Public Policy Meeting Agenda
June 12, 2019

Welcome/Introductions
Mary Gunning
(1:00 - 1:10)

Preliminary Look at the 2020 Session
Clinton Macsherry
(1:10 – 1:30)

Child Care Scholarship (Subsidy) Program & 2018 – 19 School & Readiness Report
Steven Hicks
(1:30 – 2:25)

New Business/Announcements/ Future Meetings
Mary Gunning
(2:25 - 2:30)

Next Meeting: September 11, 2019 at 1:00 at MFN
Division of Early Childhood

Goodbye FY19
Hello FY20

AGENDA

- Kindergarten Readiness Assessment 2018 Data
- Child Care Subsidy Program
- Federal Update & PDG B-5
School Readiness

"School readiness" means the stage of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches to learning as well as the unique experiences and backgrounds of each child.

(COMAR 13A.05.02.02)
Demonstrating Readiness: The child demonstrates foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Approaching Readiness: The child demonstrates some foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Emerging Readiness: The child demonstrates minimal foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

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KRA Administration Type and Sample Size 2018

**CENSUS** (100% of Kindergartners Assessed)
- Allegany
- Baltimore City
- Caroline
- Cecil
- Charles
- Dorchester
- Kent
- Queen Anne's
- St. Mary's
- Somerset
- Talbot
- Washington
- Wicomico
- Worcester

**LIMITED CENSUS** (Select Title I/IV Centers)
- Anne Arundel (21%)
- Baltimore County (20%)
- Calvert (27%)
- Carroll (31%)
- Frederick (21%)
- Harford (11%)
- Howard (11%)
- Montgomery (12%)
- Prince George's (12%)

**SAMPLE** (With Sample Size)
- Garrett (37%)
## KRA Administration Type and Sample Size 2019

### CENSUS
(100% of Kindergarteners Assessed)
- Allegany
- Anne Arundel
- Baltimore City
- Caroline
- Cecil
- Charles
- Dorchester
- Garrett
- Howard
- Kent
- Prince George's
- Queen Anne's
- St. Mary's
- Somerset
- Talbot
- Washington
- Wicomico
- Worcester

### LIMITED CENSUS
(Select Title I/Juicy Centers)
- Baltimore County (20%)
- Calvert (27%)
- Carroll (34%)
- Frederick (31%)
- Harford (31%)
- Montgomery (12%)

### SAMPLE
(With Sample Size)

## Maryland 2018 Readiness Results

- 47% of Maryland kindergartners demonstrate readiness—an increase from 45% in 2017-18.
- 39% of kindergartners were assessed.

### Maryland Kindergarten Readiness

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Math</td>
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<td>Science</td>
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<td>Social</td>
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<tr>
<td>Art</td>
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<tr>
<td>Overall</td>
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Maryland Kindergartners
% Demonstrating Readiness

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
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<tr>
<td>2014-15</td>
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<tr>
<td>2015-16</td>
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<td>2016-17</td>
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<td>2017-18</td>
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<tr>
<td>2018-19</td>
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</table>

2018 District Readiness Results

- Worcester: 66%
- Carroll: 81%
- Garrett: 60%
- Frederick: 89%
- Queen Anne's: 57%
- Howard: 60%
- Garrett: 55%
- Montgomery: 64%
- Talbot: 31%
- Baltimore County: 59%
- Anne Arundel: 43%
- Maryland: 67%
- Calvert: 45%
- Caroline: 45%
- Harford: 43%
- Washington: 43%
- St. Mary's: 43%
- Talbot: 42%
- Allegany: 41%
- Washington: 43%
- Charles: 40%
- Dorchester: 46%
- Baltimore City: 39%
- Prince George's: 38%
- Cecil: 37%

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6/12/2019
2018 Student Groups

44% of kindergarteners live in low-income households
15% of kindergarteners are English learners
9% of kindergarteners have identified disabilities

Student Groups 2018 Readiness Results: Low-Income

% of children demonstrating readiness by income status

- 58% in middle- or high-income
- 33% in low-income
Average Composite Scale Scores

- Children not receiving any special services: 274
- Low-income: 264
- English Learners: 261
- Children with Disabilities: 257

State Average Scale Scores by Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Language and Literacy</td>
<td>267.79</td>
<td>268.31</td>
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<td>Mathematics</td>
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<td>267.94</td>
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<td>Social Foundations</td>
<td>273.43</td>
<td>272.62</td>
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<tr>
<td>Physical Well-being and Motor</td>
<td>271.69</td>
<td>275.26</td>
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</table>
### State and District Average Scale Scores: Mathematics

<table>
<thead>
<tr>
<th>County</th>
<th>Scale Score</th>
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<tbody>
<tr>
<td>Worcester</td>
<td>275</td>
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<tr>
<td>Carroll</td>
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<tr>
<td>Montgomery</td>
<td>271</td>
</tr>
<tr>
<td>Harford</td>
<td>272</td>
</tr>
<tr>
<td>Garrett</td>
<td>273</td>
</tr>
<tr>
<td>Frederick</td>
<td>279</td>
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<tr>
<td>Baltimore County</td>
<td>276</td>
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<tr>
<td>Kent</td>
<td>270</td>
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<tr>
<td>Queen Anne's</td>
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<td>Somerset</td>
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<tr>
<td>Calvert</td>
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<td>Harford</td>
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<td>St. Mary's Tipton</td>
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<tr>
<td>Annapolis</td>
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<tr>
<td>Charles</td>
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<td>Saint Mary's</td>
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<tr>
<td>Tallahassee</td>
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<td>Washington</td>
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<tr>
<td>Baltimore City</td>
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<td>Prince George's</td>
<td>268</td>
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<td>Wicomico</td>
<td>265</td>
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<td>Bowhunter</td>
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<tr>
<td>Cecil</td>
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</table>

### State and District Average Scale Scores: Physical Well-being and Motor Development

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<tr>
<th>County</th>
<th>Scale Score</th>
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<tr>
<td>Carroll</td>
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<tr>
<td>Worcester</td>
<td>269</td>
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<tr>
<td>Kent</td>
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<td>Victoria</td>
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<td>Salisbury</td>
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<tr>
<td>Caroline</td>
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<td>Anne Arundel</td>
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<td>Calvert</td>
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<td>Montgomery</td>
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<td>State High School</td>
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<td>Baltimore County</td>
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<td>Harford</td>
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<td>Tipton</td>
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<tr>
<td>Prince George's</td>
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<tr>
<td>Allegany</td>
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</table>
Division of Early Childhood

Average Domain Scale Scores of Children from Middle- or High-Income v. Low-Income Families

- **Social Foundations**: Middle or High-Income: 276, Low-Income: 269; Language & Literacy: Middle or High-Income: 272, Low-Income: 263; Mathematics: Middle or High-Income: 272, Low-Income: 263; Physical Wellness & Motor Development: Middle or High-Income: 278, Low-Income: 272.

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Average Domain Scale Scores of Children who are English Fluent and English Learners

- **Social Foundations**: English Fluent: 276, English Learners: 266; Language & Literacy: English Fluent: 270, English Learners: 258; Mathematics: English Fluent: 170, English Learners: 258; Physical Wellness & Motor Development: English Fluent: 216, English Learners: 270.

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Average Domain Scale Scores of Children Without and With Disabilities

- Social Foundations: 376
- Language & Literacy: 269
- Mathematics: 260
- Physical Wellbeing & Motor Development: 277

Communicating Results to Families

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Child Care Scholarships

Rene Washington
Branch Chief
Child Care Subsidy Branch
Successes in FY19

- Income Eligibility at 65% of SMI
- 30th Percentile in FY19
- 60th Percentile in FY20

3,300 More Families Participating!

Number of Families Participating in FY 2019

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4,000 More Children Getting Scholarships!
Number of Children Participating in FY 2019

Spending is Up!
Expenditure for FY 2019
What’s Next in FY20

- Reimbursement Rate ➔ 30th percentile
- Revision of Child Care Subsidy Regulations – Public Hearing

What’s Happening in Washington?

Rachel Demma
Program Director
Preschool Expansion Grants Birth through Five
FY 2020 Federal Budget Status Update

- The House Appropriations Committee approved the fiscal year 2020 Labor, Health and Human Services, Education, and Related Agencies bill (Labor-H) on a vote of 30 to 23.

- The legislation includes funding for programs within the Departments of Labor, Health and Human Services, and Education, and other related agencies.

- The Committee includes nearly $20 billion for early childhood programs through the Child Care and Development Block Grant, Head Start, and Preschool Development Grants—an increase of $4 billion over FY 2019.

- But, the Labor-H Budget has yet to be approved by the House, Senate and the full budget by the President.

Proposed Program Increases

Department of Health and Human Services, Administration for Children and Families:

- Child Care and Development Fund (CCDF)
  >$2.4b (= $7.7b)
  - CCDBG currently reaches only 15% of the nearly 14 million children who are eligible to receive child care services.
  - Provides CCDBG-funded child care for approximately 300,000 additional children, which will also enable more parents in low-income families to remain in the workforce.
  - Diaper Need and Child Care Cost Report

- Early Head Start/Head Start (EHS/HS)
  >$1.5b for Head Start (= $11.6b)
  >$750m for Quality Improvement Funding for Trauma-Informed Care
  >$625m for Early Head Start-Child Care Partnerships
  - Early Head Start reaches approximately 7% of eligible children.
  - Expands access to an additional 80,000 infants and toddlers from low-income families
  - 8 month/1,020 hour service duration briefing

- Preschool Development Grants B-5 (in partnership with the Department of Education)
  >$100m (=$350 million)
 Proposed Program Increases

Health Resources Services Administration (HRSA):
• Maternal and Child Health Block Grant
  >$46m
• Health Centers
  >$50m (=$1.1b)
• Healthy Start
  >$5m
• ACES Report

Substance Abuse and Mental Health Services Administration (SAMHSA)
• National Child Traumatic Stress Initiative
  >$7m (=$71) million
• Infant and early Childhood Mental Health state grants
  >$5m

Center for Medicaid Services (CMS):
• Maternal Health Safety Bundles
  >$5m
• Medicaid and Home Visiting Coordination Report

Proposed Program Increases

Department of Education
• Title I
  >$1b ($16.9 billion)
• Title II-Supporting Effective Instruction State Grants
  >$2.5b
• Individuals with Disabilities Education Act (IDEA) Part B
  >$1 billion (=$13.4b)
• Social-Emotional Learning (SEL)
  >$260 million for a new initiative to support SEL and “whole child” approaches to education
• Supporting Effective Educator Development (SEED)
  >$25 million within the SEED grant program for teacher professional development and pathways into teaching that provide a strong foundation in child development and learning, including skills for implementing SEL strategies
MD PDG B-5 Updates

- Needs Assessment
- Strategic Plan
- Website

Questions & Comments
<table>
<thead>
<tr>
<th>Variable</th>
<th>Head Start</th>
<th>Prekindergarten</th>
<th>Child Care</th>
<th>Family Care</th>
<th>Home</th>
<th>Non Public Nursery</th>
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<tbody>
<tr>
<td>%English Learners</td>
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**Figure 1: Prior Care Cross-Classified by KRA Demographic Variables**