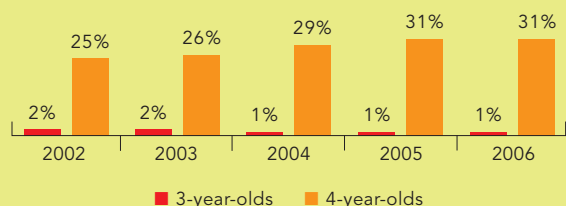
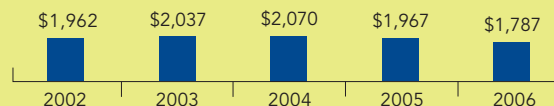


# Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2006 DOLLARS)



Maryland's Prekindergarten Program began as a pilot in Baltimore and Prince George's Counties in 1979 and expanded into a full state initiative for 4-year-olds, called the Extended Elementary Education Program until 2002. In 2002, the Bridge to Excellence in Public Schools Act required phased-in expansion of the program to serve all eligible 4-year-old applicants by the 2007-2008 school year. Currently, 4-year-olds who are from families with economically disadvantaged backgrounds must be offered services. Once all children meeting those criteria are enrolled, districts may also enroll other children who exhibit a lack of readiness in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, or physical development and health.

All school districts in Maryland receive funding, and districts may subcontract with Head Start and private child care centers to provide services that meet Prekindergarten Program standards. Few districts currently contract with other types of programs, but the state expects to make greater use of settings outside of public schools as the program expands. Because all 4-year-olds with economically disadvantaged backgrounds must be served by 2007-2008, the state plans to significantly increase state aid money available to districts in the next two years.

In this edition of the *Yearbook* we have included revised calculations of state spending per child enrolled in the Prekindergarten Program from the 2001-2002 school year through the 2004-2005 school year. We also provide better estimates of continued non-state spending on the Prekindergarten Program, including a significant local contribution.

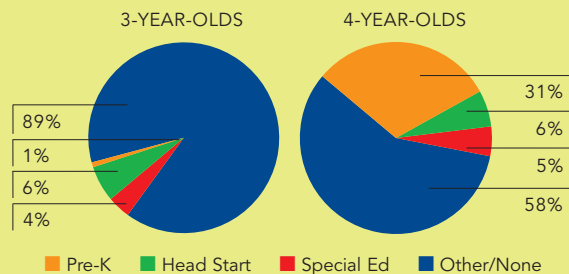
Maryland also uses state funds to supplement Head Start, providing extended-year and extended-day services as well as quality improvement. The state funds another initiative, the Judith P. Hoyer Early Care and Education Enhancement Program, to support comprehensive early childhood centers that are based in or linked to schools. Also, the state has implemented a 5-Year Action Plan to improve school readiness for all children entering kindergarten.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
9	21	37

## ACCESS

Total state program enrollment	24,219
School districts that offer state program	100%
Income requirement	185% FPL
Hours of operation	2.5 hours/day, 5 days/week <sup>1</sup>
Operating schedule	10 months/year <sup>1</sup>
Special education enrollment	7,191
Federally funded Head Start enrollment	9,174
State-funded Head Start enrollment	338

## STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



## QUALITY STANDARDS CHECKLIST

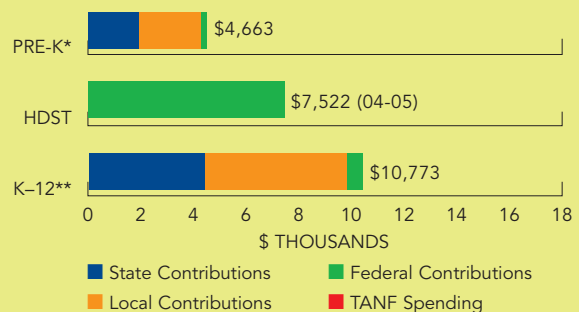
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Degree in EC + certification in N-3, -6, or -8, and must be licensed	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or equivalent	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 credit hours/5 years <sup>2</sup>	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA <sup>3</sup>		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA <sup>3</sup>		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, immunization, and lead screening; and support services <sup>4</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day <sup>5</sup>	At least 1/day	<input type="checkbox"/>
Monitoring	Determined locally <sup>6</sup>	Site visits	<input type="checkbox"/>



## RESOURCES

Total state pre-K spending	\$43,269,366 <sup>7</sup>
Local match required?	No
State Head Start spending	\$3,000,000
State spending per child enrolled	\$1,787
State spending per 3-year-old	\$17
State spending per 4-year-old	\$549

## SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\*K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

<sup>1</sup> Programs in centers supported by Judith P. Hoyer funds must operate full-day, full-year programs in collaboration with child care centers.

<sup>2</sup> Some in-service requirements may be imposed locally. Also, all schools involved in the Prekindergarten Program have adopted the Maryland Model for School Readiness, which is aligned with Maryland Teacher Professional Development Standards. The model entails 5 days of training in teachers' first year, 4 days of training in their second, and 2-day institutes in a school-system-selected focus area for subsequent years. In addition, teachers must meet the requirements for "highly qualified" teachers under NCLB.

<sup>3</sup> By policy, 3-year-olds are not eligible, but state child care regulations require a maximum class size of 24 and a staff to child ratio of 1:10.

<sup>4</sup> Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department. These services are not all required by the pre-K program, but they are required under Title I, which applies to all children enrolled. Support services include two

annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, transition to kindergarten activities, and other locally determined services.

<sup>5</sup> Children in full-day programs are offered breakfast and lunch. In school-based, half-day programs, nutrition requirements for preschool children are determined locally and are consistent with meal programs available to older children in each school.

<sup>6</sup> The state does not monitor prekindergarten programs with the exception of programmatic audits affecting all grades. Monitoring and program evaluation activities are the responsibility of the local education agencies per the Bridge to Excellence master plan process. The Maryland State Department of Education does provide some mentoring and professional support through professional development and technical assistance, but mentoring is also primarily a local responsibility.

<sup>7</sup> This figure is an estimate, and includes \$19,262,500 dedicated for the Extended Elementary Education Program.