HOUSE BILL 1475

F5 (5lr 3279)

ENROLLED BILL

— Ways and Means/Education, Energy, and the Environment —

Introduced by Delegate Feldmark <u>Delegates Feldmark, Atterbeary, Buckel,</u> <u>Ebersole, Fair, Griffith, Hartman, Hornberger, Miller, Mireku-North,</u> <u>Palakovich Carr, Patterson, Roberson, Roberts, Vogel, Wells, Wims, and Wu</u>

Read and	Examined by	Proofreaders:		
			Pro	ofreader.
			Pro	ofreader.
Sealed with the Great Seal and	presented to	the Governor,	for his appro	oval this
day of	at		o'clock,	M.
				Speaker.
	CHAPTER			
AN ACT concerning				
Office of Child Care Advisory Co - Publicly Funded Pro (Mixed Del	ekindergart		•	<u>ucation</u>
FOR the purpose of requiring the Ori Department of Education <u>to co</u> the mixed delivery, publicly for Blueprint for Maryland's Futur delivery, publicly funded prek	onvene a speci _l unded prekind are; and gener	fied workgroup t dergarten system ally relating to a	o conduct an ar n established u	nalysis of inder the
SECTION 1. BE IT ENACTED That:	D BY THE GI	ENERAL ASSEN	MBLY OF MAR	YLAND,

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

<u>Underlining</u> indicates amendments to bill.

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Strike out indicates matter stricken from the bill by amendment or deleted from the law by amendment.

Italics indicate opposite chamber/conference committee amendments.



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1 2 3 4	Education shall	l <u>convene c</u>	of Child Care Advisory Council within the State Department of a workgroup to conduct an analysis of the mixed delivery, publicly system established under Title 7, Subtitle 1A of the Education
5	<u>(b)</u> <u>T</u> ?	he workgro	up shall consist of the following members:
6 7	Senate;	<u>) one m</u>	ember of the Senate of Maryland, appointed by the President of the
8	<u>(2</u> <u>House;</u>	<u>) one m</u>	ember of the House of Delegates, appointed by the Speaker of the
10	by the State Su		st one representative from each of the following entities, designated ent of Schools:
12		<u>(i)</u>	the State Department of Education;
13		<u>(ii)</u>	the Maryland Department of Health;
4		<u>(iii)</u>	the Head Start Program;
15		<u>(iv)</u>	the Office of the State Fire Marshal;
16		<u>(v)</u>	a child care advocacy organization; and
17		<u>(vi)</u>	a community college with an early childhood education program;
18 19	(4) Superintendent		ast two family child care providers, designated by the State
20 21	the State Super		st two child care providers from child care centers, designated by
22 23	(b) (c) In Council workgr		ng the analysis required under subsection (a) of this section, the review:
24 25 26 27		ergarten p chers, an	discrepancies between State policies that regulate private and roviders, including differences in policies for rests or nap time, d the day—to—day governance of prekindergarten providers workgroup;
28 29	(2) prekindergarte		implementation of the requirements for publicly funded s under Chapter 165 of the Acts of the General Assembly of 2024;

the method by which private prekindergarten providers are reimbursed

and whether a method of payment through forward funding would be a feasible alternative;

- 1 (4) inefficiencies in the invoicing process for private prekindergarten 2 providers and delays in private provider payments;
- 3 (5) whether the timeline for the operation of a prekindergarten educational 4 program required by the Prekindergarten Expansion Grant Program under § 5 7–101.2(c)(1)(iii) of the Education Article matches the typical needs of prekindergarten students and parents;
- 7 (6) the feasibility of changing the Prekindergarten Expansion Grant 8 Program guidelines after grant agreements have been executed and whether there are 9 appropriate changes that should be made to the guidelines;
- 10 (7) the process through which quality rating levels in the Maryland 11 EXCELS Program are changed, including:
- 12 (i) disciplining a prekindergarten provider for an infraction by lowering the quality rating level;
- 14 (ii) whether, when using a reduction of a prekindergarten provider's 15 quality rating as a disciplinary measure, the reduction is commensurate with the severity 16 of the infraction;
- 17 (iii) the process for appealing a change in a prekindergarten 18 provider's quality rating;
- 19 (iv) the feasibility of making standardized changes in the quality 20 rating level; and
- 21 (v) whether there are alternative methods available to address 22 infractions, including methods to deal with infractions caused by a single employee;
- 23 (8) the administrative processes that a private prekindergarten provider 24 must undertake in order to participate in publicly funded prekindergarten and whether the 25 processes could be streamlined or reduced;
- 26 (9) the feasibility of streamlining or reducing the administrative processes 27 for enrolling a child in publicly funded prekindergarten;
- 28 (10) the languages in which grant applications, agreements, guidelines, 29 technical support, training, and professional development are offered and whether the 30 languages offered align with those spoken by potential private prekindergarten providers;
- 31 (11) the languages in which materials provided to parents of children 32 enrolled with a private prekindergarten provider are offered and whether the languages 33 offered align with those spoken by the parents; and

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- 1 (12) opportunities to pool resources among private prekindergarten 2 providers, including employee benefits, creating a centralized substitute teacher pool, and 3 other benefits that might come from economies of scale;
- 4 (13) challenges for public prekindergarten providers in building or adapting 5 facilities to accommodate prekindergarten students; and
- 6 (14) how best to use publicly funded prekindergarten to provide a quality
 7 early childhood education for students with and without disabilities together in the same
 8 classrooms, including by developing methods to best:
- 9 <u>(i) combine federal, State, and local funding sources available for children in a publicly funded prekindergarten context to maximize support for all children;</u>
- 11 <u>(ii) improve teacher and staff training and recruitment to address</u>
 12 <u>the needs of students with and without disabilities; and</u>
- 13 <u>(iii) foster collaboration between public and private prekindergarten</u>
 14 <u>providers in delivering specialized transportation and services for students with</u>
 15 disabilities.
- (e) (d) In conducting the analysis required under subsection (a) of this section, the Council workgroup shall solicit feedback from public prekindergarten providers, private prekindergarten providers, and child care providers who have elected not to participate in the publicly funded prekindergarten program.
- 20 (d) (e) (1) The Council workgroup may consult additional subject matter and 21 policy experts that the Council determines are beneficial in conducting the analysis.
- 22 (2) The <u>Council workgroup</u> may establish subcommittees to carry out the analysis required under this section.
 - (e) (f) (1) On or before June 1, 2026, the Council workgroup shall submit to the State Board of Education and the Accountability and Implementation Board and, in accordance with § 2–1257 of the State Government Article, the General Assembly, an interim report on the results of its analysis, including recommendations for changes to regulations, policies, and procedures to increase the efficacy of the publicly funded prekindergarten program and to make the program more equitable for providers and families.
- 31 (2) On or before December 31, 2027, the Council workgroup shall submit a 32 final report to the Accountability and Implementation Board and the General Assembly, in 33 accordance with § 2–1257 of the State Government Article, on the results of the analysis 34 conducted under subsection (a) of this section, any changes made by the State Department 35 of Education in response to the recommendations in the interim report, and any additional 36 recommendations from the Council workgroup for changes to regulation, policies,

1	procedures,	or	statute	regarding	the	mixed	delivery,	publicly	funded	prekindergarter
2	system.									

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
1, 2025. It shall remain effective for a period of 3 years and, at the end of June 30, 2028,
this Act, with no further action required by the General Assembly, shall be abrogated and
of no further force and effect.

Approved:	
	Governor.
	Speaker of the House of Delegates.

President of the Senate.