

HOUSE BILL 1475

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By: ~~Delegate Feldmark~~ Delegates Feldmark, Atterbeary, Buckel, Ebersole, Fair, Griffith, Hartman, Hornberger, Miller, Mireku-North, Palakovich Carr, Patterson, Roberson, Roberts, Vogel, Wells, Wims, and Wu

Introduced and read first time: February 7, 2025

Assigned to: Ways and Means

Committee Report: Favorable with amendments

House action: Adopted

Read second time: March 6, 2025

CHAPTER _____

1 AN ACT concerning

2 **Office of Child Care Advisory Council – Publicly Funded Prekindergarten –**
3 **Analysis and Report**
4 **(Mixed Delivery Model Viability Act)**

5 FOR the purpose of requiring the Office of Child Care Advisory Council within the State
6 Department of Education to conduct an analysis of the mixed delivery, publicly
7 funded prekindergarten system established under the Blueprint for Maryland's
8 Future; and generally relating to an analysis of the mixed delivery, publicly funded
9 prekindergarten program.

10 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
11 That:

12 (a) The Office of Child Care Advisory Council within the State Department of
13 Education shall conduct an analysis of the mixed delivery, publicly funded prekindergarten
14 system established under Title 7, Subtitle 1A of the Education Article.

15 (b) In conducting the analysis required under subsection (a) of this section, the
16 Council shall review:

17 (1) any discrepancies between State policies that regulate private and
18 public prekindergarten providers, including differences in policies for rests or nap time,

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

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



1 substitute teachers, and the day-to-day governance of prekindergarten providers
2 identified by the Council;

3 (2) the implementation of the requirements for publicly funded
4 prekindergarten programs under Chapter 165 of the Acts of the General Assembly of 2024;

5 (3) the method by which private prekindergarten providers are reimbursed
6 and whether a method of payment through forward funding would be a feasible alternative;

7 (4) inefficiencies in the invoicing process for private prekindergarten
8 providers and delays in private provider payments;

9 (5) whether the timeline for the operation of a prekindergarten educational
10 program required by the Prekindergarten Expansion Grant Program under §
11 7–101.2(c)(1)(iii) of the Education Article matches the typical needs of prekindergarten
12 students and parents;

13 (6) the feasibility of changing the Prekindergarten Expansion Grant
14 Program guidelines after grant agreements have been executed and whether there are
15 appropriate changes that should be made to the guidelines;

16 (7) the process through which quality rating levels in the Maryland
17 EXCELS Program are changed, including:

18 (i) disciplining a prekindergarten provider for an infraction by
19 lowering the quality rating level;

20 (ii) whether, when using a reduction of a prekindergarten provider's
21 quality rating as a disciplinary measure, the reduction is commensurate with the severity
22 of the infraction;

23 (iii) the process for appealing a change in a prekindergarten
24 provider's quality rating;

25 (iv) the feasibility of making standardized changes in the quality
26 rating level; and

27 (v) whether there are alternative methods available to address
28 infractions, including methods to deal with infractions caused by a single employee;

29 (8) the administrative processes that a private prekindergarten provider
30 must undertake in order to participate in publicly funded prekindergarten and whether the
31 processes could be streamlined or reduced;

32 (9) the feasibility of streamlining or reducing the administrative processes
33 for enrolling a child in publicly funded prekindergarten;

1 (10) the languages in which grant applications, agreements, guidelines,
2 technical support, training, and professional development are offered and whether the
3 languages offered align with those spoken by potential private prekindergarten providers;

4 (11) the languages in which materials provided to parents of children
5 enrolled with a private prekindergarten provider are offered and whether the languages
6 offered align with those spoken by the parents; ~~and~~

7 (12) opportunities to pool resources among private prekindergarten
8 providers, including employee benefits, creating a centralized substitute teacher pool, and
9 other benefits that might come from economies of scale;

10 (13) challenges for public prekindergarten providers in building or adapting
11 facilities to accommodate prekindergarten students; and

12 (14) how best to use publicly funded prekindergarten to provide a quality
13 early childhood education for students with and without disabilities together in the same
14 classrooms, including by developing methods to best:

15 (i) combine federal, State, and local funding sources available for
16 children in a publicly funded prekindergarten context to maximize support for all children;

17 (ii) improve teacher and staff training and recruitment to address
18 the needs of students with and without disabilities; and

19 (iii) foster collaboration between public and private prekindergarten
20 providers in delivering specialized transportation and services for students with
21 disabilities.

22 (c) In conducting the analysis required under subsection (a) of this section, the
23 Council shall solicit feedback from public prekindergarten providers, private
24 prekindergarten providers, and child care providers who have elected not to participate in
25 the publicly funded prekindergarten program.

26 (d) (1) The Council may consult additional subject matter and policy experts
27 that the Council determines are beneficial in conducting the analysis.

28 (2) The Council may establish subcommittees to carry out the analysis
29 required under this section.

30 (e) (1) On or before June 1, 2026, the Council shall submit to the State Board
31 of Education and, in accordance with § 2-1257 of the State Government Article, the General
32 Assembly, an interim report on the results of its analysis, including recommendations for
33 changes to regulations, policies, and procedures to increase the efficacy of the publicly
34 funded prekindergarten program and to make the program more equitable for providers
35 and families.

(2) On or before December 31, 2027, the Council shall submit a final report to the General Assembly, in accordance with § 2-1257 of the State Government Article, on the results of the analysis conducted under subsection (a) of this section, any changes made by the State Department of Education in response to the recommendations in the interim report, and any additional recommendations from the Council for changes to regulation, policies, procedures, or statute regarding the mixed delivery, publicly funded prekindergarten 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.