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# The Interagency Advisory Committee for Early Childhood Development and Education

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Maryland. Interagency  
Advisory Committee for  
Final report

**State of Maryland**  
**William Donald Schaefer, Governor**

**The  
Interagency  
Advisory Committee  
for Early Childhood  
Development and  
Education**



**Submitted by Committee Co-Chairs:  
Ms. Mary Ellen Gunther and  
Dr. Nancy S. Grasmick**

**State of Maryland  
William Donald Schaefer, Governor**

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# Preface

On behalf of Governor William Donald Schaefer and Maryland's children, we are honored to present the Final Report of the Interagency Advisory Committee for Early Childhood Development and Education. As Co-Chairs, we would like to thank the Maryland Legislature for giving us the opportunity to explore the complex and critical issue of early childhood development. It is with pride that we present a vision for the future and a series of specific recommendations for action.

While the tenure of the Interagency Advisory Committee ends with this report, the work goes on. We were charged by the General Assembly with bringing together the agencies and programs which deal with the interests and advancement of young children. We have tried to turn cooperative efforts into collaborative ones. We have heard presentations on successful programs in our state and from other states; these model efforts must extend beyond pilot programs to systemic applications throughout Maryland. The concerns of the child care community have been raised and some solutions found. Contact has been made with all the jurisdictions for needs assessments and information.

We have been impressed with the dedication and commitment of the members of the committee to our mission. They have come from all over the state to attend our meetings in Baltimore City. They have left offices, homes and classrooms and given hours of personal time to serve on standing committees and subcommittees to advance the charge given to us. The actions of Governor Schaefer in furthering the causes of young children have inspired us and led to recognition of the State of Maryland as a champion for initiatives for children.

The tasks are not complete. The work is still in progress. We need more and better preschool opportunities. Collection and use of data still needs attention. Comprehensive service planning needs encouragement. Parent services needs expansion. Child care professionals need recognition. As long as we recognize and strive to meet these and other needs to the best of our abilities with the wise use of resources, then Maryland's children will get the services they deserve.

Mary Ellen Gunther and Nancy S. Grasmick  
June 30, 1993

# Committee Membership

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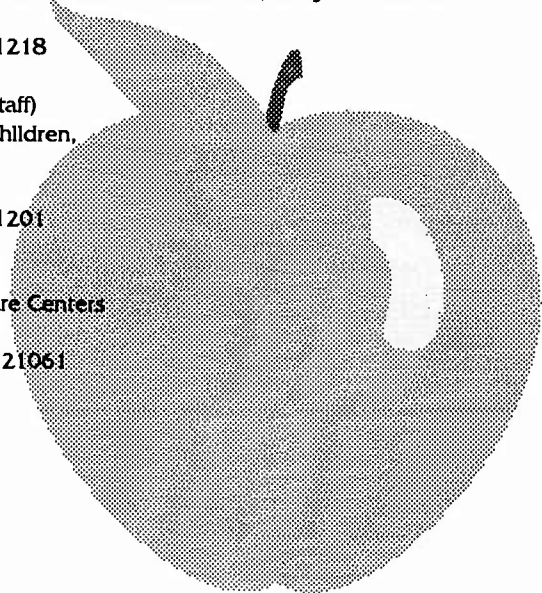
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**Dr. Antoinette Sapet Ungaretti**  
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# Executive Summary

Following three years of meetings, discussion, and presentations the Interagency Advisory Committee for Early Childhood Development and Education has concluded its work. The committee successfully met the challenge mandated by the legislature and the Council on Early Childhood Development.

Highly effective State and local partnerships were developed which focus their efforts on local planning and implementation strategies. Public and private partnerships were aggressively pursued, encouraged, and supported. Early childhood education was promoted and technical assistance and training was made available to local agencies through workshops and conferences. Data collection was analyzed, organized, and disseminated. Varied streams of funding were identified and efforts were undertaken to better coordinate resource acquisition and development. Standards were reviewed and recommendations for improvements were suggested. Training programs were investigated and the inequities of salary levels were researched. Universities and colleges were approached and asked to support early childhood career development tracks. Legislation was introduced and passed into law. Maryland now bans corporal punishment in its schools. Confronted with difficult fiscal realities, Governor William Donald Schaefer and the State of Maryland demonstrated their support of early childhood programming by increasing funding over the past three years.

Despite this success, there is much left to do. The Interagency Advisory Committee has prepared a series of recommendations found at the end of this document which we believe, if enacted, would substantially improve the early childhood opportunities statewide. It remains important for Maryland to work toward providing full day, year-round child care for those who need it and to continue to increase funding and support for early childhood programs. If we seek to make improvements that are long lasting and permanent, it is critical that the organizational structure in state government for children birth through age five be strengthened. In addition, the quality of life for Maryland's children will be determined by continued support and development of public and private partnerships, and local and state collaboration. Families, government officials, and local providers must be encouraged to work together on behalf of children and design strategies which are comprehensive and custom tailored for individual communities.

**Children are Maryland's greatest resource.** As stewards of the future it is our responsibility to ensure that very young children are assured every opportunity available. If we meet their developmental needs in early childhood, we can build a strong and healthy foundation for the future. It is essential that we continue to prioritize the needs of families and their children well into the 21st century. This report hopes to offer some guiding principles in that endeavor.

# Background

Early childhood development is the process through which all children develop their physical, emotional, social, intellectual, cognitive, and imaginative skills and attitudes. Combined, these elements enable children to excel, and achieve maximum potential in their lives. If children do not get their early developmental needs met, their success in school and later in adulthood, is greatly at risk.

Barriers which prevent healthy development exist in alarming numbers in American society. Examples of barriers to healthy early childhood development include:

- Inadequate nutrition
- Lack of health care
- Inadequate early childhood education and learning
- Lack of safe, affordable child care
- Parenting problems, including neglect and abuse
- Poverty
- Societal violence
- Homelessness
- Environmental deficiencies

By targeting those at risk and developing an early intervention and prevention program we can provide opportunities for a generation of children. This will eventually reduce the overwhelming costs to society which result when children grow to adulthood denied the dignity of healthy childhood development.



# Charge to Committee

In 1987, recognizing the increasing pressure on public and private agencies to provide preschool, after school, and child care programs for the growing number of children with working mothers, the Maryland State Legislature established the Council on Early Childhood Development. The Council was charged with investigating a range of early childhood issues, including a review of the existing service delivery system.

Following three years of exhaustive research, interviews, and the exchange of ideas, the Council saw the need to develop a structure which would encourage a comprehensive planning effort on behalf of preschool children. The Council concluded that long term remedies such as education, child care, health and nutrition, social services, parental involvement, staff training, and cooperation and collaboration between state and local agencies and public and private providers were essential if Maryland hoped to improve the lives of young children.

As a result the Council proposed legislation to establish the Interagency Advisory Committee for Early Childhood Development and Education. The Interagency Advisory Committee was created by the Maryland State Legislature on July 1, 1990 and given the specific charge to continue the work of the Council.

The Council on Early Childhood Development included in its final report a series of recommendations designed as a guide for the Interagency Advisory Committee. The legislative mandate and the Council's recommendations can be found below.

The Interagency Advisory Committee for Early Childhood Development and Education met for the first time on March 20, 1991. The Committee initially examined the scope of the problem and developed a strategy for action.

The Interagency Advisory Committee's objective was to strengthen early childhood development and education in Maryland, by promoting a coordinated comprehensive core of services for each community, which would by design, intervene early as a preventative measure, enhance development, and involve the family. This giant task was supported by Governor William Donald Schaefer in concert with the goals of the Governor's Office of Children, Youth, and Families.

In order to fully address both the legislative mandate and the recommendations of the Council on Early Childhood Development, the Interagency Advisory Committee appointed the following subcommittees:

- Collaboration
- Data Collection
- Legislation
- Local Planning
- Professionalism
- Training

Each subcommittee had an assigned chairperson, identified specific tasks, and met regularly, reporting back to the full committee. The subcommittees functioned as spokes in a wheel, complementing each other, building toward a common goal. Each subcommittee was responsible to identify barriers to coordinated and comprehensive services and when possible seek to resolve issues, and/or recommend more sweeping reform to the committee at large.

The final report of the Interagency Advisory Committee for Early Childhood Development and Education will document the Committee's accomplishments and propose a series of recommendations to ensure that quality programs and services for young children continues to remain a high priority at the State and local level and that the multi-varied needs of children are funded adequately.

# Legislative Mandate

The Interagency Advisory Committee for Early Childhood Development and Education was enacted by legislation passed by the Maryland General Assembly, effective July 1, 1990, and charged with the following responsibilities:

- Promote and encourage early childhood education in the State.
- Ensure that existing private and public child care delivery systems are taken into account in the development of public preschool programs.
- Develop methods to evaluate and monitor preschool programs in order to ensure that they conform to developmentally appropriate early childhood education standards.
- Recommend criteria and procedures for the distribution of early childhood development funds to the 24 local subdivisions.
- Publish annual reports of data in education and child care programs and services collated from data collected by other private and public agencies.
- Urge the chief executive officer of each local jurisdiction in the state to appoint a new panel or designate an existing committee as the Local Interagency Advisory Council.
- Encourage each Local Interagency Advisory Committee to plan for comprehensive services for children.
- Provide technical assistance and support to local councils for comprehensive planning.
- Maintain communication with the Special Secretary for Children, Youth, and Families and with other related committees.
- Report findings and recommendations to the Governor annually.
- Complete work by June 30, 1993.

The relevant Annotated Code of Maryland can be found in the Appendices.

# **Council on Early Childhood Development**

## **Ten Recommendations for Action - June 1990**

1. We recommend that, beginning in 1991, data on children's programs and services be collected and reported annually by the Interagency Advisory Committee for Early Childhood Development and Education
2. We recommend that additional funding be allocated to provide prekindergarten education programs for all four-year-old children living in the attendance area of Chapter I eligible schools and to meet the child care needs of young children.
3. We recommend that Head Start, the State Department of Education, local school systems, the Maryland Committee for Children, among others, develop cooperative workshops and seminars to train program and service providers, teachers, supervisors and administrators in developmentally appropriate practices for young children.
4. We recommend continued support from and use of the Standards for Implementing Quality Prekindergarten Education for all programs.
5. We recommend, when appropriate, child care facilities be part of all new public building and remodeling projects, including all new public school construction.
6. We recommend that the Interagency Advisory Committee for Early Childhood Development and Education foster coordination among public and private agencies and organizations.
7. We recommend that the Interagency Advisory Committee for Early Childhood Development and Education initiate and support appropriate legislation to improve the lives of young children.
8. We recommend the Interagency Advisory Committee for Early Childhood Development and Education work with child care trainers; advocates and providers; the Maryland Child Care Resource Center Network; and higher education administrators and faculties to address the training, personnel needs, and salary inequities of child care workers.
9. We recommend that the chief executive officer of each local jurisdiction appoint a new panel or designate an existing committee as the Local Interagency Advisory Committee for Children by September, 1990.
10. We recommend that Local Advisory Committees develop comprehensive plans by July 1, 1991, that meet the year-round, full-day needs of children and their families.

# Committee Composition

As mandated by law, the Interagency Advisory Committee for Early Childhood Development and Education shall be composed of the following:

Elected officials:

Member of the House of Delegates

Delegate Peter Callas

Member of the Senate

Senator Idamae Garrott

Representatives from the following state agencies:

Maryland State Department of Education

Ms. JoAnne Carter

Division of Instruction

Office of Children, Youth, and Families

Dr. Nancy S. Grasmick

Special Secretary

Department of Health and Mental Hygiene

Dr. Polly Harrison

Office of Child Health

Department of Human Resources

Ms. Percilla J. Lynch

Child Care Administration

Maryland Infant and Toddlers Program

Ms. Carol Ann Baglin

Prevention and Early Intervention for Young Children

One representative from each of the following:

Private day care center

Mr. Dennis Rohde

Joy-In-Learning Day Care Centers

Nursery school

Ms. Barbara Apple

Non-Public Cooperative School

Head Start program

Ms. Helen Spence

Director, Howard County Head Start

Family day care provider

Ms. Novella Sargusingh

State President for Day Care Providers

Public school teacher certified in early childhood education

Ms. Marilyn Dolbeare-Mathews

South Frederick Elementary School

Public school administrator working in early childhood education

Ms. B. Lois Valentine

Supervisor of Elementary Education/Early Childhood

Baltimore County Public Schools

&

Ms. Dorothy Burrus (Ex-Officio)

Retired, Howard County Public Schools

Local government

Ms. Kristin Grosh

Washington County Office for Children and Youth

College or university faculty member working in early childhood education

Dr. Ocie Watson-Thompson

Towson State University

Group that advocates for day care services

Ms. Janet Singerman

Maryland Committee for Children

&

Ms. Brenda Schwaab

Maryland Congress of Parents and Teachers

Maryland Child Care Resource Network

Ms. Amy Bloom Connolly

Maryland Committee for Children

Community college faculty involved in the training of child care workers:

Dr. Antoinette Sapet Ungaretti

Division of Education, Johns Hopkins University

(formerly of Dundalk Community College)

And, two parents:

Employed outside the home

Ms. Beverly Beander.

Not employed outside the home

Ms. Mary Ellen Gunther

# Subcommittee Reports

The Interagency Advisory Committee for Early Childhood Development and Education relied upon its six subcommittees to thoroughly investigate the opportunities available for young children in need of early childhood services, as well as the barriers intrinsic throughout local, state, and federal government which prevent the coherent and comprehensive delivery of services to young children and their families. The subcommittees were responsible to actualize the charge to the full committee.

In addition whenever possible, the subcommittees functioned as advocates and champions for young children, identifying successful programs, promoting legislation and reform, educating the public and private sector, and improving the flow of funds within service delivery systems. The six subcommittees, functioning in tandem with each other, were as follows:

1. **Collaboration**
2. **Data Collection**
3. **Legislation**
4. **Local Planning**
5. **Professionalism**
6. **Training**

Subcommittee membership was not limited to the Interagency Advisory Committee. The subcommittees were encouraged to maintain a broad base of representation and invite individuals with a specific knowledge and/or interest in early childhood education to participate. A listing of subcommittee members can be found following each report.

The following six reports reflect three years of diligent work by individuals who have demonstrated their compassion and dedication throughout the committee process. Each report addresses a specific problem relevant to early childhood education and development and documents the accomplishments and actions taken by the subcommittee. The reports conclude with specific recommendations to the full committee.

## **Collaboration Subcommittee**

**Charge:** To foster coordination among public and private agencies and organizations.

**Meetings:** Meetings were held monthly over the course of three years.

**Action Taken:**

1. Joint meetings were held with the Maryland Committee for Children's Early Childhood Committee to develop the discussion paper, "Collaboration of Early Childhood Programs in Maryland." This was completed and distributed in January, 1992 throughout Maryland to early childhood professionals, advocates, legislators, training institutions, child care providers, local governments, and other interested persons and groups.
2. A statewide conference entitled, "Collaboration in Maryland: A Working Vision" was held on October 18, 1991 and attended by 350 early childhood professionals in child care, Head Start, education, and health.
3. To facilitate dialogue at the local level, a listing entitled, "Early Childhood Network of Support" was compiled and distributed showing local resources in early childhood issues.
4. In cooperation with the Local Planning Subcommittee, letters from the Interagency Advisory Committee Co-Chairs were sent to the chief executive officer in each local jurisdiction to offer technical assistance to establish local early childhood committees and solicit local suggestions regarding early childhood collaboration. Follow-up letters were sent to the five counties who had not yet identified an early childhood committee. Three responded.
5. Contacts were made with the 19 local jurisdictions who identified an individual or committee to address early childhood issues. Meetings were held during 1991-1992 with 16 who requested technical assistance.
6. At the April 16, 1992 orientation meeting convened by the Local Planning Subcommittee, presentations were made to provide an overview of the statewide early childhood collaboration effort, funding sources, and availability of technical assistance.
7. The Network of Support was updated in August, 1992 and the Maryland Child Care Alliance expanded this through the development of the "Resource

Directory for Early Childhood and School Age Professionals." This directory lists local, state, and federal resources in the early childhood community.

8. A compilation entitled "Funding for Collaboration," was developed in August, 1992 to provide examples of funding sources used in selected collaborative programs within Maryland.
9. An ad hoc committee was established to write a proposal for the Head Start - State of Maryland Collaboration Project. The State was awarded federal funds of \$100,000 a year for up to five years to implement this project. The areas of priority included: improving access to health care services; increasing opportunities for children with disabilities; supporting employability and economic self-sufficiency; enhancing the transition of children among early childhood programs and between public and private programs; expanding and improving programs through coordination; and increasing the availability, accessibility, and quality of child care services.
10. A Governor's Conference, "Collaboration in Maryland: A Shared Vision," was held October 2, 1992 and attended by approximately 400 early childhood professionals. It was geared to policy makers and program planners who could facilitate collaborative systems changes. Workshop topics included: Parental Involvement, Health Issues, Training, Special Needs, Funding, Grant Writing, Team Building, and Effective Models of Collaboration.
11. Extensive on-site technical assistance was provided during 1992-1993 to local jurisdictions to facilitate their establishment of local early childhood committees, to complete their Preliminary Local Plan, to identify local issues and priorities, and to develop strategies to address early childhood needs. There were on-site meetings and/or conferences with 18 local jurisdictions.

**Conclusion:**

The work of the Collaboration Subcommittee increased awareness and understanding of the meaning, issues, components, and barriers of successful collaboration. The publications resulting from the subcommittee's work increased the open dialogue among early childhood professionals, brought focus to the discussions, and led to workable solutions.

There are hundreds of collaborative programs throughout Maryland, representing widely-ranging levels of effectiveness. Some are in the infancy stage of agency cooperation, while others have evolved into sophisticated systems of true collaboration - sharing funding, authority, and resources. Each needs to be acknowledged for their current status and assisted in their progression toward the next levels of working together.

Consistent communication and an example of interagency collaboration from the State is an effective strategy to promote further local collaboration. Of particular importance are on-site visits to provide focus and encouragement, and written information to provide a common framework and specific guidelines.

Relationships are the pivotal issue in successful collaboration. Interagency collaboration is operational in prevention, early intervention, and developmental programming when there is trust, respect, and a generous attitude between the key individuals.

**Recommendations:**

1. Funding is cited as a primary concern by almost every local jurisdiction. There is a need to be notified in a timely manner about funding sources, and how to blend funding streams for increased cost-effectiveness. It could be of major benefit to convene a group of program planners and financial specialists to examine and disseminate information on practices which can extend and fully utilize available funding.
2. The sharing of collaborative strategies needs to be undertaken to include an understanding of the change process (roles, rules, and relationships), as well as the outcomes (multi-service sites, shared authority, single point of entry, case management, etc.).
3. Identify barriers to effective services coupled with specific solutions that have been proven effective.
4. The State should set an example of collaboration and lead the way in developing relationships with and among local groups.

**Subcommittee Members:**

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Linda Zang  
Child Care Administration  
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## **Data Collection Subcommittee**

**Charge:** To review data sources and report on an annual basis, data describing utilization of early childhood programs in each jurisdiction in Maryland.

**Meetings:** Meetings were held quarterly to review the committee's charge and specific data requests, as well as to review and update data tables. Additional communication occurred by telephone and electronic transmittal of materials for review and revision.

### **Action Taken:**

1. The subcommittee revised tables of capacity and enrollment in early childhood programs. The subcommittee refined and strengthened data reported on capacity and enrollment. The cost of care now identifies the most current data. It no longer reflects an unmet need but rather current status.
2. The subcommittee evaluated additional data sources and designed descriptive variables, concluding that Tables 1 and 2 contain the most appropriate data to be summarized annually. Table 1 reflects the enrollment and/or capacity for the various options for child care and kindergarten services for children birth through five years of age in Maryland. Table 2 reflects the average cost of child care for registered family day care and center based care. Tables 1 & 2 can be found in the Appendices.
3. The subcommittee documented data sources so that annual revisions of Tables 1 and 2 can be handled easily.

### **Recommendations:**

1. The Maryland State Department of Education, the Governor's Office for Children, Youth, and Families, and the Maryland Committee for Children should annually revise Table 1, identifying the number of children in early childhood development and education programs in Maryland.
2. The Head Start Collaboration Grant, funded by the United States Department of Health and Human Services, should explore a process for systemic collection of data from federal Region III and the grantees and delegate agencies that are funded to operate the local Head Start programs located around the state. Currently no such mechanism for data collection exists.

3. The Subcabinet for Children, Youth, and Families and the Governor's Office for Children, Youth, and Families should continue to support the collection of data related to early childhood programs by the Maryland Committee for Children, Maryland Infants and Toddlers Program, Department of Human Resources, Child Care Administration, Head Start, and the Maryland State Department of Education.

**Subcommittee Members:**

Ricka Markowitz, Chair  
Office of Management Information Systems  
Maryland State Department of Education

Carol Ann Baglin\*

JoAnne Carter\*

Janet Singerman\*

Arna Griffith  
LOCATE, Maryland Committee for Children

Deborah Joyce  
Maryland Infants and Toddlers Program

Diane O'Connor  
Governor's Office for Children, Youth, and Families

\*Member, Interagency Advisory Committee on Early Childhood  
Development and Education

## **Legislative Subcommittee**

**Charge:** To support legislation to improve child care and the lives of young children.

**Meetings:**

July 23, 1991	November 18, 1992
September 12, 1991	December 15, 1992
June 2, 1992	January 5, 1993
June 23, 1992	January 13, 1993
October 8, 1992	February 22, 1993

**Action Taken:**

1. Senator Garrott and Delegate Callas introduced identical bills in the Senate and House which eliminated the exemption of 12 counties from the prohibition against the use of corporal punishment in Maryland public schools. Both bills were enacted.
2. The Senate adopted a resolution congratulating child care professionals on their outstanding contribution to Maryland's children for providing nationally acclaimed quality child care. It is hoped that such a resolution will be adopted every year during the regular session of the General Assembly.
3. Senator Garrott introduced legislation to provide space for child care in all new public schools; however, because of Maryland's fiscal situation, she withdrew the bill.
4. The subcommittee decided that Delegates and Senators should be encouraged by letter to award at least one scholarship a year to persons who want to concentrate on becoming child care providers.
5. The subcommittee had a presentation on comprehensive early childhood programming, coordinated with Child Care Block Grant funding.
6. The subcommittee was concerned that so many family child care providers in Maryland are unlicensed. It discussed how to get more family day care homes licensed, how to facilitate the background checks of prospective employees, how to educate parents about registered child care professionals, and why there is a perceived differential in cost between registered and unregistered child care providers.
7. The subcommittee was concerned when it learned that the State Board of

Education was considering eliminating the requirement that students take a course in Family Living and Parenting. Because this course could offer material on quality child care and why parents should be willing to pay for such care, the Subcommittee sent a letter to the State Board of Education urging that the course not be discontinued.

**Conclusion:**

The Legislative Subcommittee accomplished a great deal, such as making Maryland the twenty-fourth state to ban corporal punishment, however the subcommittee was limited and unable to pursue many of the recommendations of the Council on Early Childhood Development because of Maryland's extremely difficult fiscal situation during fiscal years 1991, 1992 and 1993. Due to State budget deficits it was inappropriate to introduce new spending initiatives.

**Recommendations:**

1. There are a great many unlicensed family day care homes in Maryland, as in other states across the country. In order to encourage providers to become licensed, subsidized training should be offered to help providers become certified. A grace period should be established to allow the illegal child care provider time to become registered.
2. Public awareness efforts should be expanded to inform parents of the value of choosing regulated child care. Such promotional efforts encouraging parents to use licensed child care should include extensive use of the print and electronic media in the form of public service announcements. In addition, literature should continue to be placed in pediatricians' offices .
3. Public service announcements on radio and TV should point out the advantages of licensed child care.
4. Workshops should be conducted for child care licensing specialists to assist them in communicating with and serving child care providers more effectively.\*
5. The State Guidebook for Child Care Providers should be revised to be more user friendly, include graphics, and use simpler language. The subcommittee was concerned that the Guidebook is very thick, hard to understand, and complicated to use for many providers.\*
6. Existing training resources, such as community colleges, four year colleges, resource and referral agencies, independent training consultants/agencies, and the Cooperative Extension Service program should be aggressively utilized as a resource to expand the supply of training for child care professionals statewide.

7. The State should take the leadership role in exploring ways to upgrade the salaries of child care providers especially through the use of state tax incentives and deductions.

\*In 1992 the Legislative Subcommittee expressed concerns about these two issues. However, both the Legislative and Executive branches have worked closely with the Child Care Administration to address these issues. As a result, workshops have been conducted and the Child Care Provider Workbook is being revised. The subcommittee is very pleased with the progress made with regards to these two recommendations. Therefore, the subcommittee withdraws the recommendations.

**Subcommittee Members:**

Senator Idamae Garrott, Chair\*

Delegate Bill C. Bevan  
Former Member of the House of Delegates

Barbara Brocato  
National Association of Social Workers

Delegate Peter Callas\*

Pamela Corckran  
Governor's Council on Child Abuse and Neglect

Ann Feldman  
Maryland Committee for Children

Elaine Franz  
Maryland Education Coalition

Gloria Goldfaden  
People Against Child Abuse

Carlethea Johnson  
Head Start, Urban Services Agency, Baltimore City

John Kleva  
People Against Child Abuse, Montgomery County

Ellen Mugmon  
Governor's Council on Child Abuse and Neglect

Diane O'Connor  
Governor's Office for Children, Youth, and Families

Patty Pollard  
League of Women Voters of Maryland

Carolyn Roeding  
Maryland Congress of Parents and Teachers

Dennis Rohde\*

Lori Rogovin  
Maryland Committee for Children

Kathy Ryan  
National Organization of Women

Novella Sargusingh\*

Bobbi Seabolt  
American Academy of Pediatrics, Maryland Chapter

Karen Smith  
Parents Against Child Abuse

Helen Spence\*

John Surr, Esq.  
Maryland Association for the Education of Young Children

Carmela Veit  
Maryland Congress of Parents and Teachers

\*Member, Interagency Advisory Committee on Early Childhood  
Development and Education

## **Local Planning Subcommittee**

**Charge:** To encourage that the chief executive of each local jurisdiction appoint a new panel or designate an existing committee as the Local Interagency Advisory Committee for Children.

To assist Local Advisory Committees to develop comprehensive plans that meet the year-round full-day needs of children and their families.

**Meetings:**

June 5, 1991	June 17, 1992
September 19, 1991	September 9, 1992
October 15, 1991	November 18, 1992
December 4, 1991	December 9, 1992
January 10, 1992	February 10, 1993
February 6, 1992	April 14, 1993
March 19, 1992	June 9, 1993

**Action Taken:**

1. Presentation of needs assessment process and overview of local planning process at statewide conference entitled "Collaboration in Maryland: A Working Vision" which was held October 18, 1991.
2. Reviewed compositions of local councils and contacted counties individually to clarify membership.
3. Provided membership lists to develop "Network of Support."
4. Verified chairpersons of Local Planning Councils and compiled list of Local Advisory Council Chairpersons.
5. Revised Comprehensive Local Plan Format and added Support Services as a component, with additional questions.
6. Field tested Local Comprehensive Plan form at Head Start, EEEP, Family Support Center, and Local Early Intervention System.
7. In cooperation with the Collaboration Subcommittee, sent letter to the chief executive officer in each local jurisdiction to clarify the importance of the identification of local committees and the availability of technical assistance through the Office for Children, Youth, and Families.

8. Prepared "Local Planning for Year-Round, Day-Long Programming: An Interagency Process: Needs Assessment and a Preliminary Local Plan," the materials and agenda for the April 6, 1992, Statewide Meeting of Local Advisory Council Chairpersons
9. Identified critical components which must be addressed in local plan.
10. Developed model for providing technical assistance in response to Preliminary Local Plan issues.
11. Expanded subcommittee to include representation from local interagency committees in Frederick, Carroll, and Harford Counties and the Eastern Shore.
12. Increased communication with local interagency early childhood committees, including the following:
  - "thank you" letters to county executives/commissioners and local chairs for submitting local preliminary plans;
  - letters to county executives/commissioners and local chairs requesting preliminary plans;
  - letters requesting designation of a local interagency entity; and,
  - site visits for technical assistance and assessment of status of local committees and preliminary local plans.
13. Created Local Plan Development and Analysis Matrix which highlighted gaps, resources, and barriers, as well as technical assistance needs.
14. Developed an Inventory of Best Practices and Model Collaborative Programs through phone interviews to contacts in local jurisdictions.
15. Held an annual meeting on April 30, 1993 of the chairpersons of the Local Interagency Early Childhood Committees.
16. Identified interagency funding to provide \$5,000.00 Incentive Grants to each jurisdiction to support continuation of committees and the integration of programs, services and funding streams to create full-day, year-round comprehensive services for children and families.
17. Created an Early Childhood Funding Matrix and accompanying narrative to support local committees in linking programs and services to create comprehensive services and interagency collaboration. Document will be expanded to include private sector funding and interagency initiatives which support children and families.

**Recommendations:**

1. Continuation of Local Interagency Early Childhood Committees in each jurisdiction.
2. Establish the Local Interagency Early Childhood Committees to become a focus and communication link, together with other local structures, to promote an interagency model of collaborative programs and services for all Maryland's children 0 to five.
3. Identify ongoing interagency early childhood funding to support the Local Interagency Early Childhood Committees.
4. Disperse Incentive Grants to local committees and monitor grant outcomes related to increased collaboration and local planning.
5. Clarify expectations of local committees, related, but not limited to, membership; parameters; definitions of early childhood, integrated funding streams; state vision of Early Childhood Collaboration: A Public/Private Partnership; on-going communication between state and local committees/agencies/individuals.
6. Provide on-going technical assistance, as requested and to the extent appropriate, to establish viable committees responsive to local needs and consistent with the state vision for early childhood services and programs.
7. Involve local committees in planning for fourth and fifth year Child Care and Development Block Grant Funds to assure local needs are addressed in the state plan.
8. Create methods and techniques to develop and promote public/private linkages at the state and local level.
9. Identify site to pilot and revise the Comprehensive Local Plan for Full-day Year-round Services and the needs assessment process.
10. Implement Technical Assistance to Local Interagency Early Childhood Committees through OCYF and consistent with the goals and activities of both the Collaboration and Local Planning Committees.
11. Coordinate State requests of local jurisdictions through the Local Interagency Early Childhood Committees.

**Subcommittee Members:**

Carol Ann Baglin, Chair\*

Louise Corwin, Co-Chair  
Office of Children, Youth, and Families

Barbara Apple

JoAnne Carter\*

Linda Ebersole  
Carroll County Head Start

Kristin Grosh\*

Mary Ellen Gunther\*

Jan Lander  
HRDC, Inc., Head Start

Audrey Palmer  
Ashland Head Start Center

Brenda Schwaab\*

Janet Singerman\*

Rosalie Streett  
Parent Action

Elaine Urbanski  
Baltimore Gas and Electric Company

B. Lois Valentine\*

Jean L. Williams-Valentine  
Charles County Department of Community Services

\*Member, Interagency Advisory Committee on  
Early Childhood Development and Education

## **Professionalism Subcommittee**

**Charge:** To explore the child care training issue from a professional development viewpoint in terms of coordination among various training modalities.

**Meetings:**

November 9, 1992	March 9, 1993
January 11, 1993	March 24, 1993
February 12, 1993	April 21, 1993

**Action Taken:**

1. Set agenda for the operation of the committee. Determined the need for an articulation meeting between two-year and four-year colleges. Recognized that a similar effort was being made by the Maryland Committee for Children (MCC) and decided to invite Steffi Schames from MCC to participate on this subcommittee to ensure that the efforts compliment rather than conflict.
2. Determined that the issue "Professionalism across all training modalities" would be addressed most appropriately by MCC. Established procedures for communication between the Training Advisory Articulation Task Force and the Professionalism Subcommittee.
3. Determined format for the articulation meeting. Assigned tasks to subcommittee members to arrange the logistics of the meeting. Distributed the background materials to describe efforts on professional development model including the National Association for the Education of Young Children Professional Development Model and the Baltimore County Early Childhood Career Ladder.
4. Decided to create a panel of experts on articulation to provide background on the issue. Confirmed panelists for articulation forum and confirmed the invitation of appropriate personnel.
5. Sent survey to committee members asked to share strengths, issues, and possible solutions for articulation in areas other than the articulation between two-year and four-year institutions.
6. Held articulation forum, "Creating a Vision for Maryland" at the College of Notre Dame. It was attended by early childhood professionals, advocates, training institutions, and other interested individuals and groups. It opened a dialogue between two- and four-year institutions of learning to address this

issue. The dialogue was focused on creating a vision for training in the field of early childhood for the State.

The Articulation Forum panel consisted of:

*A National Model:* Julienne Johnson, National Institute for Early Childhood Professional Development, National Association for the Education of Young Children.

*Pennsylvania Initiative:* Susan Arisman, Executive Director, Pennsylvania Academy for the Profession of Teaching.

*Delaware Initiative:* Judy Hoy, Education Associate, Division for Exceptional Children, Delaware Department of Public Instruction.

*2+2+2 Program in Life Sciences:* Collaboration Between A High School, Community College, and University, Tom Hooe, Professor of Biology, Baltimore City Community College.

*Future Initiatives:* Shelley Clemson, Branch Chief, Teacher Education Certification Branch, Maryland State Department of Education.

Group discussions were facilitated by Susan Arisman, Amy Connolly, Steffi Schames, and Diane O'Connor. The following issues emerged from the discussion and will be used to set the agenda for the second Articulation Forum:

1. To promote the mutual acceptance and recognition between two- and four-year institutions to collaboratively formulate a common philosophy and approaches for training early childhood professionals.
2. To heighten public awareness of professionalism of early childhood educators and care givers with the goal of increasing status and salaries.
3. To provide a flexible, supportive, and individualized educational program and career path that addresses learners' short and long term goals.
4. To establish standards for professional designation/credentials that recognizes the learners' achievement of accepted competencies at different levels of career/education levels.

**Conclusion:**

This committee began a dialogue on articulation which will continue beyond the life of the committee. It also shared responsibility with an existing group to address a complex issue without duplicating efforts and with compatible results.

**Recommendations:**

1. Continue to provide financial support to and sponsorship for the Articulation Forums which will be scheduled in the future to maintain this dialogue.
2. Continue to support efforts to articulate at all levels of the training continuum including credit and non-credit training.
3. Provide political and financial support to a pilot program which attempts to improve collaboration between two- and four-year institutions.

**Membership:**

Toni Ungaretti, Ph.D., Chair\*

Barbara Apple\*

Amy Bloom Connolly\*

Louise Corwin  
Governor's Office for Children, Youth, and Families

Kay Drayton  
Early Childhood Education Specialist

Mary Ellen Gunther\*

Liz Kelly  
Child Care Administration  
Department of Human Resources

Alice Lazun  
Maryland Committee for Children

Percilla Lynch\*

Diane O'Connor  
Governor's Office for Children, Youth, and Families

Steffi Schamess  
Maryland Committee for Children

Helen P. Spence\*

Eloise Stockdale  
Baltimore County Department of Community Development, Office for Children

Dr. Ocie Watson-Thompson\*

\*Member, Interagency Advisory Committee on  
Early Childhood Development and Education

## **Training Subcommittee**

**Charge:** To assist in the development of cooperative workshops and seminars to train program and service providers, teachers, supervisors, and administrators in developmentally appropriate practices for young children.

To promote continued support and use of the Standards for Implementing Quality Prekindergarten Education for all four-year-old programs.

**Meetings:**

The Training Subcommittee held quarterly meetings throughout fiscal years 1991 and 1992. This subcommittee did not meet in fiscal year 1993. The bulk of the responsibilities were transferred to the Professionalism Subcommittee for the third and final year.

**Action Taken:**

1. Discussed the goals and objectives of the Interagency Advisory Committee with all Maryland State Department of Education Early Childhood Liaisons, to educate and gain public support.
2. Developed possible avenues to address inadequate training needs.
3. Reviewed Mandatory Kindergarten Law as it affects five-year-old children.
4. Sent letter to all Maryland State Department of Education Early Childhood Liaisons to survey training availability.
5. Contacted Early Childhood Liaisons to identify positive opportunities in public schools to share with private providers of five-year-old programs.
6. Shari Ostrow-Sher, Frederick County Public Schools, presented her experience with Kindergarten standardization.
7. Conducted a presentation on training needs and the work of the subcommittee at the Collaboration Conference, October 1991.
8. Betty Smith, Child Care Administration, met with subcommittee regarding training needs of child care providers, as well as Child Care Administration training plans, funding, and collaborative training efforts.

9. Requested that the Child Care Administration provide greater dissemination of information on availability of funds and greater involvement of community colleges in training plans.

**Recommendations:**

1. Training should address outcome based instruction and developmentally appropriate assessment. This is particularly important because of the recent research on performance-based assessment, which is based on observational behaviors.
2. The Maryland Commission on the Early Learning Years Report entitled "Laying the Foundation for School Success: Recommendations for Improving Early Learning Programs in Maryland" should be used as the underlying, unifying training document. The Standards for Implementing Quality Prekindergarten Education should also be used as an important component of training.

**Membership:**

Dorothy Burrus, Chair\*  
Retired, Howard County Public Schools

Barbara Apple\*

Beverly Beander\*

Amy Bloom Connolly\*

Marilyn Dolbeare-Mathews\*

Kay Mulligan  
Head Start  
Fredrick, Maryland

Ocie Watson-Thompson\*

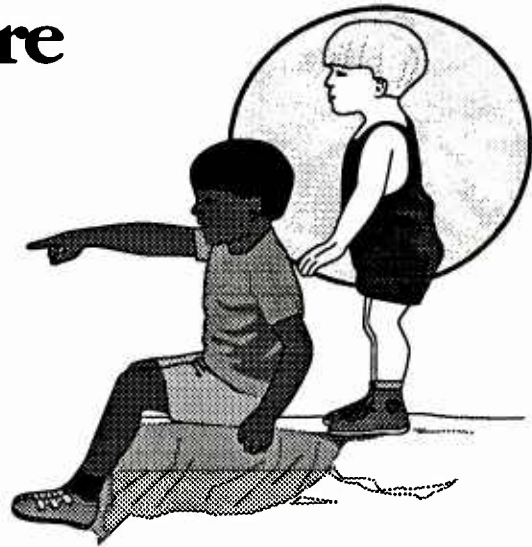
Antoinette Sapet Ungaretti\*

\*Member, Interagency Advisory Committee on Early Childhood  
Development and Education



# Vision for the Future

Through its work, the Interagency Advisory Committee for Early Childhood Development and Education could begin to imagine an ideal world in which all of Maryland's children have their developmental needs met and families are healthy, happy, and functional. This hopeful vision of the future is surprisingly enough within our reach. Our society would improve a hundred fold if the needs of young children are addressed. Our State would be a better place if children do not go hungry; have appropriate medical care; are loved and cared for in a consistent manner; are encouraged on a daily basis to develop to their full potential; and are taught to believe in themselves. There are countless reasons why this does not happen, however, Maryland is on the cutting edge, positioned to be a catalyst for change, to improve the lives of families and their children.



Setting priorities for children is becoming increasingly important among federal, State, and local policy makers. If the children of today were nurtured as they should be, the adults of tomorrow would have the skills necessary to parent their own children, potentially breaking a cycle of family dysfunction. Adults who have had their developmental needs met as young children are less likely to be involved in criminal behavior, or otherwise be a burden on government services. They are more likely to be self-sufficient and choose productive lifestyles. Preventative measures are the essential steps necessary to improve the living conditions for Maryland's families. By spending a few dollars on the young we will avoid spending millions as they grow older. It is a worthy investment.

Our vision of the future can only be a reality if a number of interrelated expectations are fulfilled. All families with children birth through age five should have access to comprehensive services that include health services, family support, educational programs, and child care services which respond to the full day, year-round needs of working parents. Parents and other community members should have substantial control over the design and implementation of these programs and services. And, there should be a single point of information, for resources and referral, on the range of services in every community.

The State should establish priorities and resource allocation based upon community planning and needs assessment. Partnership between the public and private sector should be encouraged at the state and community level. As funding is being proposed and new initiatives developed, the state should advance umbrella principles to promote an early childhood continuum and integrate disparate funding streams.

The ultimate goal should be a seamless system of services which targets the whole child, and especially the high risk child. Maryland should work towards an expanded system which ensures linkages across the public and private sector and provides comprehensive wrap around services, including developmentally appropriate early childhood programming and full day, year-round child care for working and low-income families.

# Committee Recommendations

1. The organizational structure within state government for children from birth through age five should be strengthened. Programs, services, and initiatives for this population are scattered among many agencies. The efforts already underway to systemically communicate and collaborate should be expanded.
2. The Local Interagency Early Childhood Committees should continue to build collaborative strategies within their communities. Statewide bi-annual meetings of the early childhood community should be held to foster communication and networking.
3. The State of Maryland should take a leadership role in addressing the salary inequities which exist within the child care profession. Job training, tax incentives and publicity on the value of regulated child care are possible means of upgrading salary levels for child care workers.
4. Each agency which has funding responsibility for children should be responsible for arranging for the collection and dissemination of data.
5. All of Maryland's working parents should have access to full day (7 a.m. to 6 p.m.) year round quality early childhood programs.
6. All new construction of elementary school buildings should include space for child care.



7. Maryland should initiate and strengthen initiatives throughout the early childhood community to promote developmentally appropriate practices for all children. To accomplish this, instruments such as the Preliminary Assessment Tool (PAT) should be reviewed, revised, distributed, and its voluntary use encouraged. Training should be developed and made available to early childhood professionals interested in using the instrument as a first step towards self-assessment and identification of program elements in need of change and improvement.
8. The State should increase funding and support for early childhood education programs.
9. Two and four year undergraduate schools should be encouraged to include appropriate course work in their curriculum and offer degrees for those interested in entering the early childhood profession.
10. Efforts to educate parents on what constitutes quality child care should be expanded.
11. Information should be readily available to ensure that all students interested in entering the early childhood profession are aware of the certification requirements of the Maryland State Department of Education. The work necessary to obtain an early childhood credential in the State of Maryland may or may not be included in an early childhood degree program.



# Appendices

# Appendix A

## Interagency Advisory Committee for Early Childhood Development and Education Meeting Dates

March 20, 1991  
April 17, 1991  
May 15, 1991  
June 12, 1991  
September 18, 1991  
October 16, 1991  
November 20, 1991

January 22, 1992  
February 19, 1992  
March 18, 1992  
April 15, 1992  
May 20, 1992  
June 17, 1992

September 9, 1993  
November 18, 1992  
December 9, 1992  
February 10, 1993  
April 14, 1993  
May 12, 1993  
June 9, 1993

All meetings were held at:

Governor's Office for Children, Youth, and Families  
301 W. Preston Street  
Suite 1502  
Baltimore, Maryland

## Presenters to the Interagency Advisory Committee for Fiscal Years 1991, 1992, and 1993

The Interagency Advisory Committee for Early Childhood Development and Education invited a series of speakers to attend the monthly meetings and address the members on current issues, public policy, and model programs or initiatives. The following is a list of presenters who spoke before the committee and the topics upon which they spoke.

### **April 17, 1991**

Dr. Nicholas Hobar, Assistant State Superintendent  
Division of Instruction, Maryland State Department of Education  
*A Framework for Designing Comprehensive Early Childhood Development Programs, a guide prepared by the Council on Early Childhood Development*

### **May 15, 1991**

Jo Anne Carter, Chief  
Language Development and Early Learning Branch, Division of Instruction  
Maryland State Department of Education  
*A Review of the Standards for Implementing Quality Prekindergarten Education Programs*

### **September 25, 1991**

Barbara Smith-Hamer, Director,  
Child Care Administration, Department of Human Resources

Roberta M. Ward, Child Care Administrator

Percilla J. Lynch, Child Care Administrator  
*New Regulations for Licensing Child Care Centers and Registered Family Day Care Homes*

### **October 16, 1991**

Percilla J. Lynch, Child Care Administrator, Department of Human Resources  
*The Child Care and Development Block Grant*

### **November 20, 1991**

Jo Anne Carter  
Maryland State Department of Education  
*Mandatory Kindergarten Attendance*

Janet Singerman, Deputy Director  
Maryland Committee For Children  
*Maryland Child Care Resource Network*

Laurie K. Ryan, Director  
Early Childhood Development Initiative, Minneapolis, Minnesota  
*Success By 6 : Helping All Children Succeed for Life - a comprehensive, interagency  
United Way effort*

**January 22, 1992**

Charlene Hughins Uhl  
Advocates for Children and Youth  
*Ready at 5 - a multi-media campaign*

**March 18, 1992**

Austin Heyman & Ina Rae Kramer  
*Montgomery County Intergenerational Resource Center*

Brenda Schwaab  
*Maryland Congress of Parents and Teachers*

Kathy Cooper  
*Healthy Children Ready to Learn*

**September 9, 1992**

Marie Mayor  
Maryland State Department of Education  
*Family Development Communities: Ford Foundation Grant to impact three local  
communities*

Percilla Lynch  
Child Care Administration, Department of Human Resources  
*Child Care Grants: Child Care and Development Block Grant*

# Annotated Code of Maryland

## EDUCATION

### *Subtitle 3. Interagency Advisory Committee for Early Childhood Development and Education.*

#### § 24-301. Established [Subtitle subject to abrogation].

There is an Interagency Advisory Committee for Early Childhood Development and Education in the State Department of Education. (1990, ch. 405.)

*Editor's note.* — Section 2, ch. 405, Acts 1990, provides that "this Act shall take effect July 1, 1990. It shall remain effective for a period of 3 years, and at the end of June 30, 1993, and with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect."

#### § 24-302. Composition; Chairman [Subtitle subject to abrogation].

(a) *Composition.* — The Interagency Advisory Committee for Early Childhood Development and Education is composed of:

(1) A member of the House of Delegates, appointed by the Speaker of the House, and a member of the Senate of Maryland, appointed by the President of the Senate;

(2) A representative of the Department of Education, appointed by the State Superintendent of Schools;

(3) A representative of the Office for Children, Youth, and Families appointed by the Special Secretary for Children, Youth, and Families;

(4) A representative of the Department of Health and Mental Hygiene, appointed by the Secretary of Health and Mental Hygiene;

(5) A representative of the Department of Human Resources, appointed by the Secretary of Human Resources;

(6) 2 parents, one of whom shall be employed outside the home; and

(7) A representative from each of the following:

(i) A private day care center;

(ii) A nursery school;

(iii) A Head Start Program;

(iv) A family day care provider;

(v) The Infant and Toddler Program;

(vi) A public school teacher certificated in early childhood education;

(vii) A public school administrator working in early childhood education;

(viii) The business community;

(ix) Local government;

(x) A 4-year college or university faculty member working in early childhood education;

(xi) A group that advocates for day care services;

(xii) The State Child Care Resource Center; and

(xiii) A community college faculty member involved in the training of child care workers.

(b) *Chairman.* — The Governor shall designate the Chairman of the Interagency Advisory Committee for Early Childhood Development and Education. (1990, ch. 405.)

ANNOTATED CODE OF MARYLAND

**Cross reference.** — As to abrogation of subtitle, see Editor's note to § 24-301 of this article.

**§ 24-303. Duties; staff [Subtitle subject to abrogation].**

(a) *Duties generally.* — The Interagency Advisory Committee for Early Childhood Development and Education shall:

- (1) Promote and encourage early childhood education in the State;
- (2) Ensure that existing private and public child care delivery systems are taken into account in the development of public preschool programs;
- (3) Develop methods to evaluate and monitor preschool programs in order to ensure that preschool programs conform to developmentally appropriate early childhood education standards;
- (4) Recommend criteria and procedures for the distribution of early childhood development funds to the 24 local subdivisions;
- (5) Publish annual reports of data on education and child care programs and services collated from data collected by other private and public agencies;
- (6) Urge the chief executive officer of each local jurisdiction in the State to appoint a new panel or designate an existing committee as the local interagency advisory council;
- (7) Encourage planning for comprehensive services for children by each local interagency advisory council;
- (8) Provide technical assistance and support to local councils for comprehensive planning; and
- (9) Maintain communications with the Special Secretary for Children, Youth, and Families and with other child related committees.

(b) *Reports.* — The Interagency Advisory Committee for Early Childhood Development and Education shall report its findings and recommendations to the Governor by June 30 each year.

(c) *Staff.* — The staff for the Committee shall be provided by the Maryland State Department of Education. (1990, ch. 405.)

**Cross reference.** — As to abrogation of subtitle, see Editor's note to § 24-301 of this article.

Reference: Education Article of the Annotated Code of the Public Laws of Maryland, Sections 24.301 – 24.303.

## Maryland Early Childhood Program Data – Table 1

Number of Children 0-5 Years of Age Receiving Child Care and/or Education Services in Maryland (1990-1992)

Local Unit	Family Day Care Capacity	Center Care Capacity		Head Start Enrollment	Infants and Toddlers Enrollment	Child Find	Nonpublic School Enrollment		Public School Enrollment	
		0-2	3-12				Nursery	Kindergarten	EEEP	Kindergarten
Allegany	795	0	623	216	47	147	551	182	80	758
Anne Arundel	6,221	219	6,002	231	271	559	3,731	1,187	380	5,198
Baltimore City	7,035	188	11,225	2,517	845	1,086	2,554	1,839	320	9,464
Baltimore Co.	9,374	210	10,776	328	323	1,248	6,811	2,589	2,500	7,411
Calvert	1,076	9	781	133	22	94	209	62	160	983
Caroline	701	50	417	94	14	51	102	26	40	385
Carroll	2,853	36	1,828	70	56	296	720	137	40	1,910
Cecil	1,237	0	597	78	40	136	329	193	220	1,125
Charles	2,182	30	2,340	244	54	147	376	285	240	1,290
Dorchester	445	12	378	104	16	74	66	34	240	375
Frederick	3,607	6	2,666	162	67	236	1,034	346	160	2,456
Garrett	270	24	335	150	12	74	30	12	120	389
Harford	3,311	12	2,203	66	99	473	1,518	232	120	2,759
Howard	4,603	111	4,555	198	151	405	2,776	541	0	2,635
Kent	350	3	226	72	7	16	38	24	80	190
Montgomery	8,763	208	14,204	1,289	451	1,197	10,684	3,132	240	9,149
Prince George's	11,347	206	10,304	640	443	882	3,314	2,179	700	7,992
Queen Anne's	792	0	601	38	18	31	163	16	100	461
St. Mary's	1,758	9	660	123	14	168	304	212	320	1,057
Somerset	278	3	364	119	45	35	18	25	120	236
Talbot	612	12	586	84	12	42	253	65	80	314
Washington	2,570	81	1,780	281	39	175	415	153	120	1,597
Wicomico	1,193	42	1,143	249	46	89	446	169	80	987
Worcester	548	0	579	181	15	64	155	37	60	520
<b>Total</b>	<b>71,921</b>	<b>1,471</b>	<b>75,173</b>	<b>7,667</b>	<b>3,107</b>	<b>7,725</b>	<b>36,597</b>	<b>13,677</b>	<b>6,520</b>	<b>59,641</b>

NOTE: See reference page for data sources.

## **Maryland Early Childhood Program Data**

### **Data Sources for Table 1**

#### **Family Day Care:**

- 1) Maryland Committee for Children Inc., Maryland Family Day Care Providers (By Jurisdictions) Locate database information, January, 1993.

#### **Center Care:**

- 2) Maryland Committee for Children Inc. Center Based Programs (By Jurisdictions). Locate database information, April 1992.

#### **Head Start:**

- 3) Maryland Committee for Children Inc. Head Start Programs in Maryland, January, 1993. Locate database information.

#### **Infants and Toddlers:**

- 4) Maryland Infants and Toddlers Part H, OCYF; 12/1/92 Child Count, 1992 total.

#### **Child Find:**

- 5) Total Children served, Ages 3-21, by Disability Level, and Age; PL-94-142 and 89-313. 1991-92, Revision 1, 4/14/92

#### **Non-Public School:**

- 6) Nonpublic School Enrollment, State of Maryland, September 30, 1991, Table 1, MSDE-OMIS 04100 (R) 005 02/92.

#### **Public School Enrollment**

- 7) Extended Elementary Education Program participants, Maryland Public Schools: 1991-92, Early Childhood Program.
- 8) Maryland Public School Enrollment by Sex and Race/Ethnicity, September 30, 1991, Table 1, MSDE-OMIS 04100 (R) 001 11/91.

# Maryland Early Childhood Program Data – Table 2

## Weekly Cost of Child Care

Local Unit	FAMILY DAY CARE			CENTER-BASED CARE		
	0-2 Years Average	2-5 Years Average	School-Age Average	0-2 Years Average	2-5 Years Average	School-Age Average
Allegany	\$71.26	\$67.09	\$66.95	---	\$60.31	\$54.90
Anne Arundel	\$89.75	\$79.28	\$77.27	\$145.50	\$83.07	\$84.26
Baltimore City	\$73.94	\$66.92	\$65.53	\$151.14	\$73.32	\$73.43
Baltimore Co.	\$90.56	\$81.83	\$78.85	\$132.31	\$79.05	\$73.35
Calvert	\$85.55	\$73.55	\$72.01	\$111.67	\$67.33	\$67.86
Caroline	\$54.55	\$52.00	\$52.87	\$88.90	\$63.33	\$67.08
Carroll	\$80.82	\$73.16	\$72.74	\$133.33	\$76.31	\$83.66
Cecil	\$67.63	\$61.40	\$62.57	---	\$55.71	\$65.00
Charles	\$84.57	\$73.94	\$70.69	\$111.00	\$75.13	\$75.92
Dorchester	\$54.33	\$51.36	\$50.25	\$76.50	\$54.17	\$54.17
Frederick	\$83.96	\$76.86	\$75.36	\$123.67	\$90.17	\$86.23
Garrett	\$66.19	\$62.38	\$60.84	\$77.80	\$58.40	\$54.10
Harford	\$81.08	\$73.17	\$71.07	\$102.50	\$77.53	\$74.22
Howard	\$114.05	\$98.33	\$93.81	\$171.11	\$98.18	\$90.61
Kent	\$57.75	\$54.73	\$54.86	\$85.00	\$60.42	\$65.00
Montgomery	\$114.23	\$100.00	\$85.00	\$190.00	\$104.00	\$95.00
Prince George's	\$87.94	\$77.82	\$72.46	\$135.74	\$79.87	\$80.21
Queen Anne's	\$66.70	\$61.51	\$60.70	---	\$65.33	\$62.40
St. Mary's	\$66.40	\$60.32	\$60.67	\$80.00	\$62.92	\$58.33
Somerset	\$56.97	\$52.64	\$51.70	\$56.25	\$58.13	\$60.00
Talbot	\$58.85	\$57.66	\$56.31	\$85.00	\$77.00	\$84.50
Washington	\$67.68	\$62.19	\$62.37	\$94.06	\$56.71	\$59.19
Wicomico	\$57.39	\$50.92	\$50.35	\$90.00	\$54.46	\$65.00
Worcester	\$63.25	\$59.95	\$57.87	---	\$54.65	\$76.25
State Average	\$85.45	\$75.79	\$72.84	\$136.01	\$81.10	\$80.71

\*DATA PROVIDED BY THE MONTGOMERY COUNTY WORKING PARENTS ASSISTANCE PROGRAM, JULY, 1991, AND CHILD CARE CONNECTIONS.

The state average for full-time child care for 0-5 year olds is \$94.59 per week or \$4,918.68 per year.

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## Publications Resulting from Committee Efforts

*Collaboration of Early Childhood Programs in Maryland : A Beginning Discussion*, Baltimore, Maryland: Governor's Office for Children, Youth, and Families, State of Maryland, and the Maryland Committee for Children, January, 1992.

A working document which attempts to raise concerns about the structure and quality of the preschool programs available to Maryland's children.

*Early Childhood Network of Support*, Baltimore, Maryland: Governor's Office for Children, Youth, and Families, State of Maryland, September, 1992.

A directory of people in each local jurisdiction who are involved with early childhood issues.

*Funding for Collaboration*, Baltimore: Maryland, Governor's Office for Children, Youth, and Families, State of Maryland, September, 1992.

Identifies the variety of federal and state funding streams which support local initiatives to improve the quality, afford ability, and availability of early childhood and before and after school programs.

*Resource Directory for Early Childhood and School-Age Professionals*, Baltimore, Maryland: Governor's Office for Children, Youth and Families, State of Maryland, 1993.

A comprehensive guide to people, places, and organizations within Maryland and throughout the nation, dedicated to serving children and their needs.

