

Based on *A Comprehensive Analysis of Prekindergarten in Maryland*, prepared by APA Consulting, to serve 80 percent of Maryland four year olds, Maryland will need a total capacity of 60,364 slots (58,050 exist): 25,488 (24,511 exist) in child care centers, 7,183 (6,908 exist) in family child care homes, and 27,692 (26,631 exist) in public pre-K.

In addition to expanding the number of slots for four year olds to meet the estimated need, the quality of existing slots must be improved. The APA report predicts that to serve 80 percent of four year olds in the highest-quality programs would require 27,713 new or improved slots: 19,677 in child care centers, 6,974 in family child care homes, and 1,062 in public pre-K.

The Office of Child Care in the Administration for Children & Families has prepared a document that identifies critical elements for the success of a QRIS programⁱ. Of these, Maryland Family Networkⁱⁱ's estimates below relate to "Provider Support and Sustainability," which means short- and long-term program and practitioner supports including one-time costs of attaining the standards and ongoing support for sustaining quality levels.

Typical expense drivers in quality include:

- For Individual Programs (center based and family child care based):
 - Staff professional development;
 - Staff salary and benefits (particularly to retain higher qualified staff);
 - Per child costs: child assessments and family engagement activities;
 - Per classroom costs: time for additional planning, assessment, etc.; and
 - Non-personnel: occupancy, supplies, materials, equipment, furnishings, etc.
- For Support System Costs (Child Care Resource Centers, Scholarship Program, Child Care Credential Program, Maryland EXCELS):
 - Technical assistance support;
 - Training support;
 - Scholarship Program;
 - Maryland Child Care Credential; and
 - Maryland EXCELS.

Below, we provide information on:

- Estimated costs of providing technical assistanceⁱⁱⁱ to assist individuals and programs in Maryland EXCELS;

- Estimated costs for refurbishing classrooms in order to meet Maryland EXCELS standards;
- Estimated costs for higher education; and
- Additional resources for programs to improve quality.

| Estimated Number of Technical Assistance Hours/Cost by EXCELS Level and Type of Care (family child care setting or one classroom in child care center) for Two Major Components of Maryland EXCELS. | | | | |
|--|--------------------------|----------------------|--------------------------------|----------------------|
| Upgrade | Family Child Care | | Center Based Child Care | |
| | Credential | Accreditation | Credential | Accreditation |
| Into level 1 | 5 /\$265 | 5/\$265 | 10/\$530 | 5/\$265 |
| Level 1 to level 2 | 20/\$1,060 | 5/\$265 | 40/,\$120 | 5/\$265 |
| Level 2 to level 3 | 10/\$530 | 5/\$265 | 20/\$10,60 | 5/\$265 |
| Level 3 to level 4 | 10/\$530 | 40/\$2,120 | 20/\$10,60 | 40/\$2,120 |
| Level 4 to level 5 | 10/\$530 | 50/\$2,650 | 20/\$10,60 | 50/\$2,650 |

To simplify, we used the two main components of Maryland EXCELS: participation in the Maryland Child Care Credential and movement toward and achievement of Accreditation (at level 5). We used a salary of \$70,000 plus fringe benefits and other personnel-related costs (e.g. travel, occupancy, technology) for a total of \$110,000 annually or \$53 per hour (rounded).

| Estimated Costs to Refurbish Classrooms to Meet Maryland EXCELS Standards^{iv} | | |
|---|--|-----------------------------------|
| Age Group | Cost from "Scratch"^v | Cost to Refurbish Existing |
| Infant Classroom | \$9,099.05 | \$2,274.76 |
| Toddler/Twos Classroom | \$10,462.35 | \$2,615.59 |
| Preschool Classroom (3s and 4s) | \$10,480.15 | \$2,620.04 |
| Kindergarten Classroom | \$10,292.24 | \$2,573.06 |
| Afterschool Classroom | \$13,465.79 | \$3,366.45 ^{vi} |
| Family Child Care setting | \$10,951.00 | \$2,737.75 ^{vii} |

| Estimated Costs for Higher Education | | | |
|---|------------------------|---------------------|------------------------|
| Jurisdiction | Cost per credit | Jurisdiction | Cost per credit |
| Baltimore County | \$159 | Wor-Wic | \$116 |
| Howard | \$138 | Allegany | \$121 |
| Montgomery | \$128 | Frederick | \$149 |
| Chesapeake | \$122 | Carroll | \$136 |
| Baltimore City | \$110 | Southern Maryland | \$127 |

These costs are based on selected Community College locations typically used by early care and education providers.

Additional resources for programs to improve quality

In addition to the costs mentioned above, other resources are needed to assist programs in securing and keeping higher Maryland EXCELS ratings.

- Sufficient resources to pay qualified staff a living wage, demonstrating the importance of achieving Maryland EXCELS professional development qualifications, driving toward parity with teachers in elementary schools, and retaining qualified staff. *Maryland Child Care Demographics*^{viii} documents that the average annual salary for a teacher in a child care center is \$25,203, a center aid is \$17,265, and a family child care provider is \$38,790. This compares to \$68,357 for a public school teacher.
- Sufficient resources must be available to pay for health insurance, retirement, and other personnel costs in line with public sector benefits.
- Resources must be available to provide substitutes in child care settings when staff/caregivers are sick and when caregivers need to complete required professional development. Other support services – e.g. early childhood mental health and social work – should also be available for child care providers in the private sector.^{ix}

ⁱ These are:

1. Planning and Design: Strategic planning and data collection to establish the initial system
2. Standards: Research and development initially and revision at later points in time
3. Approaches to Implementation: Pilot or phased-in approaches
4. Accountability and Monitoring: Assessments, rating assignments, and on-going monitoring
5. Provider Support and Sustainability: Short- and long-term program and practitioner supports, including one-time costs for attaining standards as well as on-going support for sustaining quality levels.
6. Data Collection and Evaluation: Information technology system design, and data collection, analyses, and dissemination
7. Public Awareness: Parent, provider, and stakeholder awareness, communication, and outreach

ⁱⁱ MFN's work with the network of Child Care Resource Centers in Maryland gives us the opportunity to work with early care and education providers (child care centers, family child care programs, Head Start, nursery schools, preschools, pre k) to improve the quality of their care and comply with program standards for the Maryland Child Care Credential and Maryland EXCELS. We provide technical assistance that helps to apply learning, training that complies with licensing/license renewal requirements, and consumer education (primarily through LOCATE: Child Care). Because of our work with providers throughout the state for more than 30 years, we understand what it takes to provide high quality care and the resources that are needed to achieve quality and sustain it. Assistance we have

provided to individuals and programs during the five years of Maryland EXCELS has included: helping to organize to undertake the effort, including organizing their time and priorities; assisting the individual/program to achieve a clear understanding of the standards/requirements/steps; helping staff acquire the technical knowledge needed to meet the standards; providing on-time resources to purchase materials, curriculum, professional development, modifications to their facilities, furnishings, outdoor play equipment, etc. (rather than wait for an incentive done after the time of need); accessing resources to pay for professional development; establishing incentives to retain staff when they have completed professional development and deserve a salary commensurate with their new knowledge and skills.

iii Technical Assistance (TA) is a continuum of services tailored to an individual's/program's needs. On one end of the continuum are telephone calls, emails, informational meetings, handouts and resources as needed or when requested, and links to videos and other sources of information. At the center of the continuum are communities of practice (virtual or on site), visits to other programs, ideas posted on Pinterest or Facebook, and conference calls. At the other end of the continuum are coaching and mentoring, and onsite evaluation with follow-up (including use of goal setting through contracts/letters of agreement). TA is not just program/facility oriented; TA also includes helping individuals understand what they need to do to develop professionally (e.g. acquire a degree) and organize themselves to achieve their PD goals.

iv Construction costs typically are not something that is factored into Maryland EXCELS. For a center based program for 100 children, from scratch, in Baltimore Maryland, the estimated construction cost would be 648,263 or \$92.61 per square foot. This does not include land, and also does not include playground construction. (Source: <http://www.buildingjournal.com/construction-estimating.html>)

v Estimates based on information from: <https://www.kaplanco.com/mdprek/>. Estimated costs do not include discounts offered to programs participating in Maryland EXCELS.

vi Afterschool classrooms typically can be refurbished for less than this, particularly if the upgrade is to an already existing classroom.

vii Many family child care settings can be refurbished for a smaller amount; sometimes providers rely on other providers (retiring, changing careers) for materials and equipment.

viii <http://www.marylandfamilynetwork.org/wp-content/uploads/2018/05/Maryland.pdf>

ix Especially for groups of family providers, MFN recommends a demonstration project of shared services for these kinds of supports.