Anne Arundel County
Early Childhood Child Care Task Force
2024 Report

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Overview

Proportion of population under 5 years of age and total number of childcare providers by ZIP code, Anne Arundel County, 2023

% Population under 5 years of age
- 0% - 2%
- 3% - 5%
- 6% - 8%
- 9% - 12%

Office of Assessment and Planning
Anne Arundel County Department of Health
Data sources: US Census Bureau 2022 ACS 5-year population estimates; MFN/LOCATE: Child Care, 6/23.
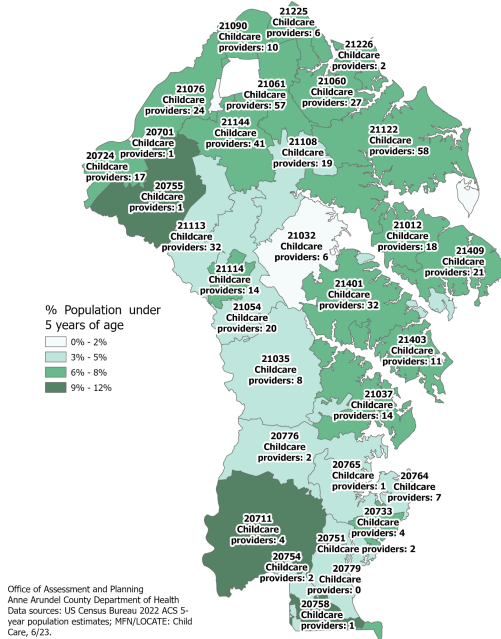
The Anne Arundel County Early Childhood Coalition, now renamed as a task force, has been researching issues related to child care since 2022.

Low and very low-income neighborhoods across the county in Annapolis, Glen Burnie, Meade/Severn, Brooklyn Park, and South County are the areas with the most limited child care access. Often residents are working two and perhaps three jobs to pay the rent and keep food on the table. These areas are disproportionately African American and Latino.

The Early Childhood Coalition, partnering with the County Executive's Office, Anne Arundel County Workforce Development and Anne Arundel County Economic Development, held two early childhood summits in 2022 and 2023; the latter focusing solely on child care. Those summits and the research conducted over the last two years have pointed to a decreasing supply of family-based and center-based child care providers. It is predicted that this trend will continue through 2028.

Major issues that need to be addressed include:

- A lack of business specific incentives for providers. The **business model has become unsustainable** with small or almost nonexistent profit margins.
- Insurance costs for providers have increased. Child care business owners cannot balance this alongside the need for higher pay for their workforce.
- Existing resources like the Child Care Capital Support Revolving Loan Fund are out of reach for many providers to use for capital improvements. Current state grants are overly complex and demanding for busy providers.
- A decreasing child care workforce related to pay, conditions and regulations
- Blueprint legislation has focused on pre-k at the expense of 0-3 care
- Exacting licensing regulations with no flexibility continue to impact the industry. As an example:
  - A person with a degree in Child Development is considered an aide according to MSDE regulations. To qualify as a lead teacher, they must complete the 90-hour certification program, along with additional coursework. Conversely, the same individual could enter the school system and become a certified teacher at a much higher pay rate (Table 1).

- The Maryland child care standards system, <u>EXCELS, has created multiple barriers</u> to success for Maryland child care providers:
  - Many childcare providers find the EXCELS system complex and administratively burdensome. The process of navigating through the different levels of EXCELS (ranging from Level 1 to Level 5) requires significant documentation, time, and effort. This can be particularly challenging for smaller providers with limited administrative resources (see Appendix B).
  - Achieving higher levels within the EXCELS system often requires investments in staff training, facilities, and educational resources. The associated costs can be prohibitive for some providers, especially those operating on tight budgets or in economically disadvantaged areas.
  - Incentives like increased scholarship reimbursement and monetary bonuses are only available for providers who can attain a Level 3, 4 or 5, reinforcing the inequity between providers who serve low-income children and/or live in low-income areas.
  - EXCELS has requirements related to staffing qualifications and ratios which providers must meet to advance to higher levels. These requirements can lead to challenges in recruitment, retention, and ongoing training of qualified staff, especially in areas where there is a shortage of early childhood educators
  - There are concerns about the consistency and fairness of the evaluation process under EXCELS. Some providers feel that the evaluation criteria may not always accurately reflect the quality of care provided or adequately consider contextual factors such as community needs and resources.

Table 1: Average Child Care Salaries Anne Arundel County, 2023

Average Child Care Salaries Anne Arundel County, 2023	
Position	**Salary**
Public School Teacher Salary (Anne Arundel)	$75,294
Public School Teacher Salary (Maryland)	$79,420
Non Public School Teacher Salary (National)	$67,201
Family Child Care Provider	$38,172
Child Care Center Director	$40,263
Center Senior Staff/Teacher	$31,309
Center Aide	$22,084
Maryland Family Network, 2024	

The 2023 Early Childhood Childcare Summit issued the following recommendations to the County Executive:

Recommendation 1 - Reshape the Early Childhood Coalition, temporarily, as a task force COMPLETED

- Executive Order Written and adopted (see attached)
- Task force Members representing each sector appointed (see attached)
- Task force meeting monthly

Recommendation 2 - Maintain and further develop partnerships with Business, Workforce Development, Early Childhood Providers/Parents and State Partners - IN PROGRESS

Business/Workforce

- Outreach to Fort Meade, Maryland Live, UMBWMC (task force member)
- Presentation at legislative breakfast for Chambers of Commerce
- AAEDC - workforce training grants ($4,021) supporting two child care providers (Kiddie Academy and Bright Beginnings Learning Center). 72 child care employees trained from the two sites
- AAWDC - promoting child care careers and also working to address barriers for people going into the workforce

Child care Providers

Two evening meetings were held with child care providers to receive their input. A total of 45 providers attended between the two meetings. Their recommendations are included below:

State Partners

- Coordination with United Way of Central Maryland through their United for Child Care Initiative
- Coordination with Maryland Family Network related to information, data and advocacy

Recommendation 3: Address policy and law - IN PROGRESS

- Attended 2024 child care advocacy day and visited local legislators
- Submitted testimony on seven bills that impacted child care using the feedback gathered from ECCT meetings and communication with providers

Table 2: Bill Testimony Submitted by Early Childhood Child Care Task Force During 2024 Session

Bill Testimony Submitted by Early Childhood Child Care Task Force During 2024 Session		
Bill Number	**Bill Name**	**Result of Bill**
HB350/SB360	Governor's Budget - in support of Child Care Scholarship expansion	Passed
HB600/SB500	Education – Child Care Career and Professional Development Fund – Alterations	Passed
HB1139/SB882	Growing Family Child Care Opportunities Pilot Program – Permanent Establishment	Passed
HB1254	Child Care Providers - Criminal History Records Checks and Abuse and Neglect Clearances - Requirements	Not passed
HB1441	Early Childhood Education - Publicly Funded Prekindergarten Programs - Alterations	Passed
HB1314	Corporations and Associations - Annual Reports - Filing Fees (Right to Start Act)	Not passed
HB1426/SB1102	Education - Blueprint for Maryland's Future - Alterations	Passed
Testimony can be sent by request		

Early Childhood Task force Recommendations to the County Executive June, 2024

The following recommendations are an amalgam of information gathered from providers, state and county partners, parents, and taskforce members. The recommendations for action and advocacy were prioritized by the Anne Arundel County Early Childhood Task Force on June 18, 2024, and are listed by priority below:

1. **Actions:**
   a. Provide access to health benefits to child care workers.
      i. [Washington state](#) currently operates this program. Montgomery County is also creating the program.
   b. Facilitate relationships between child care partners such as Maryland State Department of Education, Anne Arundel County Recreation and Parks, Anne Arundel County Public Schools, and private providers.
   c. Provide a tax break for family child care homes as a financial incentive.

    d.   Assist the school system with finding space for PreK classrooms.

2. Advocacy:
    a.   Advocate for changes at the state level to improve Blueprint's Push to PreK implementation.
          i.   Under HB1441 passed in the 2024 Maryland General Assembly, counties are required to have a mixed delivery system of public and private PreK slots, with 10% of the slots from private providers. Slots will escalate every year by 10% until there is a 50% split of public and private seats. Public expansion has been hindered by the lack of space in the school system, while private expansion has been hindered by stringent grant and EXCELS requirements from MSDE.
          ii.   **Currently in Anne Arundel county there are only 5 private providers offering PreK slots.**
    b.   Advocate for the Blueprint to include children ages birth to three and advocate for the importance of the earliest years and ensure a continuum of high quality early learning experiences.

3. Focus the upcoming third Early Childhood Summit on a statewide approach to include potential legislative and policy solutions.

Early Childhood Commission Membership, 2024

	Name	Representing
1	**Jean Raymond**	Community Based Services Anne Arundel County Public Schools
2	**Charlene Farley** Regional Manager	Maryland State Department of Education
3	**Deborah Stark**	Subject Matter Expert
4	**Rebecca Hass** Programming and Outreach Manager Anne Arundel County Library	Anne Arundel County Public Library
5	**Miesha Walker** Specialist for School & Community Partnerships Office of Equity & Accelerated Student Achievement	Anne Arundel County Public Schools
6	**Germaine Adams**	Child Resource Connect
7	**Barbara Palmer** President & CEO	Kingdom Celebration Childcare Center
8	**Deborah Wood, Ph.D.**	Chesapeake Children's Museum
9	**Shawn Ashworth** Food 4 Thought	Community Organization
10	**Carole Parker** TEACH Institute	Anne Arundel Community College
11	**Patricia Saynuk** Coordinator of Early Childhood Education and School Readiness	Anne Arundel County Public Schools
12	**Karen Nissly** Department of Social Services	Annapolis Family Support Center
13	**Carlesa Finney** Early Head Start Director	Community Action Agency
14	**Diana Taylor** Director, Strategic Initiatives	Anne Arundel County Partnership for Children, Youth, and Families
15	**Amy Gowan**	Anne Arundel Economic Development Corporation
16	**Denise Bourdeaux**	Anne Arundel Workforce Development Corporation
17	**Jen Pastrone**	Nonprofit - Seeds 4 Success
18	**Delegate Heather Bagnall**	Legislative Member
19	**Brian Lynch**	Business, University Maryland Medical Center

MARYLAND EXCELS

Family Child Care Standards

March 2014

Licensing and Compliance (LIC)

LIC			QUALITY RATING LEVELS				
			1	2	3	4	5
LICENSING AND COMPLIANCE	LIC 1 — Licensing		**LIC 1.1** Registered, open and operating.	**LIC 1.2** Registered, open and operating for at least six months.	**LIC 1.3** Fully registered and not in provisional and/or conditional status.	**LIC 1.4** Fully registered and not in provisional and/or conditional status.	**LIC 1.5** Fully registered and not in provisional and/or conditional status.
		Doc	Valid Registration (CCATS)	Valid Registration (CCATS)	Valid Registration (CCATS)	Valid Registration (CCATS)	Valid Registration (CCATS)
	LIC 2 — Compliance			**LIC 2.2** Substantial Compliance with Child Care Regulations.	**LIC 2.3** Substantial Compliance with Child Care Regulations.	**LIC 2.4** Substantial Compliance with Child Care Regulations.	**LIC 2.5** Substantial Compliance with Child Care Regulations.
	LIC 3 — Enforcement			**LIC 3.2** No Enforcement Actions pending.	**LIC 3.3** No Enforcement Actions pending.	**LI C 3.4** No Enforcement Actions pending.	**LIC 3.5** No Enforcement Actions pending.
		Doc		Inspection reports conducted within the past 12 months (CCATS and ELIS)	Inspection reports conducted within the past 12 months (CCATS and ELIS)	Inspection reports conducted within the past 12 months (CCATS and ELIS)	Inspection reports conducted within the past 12 months (CCATS and ELIS)

Staff Qualifications and Professional Development (STF)

STF			QUALITY RATING LEVELS				
			1	2	3	4	5
STAFF QUAL / PD	STF 1 — Education / Experience		**STF 1.1** Provider and any staff meet registration requirements for Family Child Care.	**STF 1.2** Provider and Co-Provider (or for a Large Family Child Care Home, 50% of lead staff) hold: a current Maryland Child Care Staff Credential at Level 2 or higher; an Administrator Credential at Level 1 or higher; or the equivalent credential training for that level.	**STF 1.3** Provider and Co-Provider (or for a Large Family Child Care Home, 50% of lead staff) hold: a current Maryland Child Care Staff Credential at Level 3 or higher; an Administrator Credential at Level 1 or higher; or the equivalent credential training for that level.	**STF 1.4** Provider and Co-Provider (or for a Large Family Child Care Home, 50% of lead staff) hold: a current Maryland Child Care Staff Credential at Level 4 or higher; or an Administrator Credential at Level 1 or higher.	**STF 1.5** Provider and Co-Provider (or for a Large Family Child Care Home, 50% of lead staff) hold: a current Maryland Child Care Credential at Level 4+ or higher; or an Administrator Credential at Level 2 or higher.
		Doc		CCATS and/or current Maryland Child Care Credential certificate or training certificates for staff members	CCATS and/or current Maryland Child Care Credential certificate or training certificates for staff members	CCATS and/or current Maryland Child Care Credential certificate	CCATS and/or current Maryland Child Care Credential certificate

Doc = Documentation. Red text indicates documentation required to verify that the standard has been met.
CCATS = Child Care Administrative Tracking System
ELIS = Electronic Licensing Inspection System
Substantial Compliance = no more than one inspection date in the last 12 months with findings of non-compliance in Injurious Treatment; Child Protection; Supervision; or Capacity, Group Size and Staffing.
Enforcement Actions Pending = a program under Emergency Suspension, Suspension, or Revocation action where all appeals have not been exhausted.

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			Accreditation and Rating Scales (ACR)				
ACR			**QUALITY RATING LEVELS**				
			1	**2**	**3**	**4**	**5**
ACCREDITATION	**ACR 1** Accreditation			ACR 1.2 Within the past 12 months, the provider has completed MSDE approved Accreditation Training.	ACR 1.3 Within the past 12 months, the provider has visited or had a conversation with an NAFCC accredited family child care provider.	ACR 1.4 Accreditation self-study completed and validation visit requested.	ACR 1.5 Accreditation awarded by NAFCC and the program remains in good standing with accrediting body.
	Doc			Accreditation Reflection and Planning form	Accreditation Visit Verification form	Documentation from accrediting organization that visit has been requested	Letter or certificate of accreditation award, documentation from accrediting organization that annual report has been received.
RATING SCALE	**ACR 2** Family Child Care Program Assessment				ACR 2.3 Self-assessment conducted using FCCERS-R.	ACR 2.4 FCCERS-R conducted by an approved assessor according to the schedule established by MSDE.	ACR 2.5 FCCERS-R conducted by an approved assessor according to the schedule established by MSDE.
	Doc				Rating Scale Score Sheet	Rating Scale Score Sheet completed by MSDE assessor	Rating Scale Score Sheet completed by MSDE
	ACR 3 Program Improvement Plan				ACR 3.3 Process for continuous quality improvement developed, informed by FCCERS-R assessment and program priorities, including school readiness goals and objectives.	ACR 3.4 Process for continuous quality improvement developed and implemented, informed by FCCERS-R assessment, accreditation self-study, and program priorities, including school readiness goals and objectives.	ACR 3.5 Process for continuous quality improvement developed and implemented, informed by FCCERS-R assessment, accreditation standards, and program priorities, including school readiness goals and objectives.
	Doc				Program improvement Plan addressing any subscale score below 4.0 and school readiness goals and objectives, a statement of the process of program improvement.	Program improvement Plan addressing any subscale score below 4.5 and school readiness goals and objectives, a statement of the process of program improvement	Program improvement Plan addressing any subscale score below 5.0 and school readiness goals and objectives, a statement of the process of program improvement

FCCERS = Family Child Care Environment Rating Scale
Accreditation Training may include: webinar, accreditation orientation, conference, seminar, or workshop.
Accreditation Reflection and Planning form available in the Maryland EXCELS online system.
Accreditation Visit Verification form available in the Maryland EXCELS online system.

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Developmentally Appropriate Learning and Practice (DAP)

DAP			QUALITY RATING LEVELS				
			1	**2**	**3**	**4**	**5**
CARE AND EDUCATION	DAP 1	Environment	**DAP 1.1** Children of all abilities are provided with opportunities to interact with their peers in a developmentally appropriate environment that offers a balance of child initiated and teacher directed activities.	**DAP 1.2** Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities.	**DAP 1.3** Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities reflecting the interests of the children, their primary language, and cultural background.	**DAP 1.4** Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities reflecting the interests of the children, their primary language, and cultural background.	**DAP 1.5** Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities reflecting the interests of the children, their primary language, and cultural background.
	Doc		Daily Schedule	Daily Schedule and Philosophy Statement	Daily Schedule and Philosophy Statement	Daily Schedule and Philosophy Statement	Daily Schedule and Philosophy Statement
	DAP 2	Learning Materials		**DAP 2.2** Materials are: developmentally appropriate; accessible; reflect children's interests; and support children of all abilities.	**DAP 2.3** Materials are: developmentally appropriate; accessible; promote multiple modes of exploration and learning; reflect children's interests; and support children of all abilities.	**DAP 2.4** Materials are: developmentally appropriate; accessible; promote multiple modes of exploration and learning; reflect children's interests, culture, and language; and support children of all abilities.	**DAP 2.5** Materials are: developmentally appropriate; accessible; promote multiple modes of exploration and learning; reflect children's interests, culture, and language; support children of all abilities; and are rotated.
	Doc			Statement describing selection and use of learning materials	Statement describing selection and use of learning materials	Statement describing selection and use of learning materials	Statement describing selection and use of learning materials
	DAP 3	Positive Guidance	**DAP 3.1** Provider and any staff use positive behavioral supports and strategies with children that include providing choices and using redirection.	**DAP 3.2** Provider and any staff use positive behavioral supports and strategies with children that include: providing choices, using redirection, and clear rules and expectations.	**DAP 3.3** Provider and any staff use positive behavioral supports and strategies with children that include: providing choices; using redirection, reflection, and problem solving; and clear rules and expectations.	**DAP 3.4** Provider and any staff use positive behavioral supports and strategies with children that include: providing choices; using redirection, reflection, and problem solving; and clear rules and expectations developed with input from the children.	**DAP 3.5** Provider and any staff use positive behavioral supports and strategies with children that include: providing choices; using redirection, reflection, and problem solving; and clear rules and expectations developed with input from the children.
	Doc		Written Policy for positive behavioral practices (Discipline Policy)	Written Policy for positive behavioral practices	Written Policy for positive behavioral practices	Written Policy for positive behavioral practices	Written Policy for positive behavioral practices

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Developmentally Appropriate Learning and Practice (Continued)

DAP			QUALITY RATING LEVELS				
			1	2	3	4	5
TEACHING STRATEGIES	DAP 4	Curriculum		DAP 4.2 MSDE Healthy Beginnings, Maryland Early Learning Standards or state-recommended or recognized curriculum guides the lesson planning process.	DAP 4.3 MSDE Healthy Beginnings, Maryland Early Learning Standards, or state-recommended or recognized curriculum guides the lesson planning process.	DAP 4.4 Implementation of a curriculum that is aligned with Maryland Early Learning Standards and/or state-recommended or recognized curriculum.	DAP 4.5 Implementation of a state recommended or recognized curriculum.
	DAP 5	Planning		DAP 5.2 Lesson plans include age-appropriate activities reflective of children's interests and skills; address the developmental needs of each and every child; and include information from an IFSP/IEP, if provided.	DAP 5.3 Lesson plans include age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by observations; and include information from an IFSP/IEP, if provided.	DAP 5.4 Lesson plans include age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by observations and information gained from families about their children; and include information from an IFSP/IEP, if provided.	DAP 5.5 Lesson plans include culturally competent, age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by ongoing assessments, observations, and information gained from families about their children; and include information from an IFSP/IEP, if provided.
		Doc		Curriculum statement, lesson planning process statement	Curriculum statement, lesson planning process statement	Curriculum statement, lesson planning process statement	Curriculum statement, lesson planning process statement
	DAP 6	Implementation	DAP 6.1 Activities are individualized to address the developmental needs of each and every child and are informed by information from an IFSP/IEP, if provided.	DAP 6.2 Activities provide opportunities for whole group, small group and individual learning experiences and include adequate time for transitions, literacy, and reading opportunities.	DAP 6.3 Domain-based activities provide opportunities for whole group, small group and individual learning experiences that include adequate time for transitions, literacy, and reading opportunities.	DAP 6.4 Domain-based activities provide opportunities for whole group, small group and individual learning experiences that include adequate time for transitions, literacy, and reading opportunities.	DAP 6.5 Domain-based activities provide opportunities for whole group, small group and individual learning experiences that include adequate time for transitions, literacy, and reading opportunities.
		Doc	Daily Schedule or lesson plan	Recent lesson plan, Daily Schedule	Recent lesson plan, Daily Schedule	Recent lesson plan, Daily Schedule	Recent lesson plan, Daily Schedule
	DAP 7	Screen Time		DAP 7.2 Television, computers or other media devices are used only when directly related to facilitated learning experiences; and no screen time for children under the age of 2.	DAP 7.3 Television, computers or other media devices are used only when directly related to facilitated learning experiences; and no screen time for children under the age of 2.	DAP 7.4 Television, computers or other media devices are used only when directly related to facilitated learning experiences; and no screen time for children under the age of 2.	DAP 7.5 Television, computers or other media devices are used only when directly related to facilitated learning experiences; and no screen time for children under the age of 2.
		Doc		Statement of policy regarding screen time	Statement of policy regarding screen time	Statement of policy regarding screen time	Statement of policy regarding screen time

Healthy Beginnings = *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*
Domains for children Birth through Three Years of Age = Personal and Social Development, Language Development, Cognitive Development, and Physical Development
Domains for children Three through Five Years of Age = Social and Personal Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, and Physical Development and Health
IFSP = Individualized Family Service Plan   **IEP** = Individualized Education Program

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			Developmentally Appropriate Learning and Practice (Continued)				
DAP			**QUALITY RATING LEVELS**				
			1	2	3	4	5
ASSESSMENT AND DEVELOPMENTAL PROGRESS	DAP 8 / Developmental Screening		DAP 8.1 Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)	DAP 8.2 Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)	DAP 8.3 Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)	DAP 8.4 Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)	DAP 8.5 Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)
		Doc	To be determined	To be determined	To be determined	To be determined	To be determined
	DAP 9 / Developmental Progress			DAP 9.2 Provider observes children's developmental progress.	DAP 9.3 Provider observes children's progress using developmental checklists.	DAP 9.4 Provider observes children's progress using developmental checklists that are either designed for or aligned with the curriculum.	DAP 9.5 Provider observes children's progress and conducts ongoing assessments that include: observation and anecdotal records; portfolios; and checklists that are either designed for or aligned with the curriculum.
		Doc		Statement of observation practices	Statement of observation practices, developmental checklist	Statement of observation practices, developmental checklist	Statement of observation and assessment practices, sample child assessment tools

Family Child Care Standards

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			Administrative Policies and Practices (ADM)				
ADM			**QUALITY RATING LEVELS**				
			1	2	3	4	5
FAMILIES	ADM 1 — Information and Policies		ADM 1.1 Information provided to families includes policies and practices for: health and safety; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	ADM 1.2 Information provided to families includes policies and practices for: health and safety; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	ADM 1.3 Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	ADM 1.4 Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; inclusion of children with disabilities or special health care needs; communicating with families; physical fitness; nutrition; and curriculum and child assessment.	ADM 1.5 Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; inclusion of children with disabilities or special health care needs; communicating with families; physical fitness; nutrition; and curriculum and child assessment.
	ADM 2 — Receipt of Policies					ADM 2.4 Families provided with information upon enrollment and written receipt is documented.	ADM 2.5 Families provided with information upon enrollment and written receipt is documented.
	Doc		Family handbook, written agreement or contract	Family handbook, written agreement or contract	Family handbook, written agreement or contract	Family handbook, written agreement or contract, and one signed receipt	Family handbook, written agreement or contract, and one signed receipt
	ADM 3 — CACFP				ADM 3.3 Provider participates in the Child and Adult Care Food Program (CACFP).	ADM 3.4 Provider participates in the Child and Adult Care Food Program (CACFP).	ADM 3.5 Provider participates in the Child and Adult Care Food Program (CACFP).
	Doc				CACFP participation verified by MSDE or Ineligibility/Non-Participation form	CACFP participation verified by MSDE or Ineligibility/Non-Participation form	CACFP participation verified by MSDE or Ineligibility/Non-Participation form
	ADM 4 — Nutritious Meals and Snacks				ADM 4.3 Provider serves fresh fruits and/or vegetables at least twice a week, and monitors meals provided from home and supplements as necessary to ensure that children are receiving nutritious, balanced meals and snacks.	ADM 4.4 Provider serves whole grains, fresh fruits and/or vegetables at least three times a week, and limits fat, sugar and salt in food served by the program. The program monitors meals provided from home and supplements as necessary to ensure that children are receiving nutritious, balanced meals and snacks.	ADM 4.5 Provider serves whole grains, fresh fruits and/or vegetables at least four times a week, and limits fat, sugar and salt in food served by the program. The program monitors meals provided from home and supplements as necessary to ensure that children are receiving nutritious, balanced meals and snacks.
	Doc				Nutrition Policy, copy of a weekly menu served within the past month	Nutrition Policy, copy of a weekly menu served within the past month	Nutrition Policy, copy of a weekly menu served within the past month

Administrative Policies and Practices (Continued)

ADM			QUALITY RATING LEVELS				
			1	2	3	4	5
FAMILIES (Continued)	ADM 5 — Family Engagement			**ADM 5.2** Families provided with at least two different types of opportunities to be engaged in the program.	**ADM 5.3** Families provided with at least three different types of opportunities to be engaged in the program.	**ADM 5.4** Families provided with at least four different types of opportunities to be engaged in the program.	**ADM 5.5** Families provided with at least five different types of opportunities to be engaged in the program.
	Doc			Examples of family engagement opportunities	Examples of family engagement opportunities	Examples of family engagement opportunities	Examples of family engagement opportunities
	ADM 6 — Family Conferences		**ADM 6.1** Provider conducts family conferences.	**ADM 6.2** Provider conducts family conferences at least once a year.	**ADM 6.3** Provider conducts family conferences at least once a year.	**ADM 6.4** Provider conducts family conferences at least twice a year.	**ADM 6.5** Provider conducts family conferences at least twice a year.
	Doc		Conference schedule, sign-up sheet	Conference schedule, sign-up sheet	Conference schedule, sign-up sheet	Conference schedule, sign-up sheet	Conference schedule, sign-up sheet
	ADM 7 — IFSP / IEP		**ADM 7.1** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.	**ADM 7.2** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.	**ADM 7.3** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.	**ADM 7.4** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.	**ADM 7.5** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.
	Doc		Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)

Administrative Policies and Practices (Continued)

ADM			1	2	3	4	5
STAFF	**ADM 8** Staff Meetings			**ADM 8.2** Staff meetings conducted at least four times per year.	**ADM 8.3** Staff meetings conducted monthly.	**ADM 8.4** Staff meetings conducted monthly.	**ADM 8.5** Staff meetings conducted monthly.
	Doc			Yearly staff meeting schedule, at least one agenda and sign-in sheet	Yearly staff meeting schedule, at least one agenda and sign-in sheet	Yearly staff meeting schedule, at least one agenda and sign-in sheet	Yearly staff meeting schedule, at least one agenda and sign-in sheet
	ADM 9 Performance Evaluation			**ADM 9.2** Staff performance is evaluated at least annually.	**ADM 9.3** Staff performance is evaluated in writing at least annually.	**ADM 9.4** Staff performance is evaluated in writing at least annually, and as needed for professional improvement.	**ADM 9.5** Staff performance is evaluated in writing at least annually, and as needed for professional improvement.
	Doc			Performance evaluation schedule	Performance evaluation schedule and performance evaluation tool	Performance evaluation schedule and performance evaluation tool	Performance evaluation schedule and performance evaluation tool
	ADM 10 Staff Policies and Handbook			**ADM 10.2** Staff policies developed.	**ADM 10.3** Staff policies developed and included in written handbook.	**ADM 10.4** Staff policies developed and included in written handbook provided to all staff members at hire, which includes policies and procedures related to: health; safety; child development; inclusion of children with disabilities and special health care needs; training; positive behavior practices; and staff roles, responsibilities, and benefits.	**ADM 10.5** Staff policies developed and included in written handbook provided to all staff members at hire, which includes policies and procedures related to: health; safety; child development; inclusion of children with disabilities and special health care needs; training; positive behavior practices; and staff roles, responsibilities, and benefits.
	ADM 11 Staff Receipt of Handbook					**ADM 11.4** Provider maintains written receipt of staff handbook from all employees.	**ADM 11.5** Provider maintains written receipt of staff handbook from all employees.
	Doc			Statement of staff policies	Staff handbook	Staff handbook and one signed receipt	Staff handbook and one signed receipt
	ADM 12 Salary and Benefits				**ADM 12.3** Incremental salary scale based on education and experience.	**ADM 12.4** Incremental salary scale based on education and experience; employee benefits.	**ADM 12.5** Incremental salary scale based on education and experience; employee benefits.
	Doc				Current salary scale	Current salary scale, description of employee benefits	Current salary scale, description of employee benefits

Administrative Policies and Practices (Continued)

ADM			QUALITY RATING LEVELS				
			1	2	3	4	5
COMMUNITY	ADM 13 Community Resource Information			**ADM 13.2** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.	**ADM 13.3** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.	**ADM 13.4** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.	**ADM 13.5** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.
	ADM 14 Use of Community Resources					**ADM 14.4** Community resources are accessed and used, including but not limited to local public library services.	**ADM 14.5** Community resources are accessed and used, including but not limited to local public library services.
	Doc			Statement of how provider identifies and updates community resources	Statement of how provider identifies and updates community resources	Statement of how provider identifies, updates, accesses, and uses community resources	Statement of how provider identifies, updates, accesses, and uses community resources
	ADM 15 Transition Plan				**ADM 15.3** Transition plans developed for children, including individualized plans for children with disabilities and special health care needs.	**ADM 15.4** Transition plans developed for children, including individualized plans for children with disabilities and special health care needs, which include policies for sharing information on child assessment and developmental progress.	**ADM 15.5** Transition plans developed for children, including individualized plans for children with disabilities and special health care needs, which include policies for sharing information on child assessment and developmental progress.
	Doc				Statement of transition plans: home to program, program to school	Statement of transition plans: home to program, program to school	Statement of transition plans: home to program, program to school

Maryland Child Care Center – Staff Requirements

Note: An individual who qualified before July 1, 2008 for any staff position and has been continuously employed since that time, at the same or another child care program, qualifies for the position.

Position	Age	Education	Course Work	Experience[1]	Other Requirements	Continued Training
Aide	16	None	None	None	Within 6 months after hire complete an orientation session	6 clock hours[6]
Assistant Child Care Teacher (School-age)	18	• High school diploma, certificate of high school equivalency, **or** • Successful completion of college courses for credit	3 semester or 45 clock hours or equivalent of approved coursework relating to school age children, and→ **OR** 15 clock hrs of approved college coursework, and→ **OR** No coursework, and→	400 hours[3] working with school age children in an approved setting[4] **OR** 600 hours[3] working with school age children in an approved setting[4] **OR** 800 hours[3] working with school age children in an approved setting[4]	• At least 9 clock hours of approved training in communicating with staff, parents and the public[5]	6 clock hours[6]
Child Care Teacher Infant/Toddler	19	• High school diploma, certificate of high school equivalency, **or** • Successful completion of college courses for credit	• 6 semester, 90 clock hours[7] or equivalent of approved early childhood coursework[2], and • 3 semester, 45 clock hours or the equivalent of approved infant/toddler coursework **OR** • 6 semester, 90 clock hours[7] or equivalent of infant/toddler specific coursework	• 1 year of experience working with infants/toddlers and/or preschoolers in an approved setting[4] **or** • 1 year of college (30 semester hours), **or** • Combination of experience and college equal to 1 year	• At least 9 clock hours of approved training in communicating with staff, parents and the public[5] • Approved training in supporting breastfeeding practices. • 3 clock hours in ADA Compliance	12 clock hours[6]
Child Care Teacher Preschool	19	• High school diploma, certificate of high school equivalency, **or** • Successful completion of college courses for credit	• 6 semester, 90 clock hours[7] or equivalent of approved early childhood coursework[2]	• 1 year of experience working with preschoolers in an approved setting[4] **or** • 1 year of college (30 semester hours), **or** • Combination of experience and college that equals 1 year	• At least 9 clock hours of approved training in communicating with staff, parents and the public[5] • 3 clock hours in ADA Compliance	12 clock hours[6]

1 – If approved or certified to teach (Infant/Toddler and Preschool N, K-3 or School-Age K, 1-8) no experience is required.

2 – This requirement may be met through the following alternatives: Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, Hold an Associates or higher degree with approved coursework in early childhood education, Approved as a teacher for grades Nursery-3, **or** Hold a teaching certificate from MSDE or any other state for early childhood in grades N-3

3 – One year (30 semester hours) may be substituted for up to 400 hours of experience.

4 – Approved setting means - licensed child care center, nursery school, church operated school, recreation and park program, registered family child care home or similar setting

5 – May be met through the successful completion of at least 1 academic college course taken for credit

6 – Continued training is to be completed each year of employment according to the Professional Development Plan, with a minimum of one-half in the Core of Knowledge and a maximum of one-half in elective training.

7- Must consist of 45 hrs of "Curriculum" and 45 hrs of "Child Development"

Effective – January 1, 2009 (Chart revised August 2016)

Maryland Child Care Center – Staff Requirements

Note: An individual who qualified before July 1, 2008 for any staff position and has been continuously employed since that time, at the same or another child care program, qualifies for the position.

Child Care Teacher **School-age**	19	• High school diploma, certificate of high school equivalency, **or** • Successful completion of college courses for credit	6 semester, 90 clock hours[7] or equivalent of approved school-age coursework, and one of these area of experience ⟶	• And 400 hrs. of experience working with school-age children in an approved setting[4] **or** • 1 year of college (30 semester hours), **or** A combination of experience and college that equals 1 year	• At least 9 clock hours of approved training in communicating with staff, parents and the public[5] • 3 clock hours in ADA Compliance	12 clock hours[6]
			Or Approved as a teacher or educational Director for kindergarten or grades 1-8,	None Required		
			Or Hold a teaching certificate from MSDE or any other state for kindergarten or grades 1-8,	None required		
			Or Bachelor's degree in early childhood education, elementary education, special education, or child development, . . .	None required		
			Or Bachelor's degree in any academic subject and has . . . ⟶	1,800 hours of experience working with school-age children in an approved setting		

1 – If approved or certified to teach (Infant/Toddler and Preschool N, K-3 or School-Age K, 1-8) no experience is required.

2 – This requirement may be met through the following alternatives: Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, Hold an Associates or higher degree with approved coursework in early childhood education, Approved as a teacher for grades Nursery-3, **or** Hold a teaching certificate from MSDE or any other state for early childhood in grades N-3

3 – One year (30 semester hours) may be substituted for up to 400 hours of experience.

4 – Approved setting means - licensed child care center, nursery school, church operated school, recreation and park program, registered family child care home or similar setting

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7- Must consist of 45 hrs of "Curriculum" and 45 hrs of "Child Development"

MARYLAND CHILD CARE
RESOURCE NETWORK

CHILD CARE DEMOGRAPHICS • 2024

Anne Arundel County Report

The Maryland Child Care Resource Network and Maryland Family Network, Inc. are co-publishers of this Anne Arundel County Report for the Network's Maryland Child Care Demographics Report series. The series includes reports for the State, for each of Maryland's 23 counties and the City of Baltimore.

MARYLAND
FAMILY
NETWORK

Child Care
Demographics

Anne Arundel County

Frequently Requested Child Care Information

Anne Arundel County is located South of Baltimore and bordered by Baltimore City and Baltimore, Howard, Prince George's, and Calvert Counties, with the Chesapeake Bay on its eastern border. It includes Annapolis, the Capital of Maryland. It is approximately 418 square miles in size. It has a population of approximately 584,000 people, making it 4th in county population count in the state.

Anne Arundel County's economy includes transportation, defense, telecommunications, retail, and warehousing and distribution. Of the approximately 305,000 civilian employees, the county employs approximately 259,000 people via 16,000 businesses. Approximately 87% are in the private sector, with the largest concentrations in trade, transportation, and utilities and professional and business services. The rest are in local government (3%), state government (4%) and federal government (6%).

Major employers include Fort George G. Meade, at which several federal agencies are located, Northrup Grumman, Luminis Health, Southwest Airlines, UM Baltimore Washington Medical Center, U.S. Naval Academy/Naval Activity Support, Live! Casino, Amazon, Booz Allen Hamilton, Inc., Allegis Group, Anne Arundel Community College, DXC Technologies, Raytheon Technologies, and Jacobs.

Approximately 43% of Anne Arundel County residents have a Bachelor's degree or higher. For public schools, Anne Arundel County has approximately 81 elementary schools, 21 middle or combined schools, 13 high schools, 2 career/tech schools, and 2 charter schools[1]. Total public school enrollment is 84,000 students. The county is home to St. John's College and U.S. Naval Academy (four-year) and Anne Arundel Community College (two-year)[2].

[1] Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools, 2022-2023
[2] Brief Economic Facts, Maryland Department of Commerce, 2022

Child Population 2022

Age Group	Number in age group
0-2 years	19,660
3-4 years	15,618
5 years	7,045
6-8 years	22,530
9-11 years	22,244
Total Children in Households Aged 0-11	87,097

Source: US Bureau of the Census, American Community Survey 2022

Child Care Costs as Compared to Other Major Household Expenses

The estimated current median family income in Anne Arundel is $136,266[6]. A family of four that included a couple and two children ages 0-23 months and 2-4 years can be expected to have the following yearly household expenses:

Expense		Cost	% of Income
Child Care		$27,403.48	20%
Infant[1]	$13,591.24		
Preschooler[2]	$13,812.24		
Food[3]		$ 2,946.00	2%
Housing[4]		$28,488.00	21%
Taxes[5]		$34,306.00	25%
Total		$93,143.48	68%

[1] Average cost of full-time care in a family child care home (LOCATE, 2023).
[2] Average cost of full-time care in a child care center (LOCATE, 2023). [3]National average cost of food at home based on a moderate cost plan (Cost of Food at Home Estimated for Food Plans at Four Cost Level, July 2023), U.S. Average, United States Department of Agriculture). [4]Based on U.S. Bureau of the Census 2020 median selected owner costs with a mortgage; included mortgage, taxes, insurance and utilities. [5]State and local taxes per Comptroller of Maryland (2023), Medicare and FICA taxes per moneychimp.com (2023). Taxes do not reflect Earned Income Credit. [6]Current income as shown in the Geolytics Report dated July 2023. This data cannot be compared to previous data.

Average Weekly Cost of Full-time Child Care

Anne Arundel County

	Family Child Care Programs	Child Care Centers
0-23 Months	$288.03	$418.89
2-4 Years	$248.74	$318.99
5 Years[1]	$231.43	$308.96
School Age Full[2]	$203.66	$352.04
School Age B/A[3]	$141.00	$165.12

Source: MFN/LOCATE: Child Care, 6/23.
[1]Average cost of full time care for a 5 year old. Defined as child being in full time child care or being in kindergarten and out-of-school child care, i.e., holidays, school closures and summers. [2]Average cost of full time care for a 6+ school age child (out-of-school child care, i.e., holidays, school closures and summers). [3]Average cost of before and after school child care.

Population Information

Child Population[1]

	2011		2022	
	Anne Arundel	Maryland	Anne Arundel	Maryland
0-2 years	20,815	215,677	19,660	205,809
3-4 years	13,321	149,276	15,618	152,669
5 years	7,124	73,189	7,045	72,489
6-8 years	20,895	216,607	22,530	224,287
9-11 years	20,346	224,348	22,244	231,904
Total	82,501	879,097	87,097	887,158

Source: US Bureau of the Census, American Community Survey 2011, 2022

Total Population

	Anne Arundel	Maryland
2022	588,109	6,161,707
2021	584,064	6,148,545
2011	532,369	5,736,545
2000	489,656	5,296,486
1990	427,239	4,780,753
1980	370,775	4,216,975

Source: US Bureau of the Census, 1980, 1990, 2000; American community Survey 2011, 2021

Female Population (selected ages)

Age Group	2011	2022
Aged 20-24	15,726	16,236
Aged 25-29	17,956	18,673
Aged 30-34	17,188	21,473
Total Aged 20-34	50,870	56,382

Source: US Bureau of the Census, American Community Survey 2011, 2022

Male Population (selected ages)

Age Group	2011	2022
Aged 20-24	19,565	18,537
Aged 25-29	18,197	19,924
Aged 30-34	16,918	21,504
Total Aged 20-34	54,680	59,965

Source: US Bureau of the Census, American Community Survey 2011, 2022

Work Force Information
Total Population Ages 16+ in Work Force

	Anne Arundel	Maryland
2022		
Females	152,463	1,618,655
Males	172,092	1,713,303
2011		
Females	155,494	1,706,926
Males	172,608	1,772,418
Change		
Females	-1.9%	-5.2%
Males	-0.3%	-3.3%

Source: US Bureau of the Census, American Community Survey 2011, 2022
* Does not include the population not in the Labor Force

Households

	2011	2022
Total household population	516,105	577,602
Total number of households	197,348	221,704
Average household size	2.62	2.61

Source: US Bureau of the Census, American Community Survey 2011, 2022

Females Aged 16+ with Children

Age Group	2011	2022	Change
Total Children Under 6 years old	40,128	41,074	2.4%
Children Under 6 with all custodial parents working	26,956	29,687	10.1%
Total Children 6-17 years old	78,681	85,312	8.4%
Children 6-17 with all custodial parents working	59,439	66,246	11.5%

Source: US Bureau of the Census, American Community Survey 2011, 2022

Females Aged 16+ with Children Under 18

Age Group	2011	2022	Change
Females (16+) with children under 18	62,057	59,968	-3.4%
Females (16+) with children under 18, in the workforce	44,943	47,154	4.9%

Source: US Bureau of the Census, American Community Survey 2011, 2022

Census Information

Families and Poverty

	2011	% in Poverty	2022	% in Poverty	% Change
All Families	138,085		152,630		10.5%
Families Below Poverty Level	5,102	3.7%	6,233	4.1%	22.2%
All Families with Children Under 5	27,021		26,354		-2.5%
All Families w Children Under 5 Below Poverty Level	2,073	7.7%	2,070	7.9%	-0.1%
All Families w Children Under 18	67,931		70,464		3.7%
All Families w Children Under 18 Below Poverty Level	4,003	5.9%	4,553	6.5%	13.7%

Source: US Bureau of the Census, American Community Survey 2011, 2022

Children and Poverty

	2011	% in Poverty	2022	% in Poverty	% Change
Total Related Children Under 18	122,709		130,323		6.2%
Total Children Under 18 Below Poverty Level	9,108	7.4%	9,685	7.4%	6.3%
Total Children Under 5 Below Poverty Level	2,806	8.3%	2,680	7.7%	-4.5%
Children 5-17 Below Poverty Level	6,302	7.1%	7,005	7.3%	11.2%

Source: US Bureau of the Census, American Community Survey 2011, 2022

Educational Attainment for Adults over 25 Years

	Anne Arundel	% of Adults		Maryland	% of Adults
Total Adults Aged 25 or More	409,052			4,260,095	
High School Graduate or Higher	382,651	93.5%		3,876,178	91.0%
Bachelors Degree or Higher	180,512	44.1%		1,798,746	42.2%

Source: US Bureau of the Census, American Community Survey 2022

Families

Anne Arundel	2011	2022	% Change
Total Families	138,085	152,630	10.5%
Total # of All Families with Related Childrend Under Age 6*	26,839	27,991	4.3%
Total # of All Families with Related Childrend Under Age 18	62,057	64,675	4.2%

Maryland	2011	2022	% Change
Total Families	1,428,101	1,525,066	6.8%
Total # of All Families with Related Childrend Under Age 6*	269,284	262,824	-2.4%
Total # of All Families with Related Childrend Under Age 18	656,740	643,101	-2.1%

Source: US Bureau of the Census, American Community Survey 2011, 2022
*Includes Families with children under 6 AND Families with children under 6 and aged 6-17

Income, Unemployment and Housing Information

Annual Wage Rate Information

Public School Teacher Salary (AA County)[1]	$75,294
Public Teacher Salary Average MD[1]	$79,420
Non Public School Teacher Salary Average (National)[2]	$67,201
Family Child Care Provider (County)[3]	$38,172
Child Care Center Director (County)[3]	$40,263
Center Senior Staff /Teacher(County)[3]	$31,309
Center Aide (Count)[3]	$22,084

1. Average Teacher Salary MSDE Sept 2023
2. National Association of Independent Schools (NAIS) 2022- 2023 Year
3. MFN's 2022 Statewide Survey of Family Child Care Providers and Child Care Centers.

Family Income

Median Family Income

Anne Arundel	$136,266
Maryland	$120,081

Source: US Bureau of the Census, American Community Survey 2022

Median Household Income[1]:

Anne Arundel	$116,009
Maryland	$98,461

Income Distribution	Percent Households	
	Anne Arundel	Maryland
Under $25,000	7.2%	11.6%
$25,000-$49,999	9.9%	13.2%
$50,000-$74,999	12.6%	13.6%
$75,000 +	70.3%	61.6%
Total Households	221,704	2,318,124

Source: US Bureau of the Census, American Community Survey 2022
NOTE: Percentages may not total 100% because of rounding

Unemployment Rate

	Anne Arundel	Maryland
2001	3.3%	4.0%
2002	3.2%	3.9%
2003	3.4%	4.1%
2004	3.2%	3.9%
2005	3.2%	3.9%
2006	3.2%	3.7%
2007	3.1%	3.6%
2008	4.0%	4.5%
2009	6.5%	7.1%
2010	6.6%	7.3%
2011	6.6%	7.2%
2012	5.9%	6.5%
2013	5.7%	6.2%
2014	5.0%	5.6%
2015	4.5%	5.0%
2016	4.0%	4.5%
2017	3.6%	4.3%
2018	3.9%	4.5%
2019	3.4%	3.9%
2020	7.4%	8.3%
2021	5.6%	6.7%
2020	3.1%	3.7%
2023	1.5%	1.7%

MD Department of Labor Local Area Unemployment Statistics (LAUS) June 2023.

Housing Information

	Anne Arundel	%	Maryland	%
Owner-Occupied housing	166,367	75.0%	1,564,056	67.5%
Renter-Occupied housing	55,337	25.0%	754,068	32.5%
Mean Value of Owner-Occupied Housing	$432,000		$380,500	
Median Selected Monthly Owner Costs with a Mortgage	$2,374		$2,245	
Median Gross Residential Monthly Rent	$1,908		$1,598	

Source: US Bureau of the Census, American Community Survey 2022

Supply of Regulated Early Childhood Programs and Education

Children's Programs by Type with Capacity/Enrollment

	# of Programs	Capacity¹
Family Child Care Providers	351	2,722
*OCC Licensed Group Programs	245	17,864
8-12 Hour Child Care Centers	147	12,635
Infant/Toddler	5	27
Part-Day	37	N/A
Before/after School (School & Center-Based)	154	11,456
Employer-Sponsored Centers	4	315
Nursery Schools	45	N/A
Public Kindergarten	48	N/A
**Head Start	4	316
***Early Head Start	1	85
***Public Pre-Kindergarten Sites	48	N/A
Total Infant/Toddler	342	764

¹Some providers may still be closed due to COVID 19 considerations.
*Note: Numbers do not total because facilities may have more than one type of program. Unless otherwise indicated, all programs are privately funded.
** Federally funded programs which include Head Start, Early Head Start and Home-based Head Start.
***State funded.
Source: MFN/LOCATE Child Care, 6/23; Maryland State Department of Education; Department of Health and Mental Hygiene.

Education

Public and Private Schools (Elementary and Middle)

	Public	Private*
Elementary Schools	81	7
Middle Schools	19	2
Combined	2	32

Elementary School Enrollment

	Public	Private*
Pre-Kindergarten	2,394	1,360
Kindergarten	5,966	852
Grades 1 - 6	37,546	6,320
Total	45,906	8,532

Source: MSDE, 2022-23 school year. Enrollment figures are for September 30, 2022.
*Self reported data from Maryland Nonpublic Schools as reported to MSDE.*Self reported data from Maryland Nonpublic Schools as reported to MSDE.
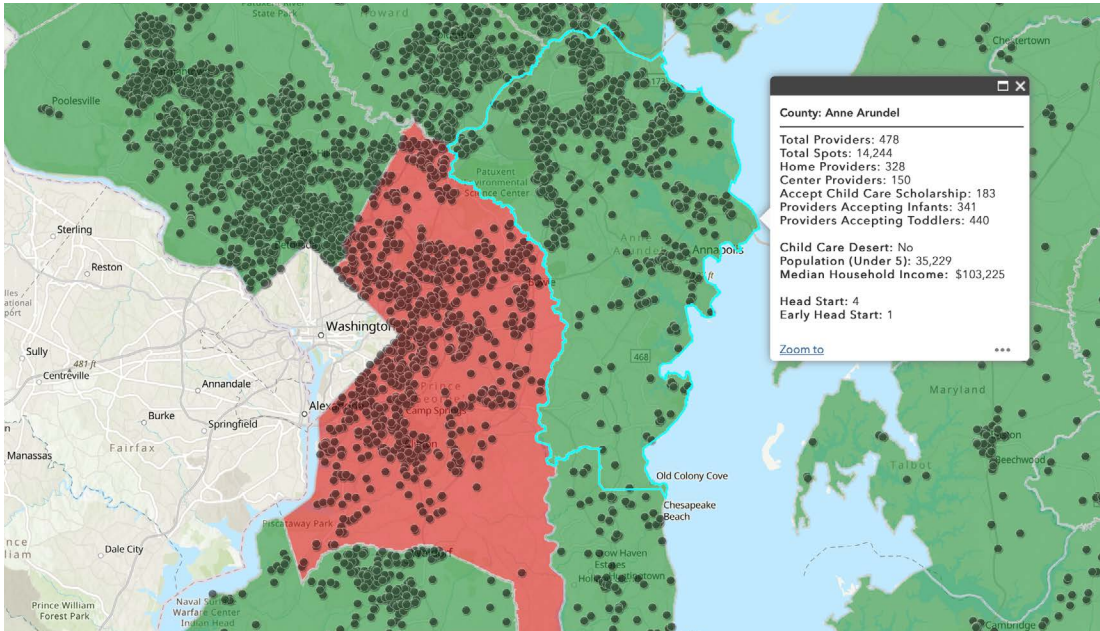
Density of Family Providers and Center Programs by Community/Zip Code

The following chart shows the number of registered family child care providers and licensed full-day child care centers in Anne Arundel as of June 30, 2023.

Community/ Zip Code	Family Providers	%	8-12 Hour Centers	%
Annapolis 21401	13	3.7%	19	12.8%
Annapolis 21403	7	2.0%	4	2.7%
Annapolis 21409	17	4.8%	4	2.7%
Annapolis Junction 20701	0	0.0%	1	0.7%
Arnold 21012	13	3.7%	5	3.4%
Baltimore 21225	2	0.6%	3	2.0%
Baltimore 21226	1	0.3%	1	0.7%
Brooklyn Park 21225	1	0.3%	0	0.0%
Churchton 20733	4	1.1%	0	0.0%
Crofton 21113	0	0.0%	0	0.0%
Crofton 21114	11	3.1%	3	2.0%
Crownsville 21032	3	0.9%	3	2.0%
Davidsonville 21035	2	0.6%	6	4.0%
Deale 20751	1	0.3%	1	0.7%
Dunkirk 20754	2	0.6%	0	0.0%
Edgewater 21037	8	2.3%	6	4.0%
Edgewater 21401	0	0.0%	1	0.7%
Fort Meade 20755	0	0.0%	1	0.7%
Friendship 20758	1	0.3%	0	0.0%
Galesville 20765	0	0.0%	1	0.7%
Gambrills 21054	7	2.0%	13	8.7%
Glen Burnie 21060	24	6.8%	3	2.0%
Glen Burnie 21061	46	13.1%	11	7.4%
Hanover 21076	14	4.0%	10	6.7%
Harwood 20776	1	0.3%	1	0.7%
Jessup 20794	4	1.1%	1	0.7%
Laurel 20724	15	4.3%	2	1.3%
Linthicum 21090	8	1.4%	2	1.3%
Linthicum Heights 21090	3	0.9%	3	2.0%
Linthicum Heights 21225	0	0.0%	0	0.0%
Lothian 20711	2	0.6%	2	1.3%
Millersville 21108	16	4.6%	3	2.0%
Odenton 21113	23	6.6%	9	6.0%
Pasadena 21122	41	11.7%	17	11.4%
Riva 21140	4	1.1%	0	0.0%
Severn 21144	38	10.8%	3	2.0%
Severna Park 21146	15	4.3%	10	6.7%
Shady Side 20764	7	2.0%	0	0.0%
Tracys Landing 20779	0	0.0%	0	0.0%
Totals	351	100.0%	149	100.0%

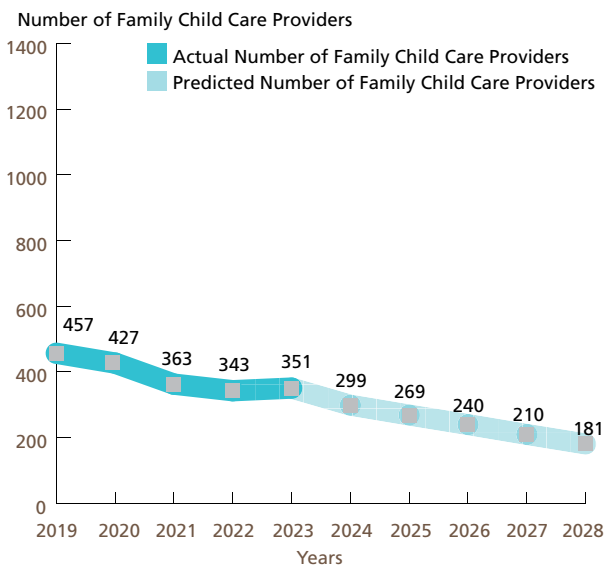Source: MFN/LOCATE: Child Care, 6/23. NOTE: Percentages may not total 100% because of rounding.

Maryland Child Care Supply and Demand Map

Maryland Family Network and Upfront partnered to create a real-time map of Maryland's child care landscape to identify deserts by county, legislative, and congressional districts.
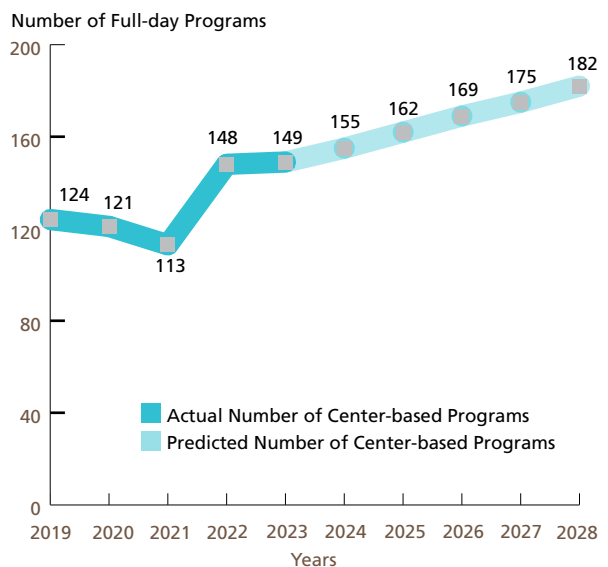

County: Anne Arundel

Total Providers: 478
Total Spots: 14,244
Home Providers: 328
Center Providers: 150
Accept Child Care Scholarship: 183
Providers Accepting Infants: 341
Providers Accepting Toddlers: 440

Child Care Desert: No
Population (Under 5): 35,229
Median Household Income: $103,225

Head Start: 4
Early Head Start: 1

Zoom to

Past and Anticipated Growth Patterns for Family/Center Providers

Family Child Care Providers in Anne Arundel 2019-2028

Number of Family Child Care Providers

■ Actual Number of Family Child Care Providers
■ Predicted Number of Family Child Care Providers

457, 427, 363, 343, 351, 299, 269, 240, 210, 181

Years

Center-based Programs in Anne Arundel 2019-2028 Full-day (8 to 12 hours)

Number of Full-day Programs

124, 121, 113, 148, 149, 155, 162, 169, 175, 182

■ Actual Number of Center-based Programs
■ Predicted Number of Center-based Programs

Years

These predictions were generated with the use of the Multiple Regression Analysis and Forecasting template. The predictions generated by the Model do not reflect the effects of current changes to social programs affecting child care.
Source: MFN/LOCATE: Child Care, 6/23.

Demand for Child Care

Children Served by Age

N=389
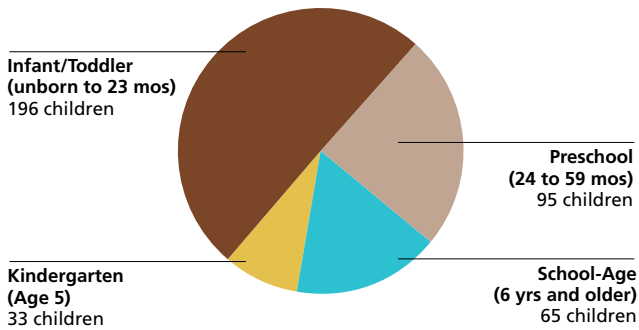
Infant/Toddler (unborn to 23 mos) 196 children

Preschool (24 to 59 mos) 95 children

Kindergarten (Age 5) 33 children

School-Age (6 yrs and older) 65 children

Source: LOCATE: Child Care at Maryland Family Network, Baltimore (7/1/22-6/30/23).

Children Served by Locational Preferences for Care

N=391
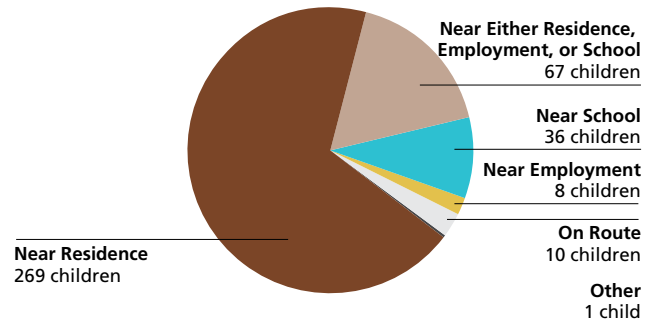
Near Either Residence, Employment, or School 67 children

Near School 36 children

Near Employment 8 children

On Route 10 children

Other 1 child

Near Residence 269 children

Source: LOCATE: Child Care at Maryland Family Network, Baltimore (7/1/22-6/30/23).

Children Served by Type of Care Preferred

N=391

Family or Group Care 262 children

Family Child Care 30 children

Group Care 99 children
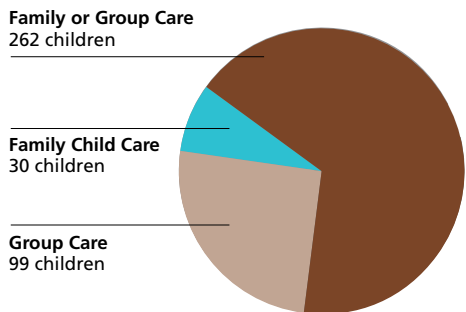
Source: LOCATE: Child Care at Maryland Family Network, Baltimore (7/1/22-6/30/23).

Reason Child Care is Needed

N=390
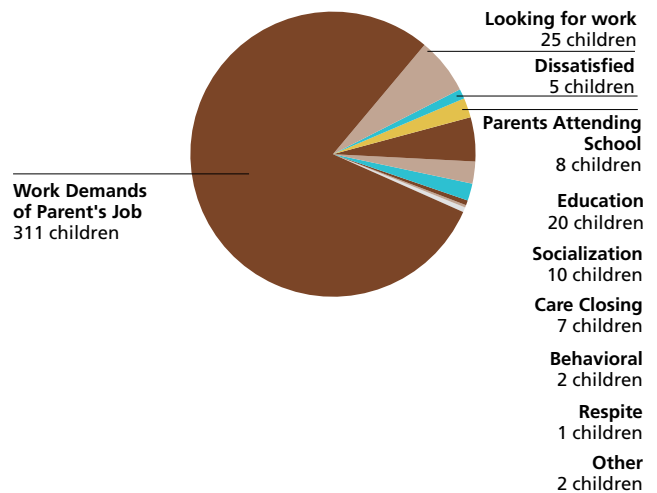
Looking for work 25 children

Dissatisfied 5 children

Parents Attending School 8 children

Education 20 children

Socialization 10 children

Care Closing 7 children

Behavioral 2 children

Respite 1 children

Other 2 children

Work Demands of Parent's Job 311 children

Source: LOCATE: Child Care at Maryland Family Network, Baltimore (7/1/22-6/30/23).

Child Care Demographics

Anne Arundel County

Demand for Child Care

Number of Children Served by LOCATE: Child Care
391 children (7/1/22-6/30/23)

Full-time or Part-time Care Needs of Children Served
N=391

Full-time: 300 children	
Part-time: 82 children	
Other*: 9 children	

* Includes requests for sick, backup and temporary care.
Source: LOCATE: Child Care at Maryland Family Network, Baltimore (7/1/22-6/30/23).
NOTE: Percentages may not total 100% because of rounding.

Child Care Scholarship Program (CCS)*

LOCATE Calls received from parents with children eligible for Child Care Scholarship
105 (27% of all calls)

LOCATE Calls received from parents with children receiving Child Care Scholarship
18 (5% of all calls)

Source: LOCATE: Child Care at Maryland Family Network, Baltimore (7/1/22-6/30/23)
* Formerly Child Care Subsidy Program
.

Major Factors Important to Parents Who Found Care in Anne Arundel County

Factor	Count
Proximity	23
Environment	10
Cost	12
Hours	11
Caregiver	10
Program	10
Escort	3
Vacancy	2
Transportation	1

Source: LOCATE: Child Care at Maryland Family Network, Baltimore (7/1/22-6/30/23).

Supply of Child Care

Child Care Scholarship Program (CCS)*

Family Child Care Providers willing to care for CCS children in Anne Arundel County
111 (27% of total family child care providers)

Child Care Centers willing to care for CCS children in Anne Arundel County
75 (50% of total child care centers)

LOCATE: Child Care at Maryland Family Network Baltimore, June 2022.
* Formerly Child Care Subsidy Program

Anne Arundel County FY23 Allocation (estimated)
 $11,772,632

Source: Maryland State Department of Education, Office of Child Care.

Special Needs Child Care

Family providers who serve/have served children with special needs[1]
116 (33% of total family child care providers in Anne Arundel)

Centers who serve/have served children with special needs
50 (34% of total child care centers in Anne Arundel)

Source: LOCATE: Child Care at Maryland Family Network, Baltimore (7/1/22-6/30/23).

[1]In 2023, LOCATE: Child Care changed the method of tracking providers with Special Needs Experience. Providers now are able to indicate experience with individual special needs. In 2024 and future years , this number will increase as we identify those providers. This number cannot be compared to earlier Demographics.

Definitions

The American Community Survey (ACS): is an ongoing survey that provides vital information on a yearly basis about our nation and its people. Information from the survey generates data that help inform how trillions of dollars in federal funds are distributed each year. (Census.gov)

Before/After-School Care: School-Age child care offers care to children enrolled in Kindergarten or above. Care is provided before and/or after school and during school holidays/vacations. Programs are licensed by the Office of Child Care. Programs may operate from a school building or other licensed facility.

Census of Population and Housing: There are two versions of the Census questionnaire: a short form which asks a limited number of population and housing questions of all households, and a long form questionnaire which asks additional social and economic questions of a sample of all households. The user should note that data obtained from a sample are subject to sampling variability, and that there are limitations to many of these data.

Child Care: The care or supervision of a child when the child's parent has given the child's care over to another for some portion of a 24-hour-day as a supplement to the parent's primary care of the child. (OCC)

Child Care Center: Child care provided in a facility that, for part or all of the day, provides care to children in the absence of the parent. Centers are licensed by the Office of Child Care.

Child Care Scholarship Program (CCS)*: Provides financial assistance to eligible families in securing care for their children in registered family child care homes or licensed child care centers while parents/guardians are attending school, working, or in job training.

Children with Special Needs: Children who, because of a disability or other special educational, developmental, physical, emotional, behavioral, or medical condition, require additional care, or whose activities are restricted by a certain condition. (OCC)

Current Median Family Income: Current, median family income is from the American Community Survey 2022.

Current Population Estimates: Current Population Estimates are based on the American Community Survey 2022.

Educational Attainment: The highest level of school completed or the highest degree received. Educational attainment figures were used for persons over 25 years of age. (U.S. Bureau of the Census)

Employer-Sponsored Centers: A child care center located on-site or off-site which is sponsored by a corporation, business, or other employer. Employees are given priority for enrollment slots.

Family Child Care: The care given to a child younger than 13 years old or to a developmentally disabled person younger than 21 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulations allow a family child care provider to care for as many as eight children at any time. (OCC)

Family Household Income: Family includes a householder and one or more persons living in the same household who are related to the householder by birth, marriage, or adoption. A household can contain only one family for purposes of census tabulations. (U.S. Bureau of the Census)

Head Start: Project Head Start provides comprehensive developmental services for children from low-income families. Head Start is comprised of four components including Education, Health, Parent Involvement, and Social Services. Head Start Centers serve children from age 3 to school entry age from income eligible families.

Infant/Toddler: In the State of Maryland, "infant"means a child under 18 months old. "Toddler" means a child 18 months old or older but younger than 2 years old. (OCC) MFN reports "infant" as a child birth through 23 months of age.

Kindergarten: An instructional program for children who are 5 years old by September 1st of each academic year. Programs may be operated by a private or public school. Kindergarten is the year of school which precedes entrance to first grade.

Nursery Schools: An instructional program approved or exempted by the Maryland State Department of Education for children who are two through four years old. The maximum length of the program is 6 hours per day, however most operate only a few hours per day and may meet only two or three times per week for a nine month period.

Owner Costs with Mortgage (Selected Monthly): The sum of payments for mortgages, deeds of trust, contracts to purchase, or similar debts on the property; real estate taxes; fire hazard, and flood insurance on the property; utilities; and fuels. It also includes, where appropriate, the monthly condominium fees or mobile home costs. A housing unit is owner-occupied if the owner or co-owner lives in the unit even if it is mortgaged or not fully paid for. (U.S. Bureau of the Census)

Definitions

Part Day: A program regulated by OCC with an educational focus for children one or two years before entering kindergarten. These programs are usually 2-3 hrs/day, 2-3 days/week, nine months/year.

Pre-Kindergarten: These are publicly funded pre-kindergarten programs for eligible 4-year-old children administered by local boards of education or qualified vendors. The programs have the overall goal of providing learning experiences to help children develop and maintain school readiness skills necessary for successful school performance. Local school systems shall enroll all 4-year-old applicants from economically disadvantaged or homeless families.

Poverty Level: The poverty guideline for a family of four persons was $30,000 in 2022. (U.S. Department of Health and Human Services, Jan 2021)

Renter Occupied Gross Monthly Rent: Monthly contract rent plus the estimated average monthly cost of utilities and fuels, if these are paid by the renter. All occupied housing units which are not owner-occupied, whether they are rented for cash rent or occupied without payment of cash rent, are classified as renter-occupied. (U.S. Bureau of the Census)

Unemployment Rate: Civilians 16 years old and over are classified unemployed if they (1) were neither "at work" nor "with a job but not at work"during the reference week, and (2) were looking for work during the last four weeks, and (3) were available to accept a job. Also included were civilians who did not work at all during the reference week and were waiting to be called back to a job from which they had been laid off. (U.S. Bureau of the Census)

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