, pregnant women of any age, or family members caring for children who meet the income guidelines. Children in families earning between 211% and 300% of FPL are eligible for MCHP Premium and are required to pay a premium of either \$54 (200-250% FPL) or \$68 (250-300% FPL), depending on household income.

NOTES

*The *Child Care Subsidy Program* defines income as the sum of monthly income, including pre-tax benefits, received by an individual. **Exclusions include:** Family Investment Program payments (TCA, WIC, LIHEAP, SNAP), SSI payments, educational loans and scholarships, and grants.

***Head Start* defines income as total annual cash receipts before taxes. Head Start includes income as: money, wages or salary before any deductions, net income from non-farm self-employment, net income from farm self-employment, regular social security or railroad retirement payments, unemployment compensation, strike benefits from union funds, workers' compensation, veteran's payments, public assistance (TANF, SSI, Emergency Assistance and General Assistance or General Relief money payments), training stipends, alimony, child support, military family allotments or other regular support from an absent family member or someone not living in the household, private pensions, government pensions (including military), regular insurance or annuity payments, college scholarships, grants, fellowships, and assistantships, dividends, interest, net rental income, net royalties, periodic receipts from estates or trusts, net gambling or lottery winnings. **Exclusions include:** Medicare, Medicaid, food stamps, school lunches, housing assistance, tax refunds, loans, employee fringe benefits, etc.

Child and Adult Care Food Program (CACFP) Meal Reimbursement Rates, July 2018 – June 2019

Family Child Care Providers Reimbursement Rates

	<u>Tier I</u>	<u>Tier II</u>
Breakfast	\$1.31	\$0.48
Lunch and Supper	\$2.46	\$1.48
Snack	\$0.73	\$0.20

The family child care component of the CACFP was restructured in 1996 establishing two tiers under which homes are grouped for purposes of meal reimbursement. To qualify for Tier I, the higher rate of reimbursement, the family provider must meet income eligibility guidelines for the federal Free or Reduced Price Meals (FARM) program or a family child care home must be located in:

1. an area served by schools enrolling elementary students in which at least 50% of the total number of children enrolled are certified eligible to receive free or reduced price school meals; or
2. a geographic area in which at least 50% of children residing in the area, as determined from census data, are members of households whose incomes meet the income eligibility guidelines for free or reduced price meals.

All family child care homes not meeting the criteria for Tier I are eligible for Tier II. A Tier II home enrolling a child from a family whose income meets the income eligibility guidelines for free or reduced price meals may claim that child's meals at Tier I rates. The meals for all other children enrolled in the program would be at the Tier II rates.

Child Care Center Reimbursement Rates

Breakfast

free reimbursement	\$1.79
reduced reimbursement	\$1.49
paid reimbursement	\$0.31

Lunch or Supper

free reimbursement	\$3.31
reduced reimbursement	\$2.91
paid reimbursement	\$0.31

Snacks

free reimbursement	\$0.91
reduced reimbursement	\$0.45
paid reimbursement	\$0.08

In centers, children from households with incomes at or below 130 percent of poverty are eligible for free meals. Children with household incomes between 130 percent and 185 percent of poverty are eligible for meals at a reduced price. Centers must determine each enrolled child's eligibility for free and reduced price meals.

Table 2
Enrollment by Grade: Maryland Public Schools: September 30, 2017
Total Students

Local Unit	Grand Total	Total Elementary	Pre-Kinder-garten	Kinder-garten	1	2	3	4	5	6
Total State	893,689	502,848	30,422	64,045	66,082	66,879	68,516	70,330	69,515	67,059
Allegany	8,629	4,889	438	629	621	644	644	636	651	626
Anne Arundel	82,777	47,567	2,320	6,254	6,456	6,553	6,502	6,628	6,610	6,244
Baltimore City	80,591	48,713	4,411	6,207	6,443	6,319	6,562	6,653	6,269	5,849
Baltimore	113,282	65,064	3,767	8,383	8,607	8,708	9,179	9,005	9,016	8,399
Calvert	15,908	8,302	455	1,035	1,102	1,045	1,084	1,166	1,213	1,202
Caroline	5,787	3,322	315	405	424	409	408	461	448	452
Carroll	25,290	12,965	348	1,734	1,718	1,752	1,752	1,870	1,913	1,878
Cecil	15,364	8,433	580	1,000	1,064	1,069	1,154	1,192	1,231	1,143
Charles	26,891	14,315	807	1,845	1,742	1,885	1,865	2,049	2,080	2,042
Dorchester	4,767	2,801	236	347	319	358	380	400	381	380
Frederick	42,140	23,021	1,285	2,825	3,019	2,986	3,043	3,233	3,295	3,335
Garrett	3,811	2,080	161	277	250	280	255	273	301	283
Harford	37,780	20,544	906	2,652	2,697	2,700	2,803	2,988	2,875	2,923
Howard	56,784	30,739	1,314	3,817	4,043	4,123	4,233	4,409	4,387	4,413
Kent	1,993	1,122	128	122	135	151	146	149	130	161
Montgomery	161,546	88,754	4,423	11,263	11,694	12,002	12,190	12,660	12,405	12,117
Prince George's	132,322	76,519	5,241	9,794	10,080	10,250	10,433	10,532	10,336	9,853
Queen Anne's	7,778	4,219	242	508	556	517	588	602	583	623
SEED School	400	78	0	0	0	0	0	0	0	78
St. Mary's	18,053	10,286	899	1,247	1,308	1,331	1,350	1,380	1,423	1,348
Somerset	2,918	1,749	210	210	226	215	240	222	199	227
Talbot	4,646	2,572	238	335	285	333	334	355	346	346
Washington	22,595	12,414	676	1,583	1,640	1,604	1,643	1,726	1,819	1,723
Wicomico	14,953	8,715	665	1,135	1,172	1,173	1,244	1,253	1,103	970
Worcester	6,684	3,665	357	438	481	472	484	488	501	444

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