Maryland
STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Schools

TO: Members of the Education Policy Committee

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools

DATE: October 13, 2026

SUBJECT: Proposed Licensing Regulation Amendments for Child Care Teachers Minimum Age
COMAR 13A.16 *Child Care Centers*
COMAR 13A.18 *Large Family Child Care Homes*
Permission to Adopt

Purpose

The purpose of this item is to request permission to adopt the amendments to the Code of Maryland Regulations (COMAR) 13A.16 *Child Care Centers* and COMAR 13A.18 *Large Family Child Care Homes*, in accordance with Maryland Code, Education § 9.5–303(c)(11) and 9.5–404(b)(9), requiring that child care teachers of large family child care homes and child care centers be at least 18 years old.

Background and Executive Summary

In 2024, the Maryland General Assembly enacted House Bill 662 - Large Family Child Care Homes and Child Care Centers - Child Care Teachers - Minimum Age, requiring that child care teachers in large family child care homes and child care centers be at least 18 years old. The proposed regulatory amendments are intended to align COMAR with the requirements of the statute. The OEC Licensing Bureau has operated under this statute since its enactment, so this will result in no operational changes for child care programs.

Establishing 18 as the minimum age for child care teachers allows hiring managers to consider recent high school graduates who have achieved a Child Development Associate (CDA) credential through a career and technical education (CTE) program. This is expected to help child care programs recruit staff, maintain capacity, and ultimately support access to child care.

On April 2, 2026, MSDE met virtually with interest holders, including representatives from the Family Child Care Alliance, Maryland Out of School Time Network, the Latino Child Care Association, Maryland Family Network, and the Maryland State Child Care Association. The group discussed both the proposed revisions to align with HB 662 and all participants supported amending COMAR to meet statute.

On May 28, 2026, the State Board of Education (SBOE) granted permission to publish the recommended amendments. The regulations were published in the Maryland Register (Volume 53 Issue 16) for 30-day comment period from August 7, 2026, through September 8, 2026. MSDE received seven public comments, which are included in the attachments: Five in support (with suggestions for future consideration) and two opposed.

Although the proposed amendments primarily serve to align regulations with statute, the Office of Early Childhood intends to use the feedback to enhance communication with providers. Planned efforts include partnering with Child Care Resource Centers (CCRCs) to raise awareness on technical assistance for appropriate supervision, improving data collection to more accurately reflect current child care needs and concerns, and collaborating with MSDE's Division of College and Career Pathways for a stronger workforce pipeline for high school students.

Action

The MSDE is requesting permission to adopt amendments to COMAR 13A.16 *Child Care Centers* and 13A.18 *Large Family Child Care Homes* to require that child care teachers of large family child care homes and child care centers be at least 18 years old.

Attachments

Child Care Teachers Minimum Age Proposed Regulations for Child Care Centers and Large Family Homes:

13A.16.06.09 - *Child Care Center* - Child Care Teachers in Preschool Centers

13A.16.06.09-1 - *Child Care Center* - Probationary Child Care Teachers in Preschool Centers

13A.16.06.10 - *Child Care Center* - Child Care Teachers in School Age Centers

13A.16.06.10-1 - *Child Care Center*- Probationary Child Care Teachers in School Age Centers

13A.18.06.06 - *Large Family* - Family Child Care Teachers

13A.18.06.06-1 - *Large Family* - Probationary Family Child Care Teachers

Public Comments



Permission to Adopt: COMAR 13A.16.06 & 13A.18.06

OFFICE OF EARLY CHILDHOOD

Presented By | Sarah Neville-Morgan, Chief of Early Childhood

October 13, 2026

Maryland
STATE DEPARTMENT OF EDUCATION

MSDE Strategic Plan Goals

1

Every child has access to a high-quality early childhood program.



PILLAR 1: EARLY CHILDHOOD EDUCATION

2

Every school has high-quality and diverse teachers and leaders.



PILLAR 2: HIGH-QUALITY & DIVERSE TEACHERS AND LEADERS

3

Every student graduates high school college and career ready.



PILLAR 3: COLLEGE AND CAREER READINESS



Every student is matched with the resources they need to ensure their success.

4

PILLAR 4: MORE RESOURCES FOR STUDENT SUCCESS



Every school and district receives a rating of ___ or higher.

5

PILLAR 5: GOVERNANCE AND ACCOUNTABILITY

Visit the Maryland State Department of Education website to learn more about the Strategic Plan!

strategicplan.marylandpublicschools.org



STRATEGIC PLAN ALIGNMENT

GOAL 1

Every child has access to a high-quality early childhood program.

A	**Children Thrive** through responsive interactions, effective teaching, and high-quality instructional materials that build the skills and confidence for school readiness.
B	**Educators Grow** as a prepared, supported, and well-compensated workforce with strong professional learning pathways and opportunities for advancement.
C	**Families Access** affordable, safe, high-quality ECE and the essential supports that promote stability, well-being, and children's healthy development.
D	**Providers Sustain** stable, high-quality ECE programs with the resources and partnerships needed to meet community needs.



Presentation Outline

1. Regulation Background
2. Public Comment Review
3. Next Steps
4. Discussion

Regulation Background

Aligning COMAR with Statute to Establish a Minimum Age for Employment

Regulation Background

Requesting permission to adopt COMAR revisions that will align regulations with existing statute.

COMAR 13A.16.06 and 13A.18.06 **establish 18 years-old as the minimum age for employment** in a large family child care home or child care center.

Feb. 2024: House Bill 662 passed, establishing the minimum age for employment in a large family child care home or child care center at 18 years-old.

May 2026: SBOE gave permission to publish the proposed revisions to COMAR for public comment.

Aug. 2026: MSDE opened public comments.

Public Comment Review

Summary of Community Feedback on Proposed COMAR Revisions

Comment Data



Comments were open from August 7 to September 8, 2026.



7 comments were submitted: 4 favorable, 1 favorable with suggestions, and 2 unfavorable.

Themes:

- Concern regarding maturity, skills, and knowledge among 18 year-olds.
- Support for hiring of high school graduates with a Child Development Associate (CDA) credential.
- Acknowledgement that hiring managers still have discretion in choosing the right candidates.

Next Steps

Adoption and Implementation

Next Steps

Adoption is required by statute.

No program changes needed to implement.
Programs and staff have been operating with the statute since it become law in 2024.

Planned responses to feedback:

- Partnering with Child Care Resource Centers (CCRCs) to raise awareness on technical assistance for appropriate supervision.
- Improving data collection to reflect current child care needs and concerns.
- Collaborating with MSDE's Division of College and Career Pathways for a stronger workforce pipeline for high school students.

Discussion

Questions and Feedback

Title 13A STATE BOARD OF EDUCATION

Subtitle 16 CHILD CARE CENTERS

Chapter 06 Staff Requirements

Authority: Education Article, §§9.5-401, 9.5-404—9.5-411, and 9.5-413—9.5-418; General Provisions Article, §4-333; Human Services Article, §1-202; Annotated Code of Maryland
Agency Note: Federal Statutory Reference — Americans with Disabilities Act of 1990 (42 U.S.C. §12101 et seq.);
Pro-Children Act of 1994 (20 U.S.C. §6081 et seq.);
Child Care Development Block Grant (45 CFR Parts 98 and 99 and 42 U.S.C. 9858 et seq.);
Social Security Act §418 (42 U.S.C. 618)

.09 Child Care Teachers in Preschool Centers.

A. To qualify or continue to qualify as a child care teacher in a preschool center, an individual shall:
(1) Be [19] *18* years old or older;

(2) Have a high school diploma, a certificate of high school equivalence, or courses for credit from an accredited college or university;

(3) Have successfully completed 6 semester hours or 90 clock hours or their equivalent of approved preservice training, or hold the Child Development Associate Credential issued by the Child Development Associate National Credentialing Program;

(4) Have completed 3 clock hours of approved training in complying with the Americans with Disabilities Act;

(5) Effective January 1, 2020, have completed approved basic health and safety training within 90 days of employment;

(6) Have 9 clock hours of approved preservice training in communicating with staff, parents, and the public, or at least one academic college course for credit; and

(7) Have at least:

(a) 1 year of experience working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting, or as a registered family child care provider caring for preschoolers; or

(b) 1 year of college, or a combination of experience and college that together are equivalent to 1 year and meet one of the criteria set forth at § A(6) of this regulation.

B. — D. (text unchanged)

Title 13A STATE BOARD OF EDUCATION

Subtitle 16 CHILD CARE CENTERS

Chapter 06 Staff Requirements

Authority: Education Article, §§9.5-401, 9.5-404—9.5-411, and 9.5-413—9.5-418; General Provisions Article, §4-333; Human Services Article, §1-202; Annotated Code of Maryland
Agency Note: Federal Statutory Reference — Americans with Disabilities Act of 1990 (42 U.S.C. §12101 et seq.);
Pro-Children Act of 1994 (20 U.S.C. §6081 et seq.);
Child Care Development Block Grant (45 CFR Parts 98 and 99 and 42 U.S.C. 9858 et seq.);
Social Security Act §418 (42 U.S.C. 618)

.09-1 Probationary Child Care Teachers in Preschool Centers.

A. An individual who has not met the requirements specified in Regulation .09 of this chapter is eligible for employment as a child care teacher for children 3 years old and older in a preschool center for a probationary period of up to 6 months if the individual:

(1) Is applying for employment as a child care teacher for the first time in a Maryland center or home;

(2) Is [19] *18* years old or older;

(3) Is enrolled in 3 clock hours of approved training in compliance with the Americans with Disabilities Act;

(4) Is enrolled in the approved basic health and safety training; and

(5) Meets the requirements of § B or C of this regulation.

B. -F. (text unchanged)

Title 13A STATE BOARD OF EDUCATION

Subtitle 16 CHILD CARE CENTERS

Chapter 06 Staff Requirements

Authority: Education Article, §§9.5-401, 9.5-404—9.5-411, and 9.5-413—9.5-418; General Provisions Article, §4-333; Human Services Article, §1-202; Annotated Code of Maryland
Agency Note: Federal Statutory Reference — Americans with Disabilities Act of 1990 (42 U.S.C. §12101 et seq.);
Pro-Children Act of 1994 (20 U.S.C. §6081 et seq.);
Child Care Development Block Grant (45 CFR Parts 98 and 99 and 42 U.S.C. 9858 et seq.);
Social Security Act §418 (42 U.S.C. 618)

.10 Child Care Teachers in School Age Centers.

A. To qualify as a child care teacher in a school age center, an individual shall:

(1) Be [19] *18* years old or older;

(2) Hold a high school diploma or a certificate of high school equivalence or have successfully completed courses for credit from an accredited college or university;

(3) Have completed 3 clock hours of approved training in Americans with Disabilities Act compliance;

(4) Effective January 1, 2020, have completed approved basic health and safety training within 90 days of employment; and

(5) Meet one of the criteria set forth in § B of this regulation.

B. – C. (text unchanged)

Title 13A STATE BOARD OF EDUCATION

Subtitle 16 CHILD CARE CENTERS

Chapter 06 Staff Requirements

Authority: Education Article, §§9.5-401, 9.5-404—9.5-411, and 9.5-413—9.5-418; General Provisions Article, §4-333; Human Services Article, §1-202; Annotated Code of Maryland
Agency Note: Federal Statutory Reference — Americans with Disabilities Act of 1990 (42 U.S.C. §12101 et seq.);
Pro-Children Act of 1994 (20 U.S.C. §6081 et seq.);
Child Care Development Block Grant (45 CFR Parts 98 and 99 and 42 U.S.C. 9858 et seq.);
Social Security Act §418 (42 U.S.C. 618)

.10-1 Probationary Child Care Teachers in School Age Centers.

A. An individual who has not met the requirements specified in Regulation .10 of this chapter is eligible for employment as a child care teacher in a school age center for a probationary period of up to 6 months if the individual:

(1) Is applying for employment as a child care teacher for the first time in a Maryland center or home;

(2) Is [19] *18* years old or older;

(3) Is enrolled in 3 clock hours of approved training in compliance with the Americans with Disabilities Act;

(4) Is enrolled in the approved basic health and safety training; and

(5) Meets the requirements of § B or C of this regulation.

B. – F. (text unchanged)

Title 13A STATE BOARD OF EDUCATION

Subtitle 18 LARGE FAMILY CHILD CARE HOMES

Chapter 06 Provider and Staff Requirements

Authority: Education Article, §§9.5-301-9.5-308, 9.5-310—9.5-312, 9.5-320 and 9.5-321; General Provisions Article, §4-333; Human Services Article, §1-202; Annotated Code of Maryland
Agency Note: Federal Statutory Reference — Americans with Disabilities Act of 1990 (42 U.S.C. §12101 et seq.);
Pro-Children Act of 1994 (20 U.S.C. §6081 et seq.);
Child Care Development Block Grant (45 CFR Parts 98 and 99 and 42 U.S.C. 9858 et seq.);
Social Security Act §418 (42 U.S.C. 618)

06. Family Child Care Teachers

A. A family child care teacher in a child care home shall be [19] *18* years old or older.

B. –D. (text unchanged)

E. Before a family child care teacher may supervise a child younger than 2 years old, the individual shall:

(1) Effective January 1, 2016, complete approved training in supporting breastfeeding practices; and

(2) Unless previously qualified by the office to supervise an infant or a toddler:

(a) Meet the requirements of §§ A and B of this regulation and have completed 3 semester hours of approved training, or the equivalent, related to the care of children younger than 2 years old; or

(b) Be [19] *18* years old or older and:

(i) Meet the requirements of § B(1)(a), (b), (d), (e), and (2) of this regulation; and

(ii) Have completed 6 semester hours of approved training, or the equivalent, related to the care of children younger than 2 years old.

Title 13A STATE BOARD OF EDUCATION

Subtitle 18 LARGE FAMILY CHILD CARE HOMES

Chapter 06 Provider and Staff Requirements

Authority: Education Article, §§9.5-301-9.5-308, 9.5-310—9.5-312, 9.5-320 and 9.5-321; General Provisions Article, §4-333; Human Services Article, §1-202; Annotated Code of Maryland
Agency Note: Federal Statutory Reference — Americans with Disabilities Act of 1990 (42 U.S.C. §12101 et seq.);
Pro-Children Act of 1994 (20 U.S.C. §6081 et seq.);
Child Care Development Block Grant (45 CFR Parts 98 and 99 and 42 U.S.C. 9858 et seq.);
Social Security Act §418 (42 U.S.C. 618)

06-1 Probationary Family Child Care Teachers

A. An individual who has not met the requirements specified in Regulation .06 of this chapter is eligible for employment as a family child care teacher for children 3 years old and older in a child care home for a probationary period of up to 6 months if the individual:

(1) Is applying for employment as a family child care teacher for the first time in a Maryland center or home;

(2) Is [19] *18* years old or older;

(3) Is enrolled in 3 clock hours of approved training in compliance with the Americans with Disabilities Act;

(4) Is enrolled in the approved basic health and safety training; and

(5) Meets the requirements of § B or C of this regulation.

B. – F. (text unchanged)

Maryland Register August 7, 2026, through September 8, 2026: (Volume 53, Issue 16, p. 32-34)

#	Date Received	Source	Person(s) Providing Comment	Organization	Reg Citation	Comments Submitted Child Care Centers: 13A.16.06.09, 13A.16.06.09-1, 13A.16.06.10, 13A.16.06.10-1 & Large Family Homes: 13A.18.06.06 and 13A.18.06.06-1 (Minimum Age Requirements)	Regulation Language	Stance	MSDE Recommendation
1	9/3/2026	Email	Beth Snyder @ snybeth@gmail.com	Unknown	COMAR **13A.16.06** & **13A.18.06** (Center and Large Family)	I am writing to share my concerns about the proposed COMAR regulation to lower the minimum age requirement for lead childcare teachers from 19 to 18. I bring a practical perspective to this issue, having spent over 28 years working directly in early childhood centers as a teacher, 16 years as a program director, and 4 years overseeing a regional network of 6 early childhood learning programs serving infant through preschool children and families. Throughout my administrative career, I found recruiting, hiring, and staffing consistently the most time-consuming and ongoing task, especially when striving to maintain the highest standards of safety and educational quality. Today, my professional role requires me to interact with diverse childcare programs across Maryland. From these interactions, it is clear that finding and maintaining knowledgeable, quality childcare teachers has only become increasingly difficult. While I fully recognize that our state faces a severe childcare teacher shortage and that this age change is likely being considered as a rapid way to alleviate staffing strains, I believe it introduces critical risks to the quality and safety of Maryland's early childhood education system. According to data in the Maryland Comptroller's "Child Care and the Economy" report, Maryland already loses more than $2 billion each year due to severe shortages in the early care and education workforce. However, trying to patch these systemic labor gaps by rolling back baseline workforce qualifications is counterproductive. Leading early childhood organizations caution that weakening standards introduces distinct operational and developmental disadvantages: **Maturity and Emergency Management:** High-energy childcare environments require immense emotional resilience and rapid crisis-management instincts. Many 18-year-olds, freshly out of high school, lack the conflict resolution skills or life experience needed to manage severe behavioral issues completely unsupervised. The National Association for the Education of Young Children (NAEYC) explicitly warns against "harmful deregulation" that dilutes health, safety, and workforce age requirements, noting it fails to solve the underlying structural issues driving the childcare crisis. **Developmental Milestone Tracking:** Recognizing early signs of developmental delays requires experience and specialized training. Lowering the age standard reduces the likelihood that lead teachers will possess foundational postsecondary credentials, such as a Child Development Associate (CDA) or equivalent, as recommended by the Center for the Study of Child Care Employment (CSCCE) to ensure baseline classroom competency. **Exacerbating Maryland's Turnover Crisis:** Placing teenagers into demanding lead roles without adequate preparation accelerates burnout. In Maryland, Bureau of Labor Statistics data show the median annual income for childcare workers sits at just $35,150, well below the state's self-sufficiency standards. Public policy reports from the Center for American Progress (CAP) emphasize that treating low wages with a regulatory band-aid increases center instability, worsening a turnover crisis that disrupts the secure emotional attachments young children need to develop. **Systemic Quality Concerns:** A tracking framework by the National Conference of State Legislatures (NCSL) underscores that incremental, deregulatory fixes alone fail to solve core structural challenges. Rather than lowering standards, recent University of Virginia research on Maryland's Enhanced Childcare Support and Teacher Retention Award (ECSTRA) Program proved that targeted financial incentives and retention bonuses slashed turnover for early-career educators by nearly 46%. **Parental Trust and System Quality:** Many families are hesitant to leave infants, toddlers, and preschoolers with individuals who are teenagers in general. Lowering standards risks compromising the perceived overall quality of Maryland's early childhood programs, serving as a temporary regulatory patch rather than fixing the root cause of the shortage. Instead of lowering age thresholds, I urge MSDE and the Division of Early Childhood to build upon proven, high-standard workforce strategies already authorized under the Blueprint for Maryland's Future, such as expanded career ladders, state-funded wage supplements, and localized apprenticeship models to attract qualified, career-minded educators.	**13A.16.06.09 & 13A.16.06.10:** A. To qualify or continue to qualify as a **child care teacher in a preschool OR child care teacher in a school age** center, an individual shall: (1) Be *18* years old or older **13A.16.06.09-1 & 13A.16.06.10-1:** A. An individual who has not met the requirements specified in Regulation .09/.10 of this chapter is eligible for employment **as a child care teacher for children 3 years old and older** in a preschool center **OR** as **a child care teacher in a school age center** for a **probationary** period of up to 6 months if the individual: (2) Is *18* years old or older **13A.18.06.06:** A. A family child care teacher in a child care home shall be *18* years old or older AND E. Before a family child care teacher may supervise a child younger than 2 years old, the individual shall: (b) Be *18* years old or older and **13A.18.06.06-1**: A. An individual who has not met the requirements specified in Regulation .06 of this chapter is eligible for employment as a family child care teacher for children 3 years old and older in a child care home for a probationary period of up to 6 months if the individual: (2) Is *18* years old or older;	**UNFAVORABLE**	Because the change in COMAR is required by statute, which mandates reducing the age requirement from 19 to 18, Licensing will continue to provide child care programs with technical assistance to ensure appropriate supervision practices as required. Additionally, Licensing will continue to refer programs to the Child Care Resource Centers (CCRCs) for specialized or intensive training as needed or required.
2	9/3/2026	Email	Meg McFadden @ meg@fitnessfunandgames.org	Fitness Fun & Games	COMAR **13A.16.06** & **13A.18.06** (Center and Large Family)	As an employer for licensed childcare for 35 years and a former family child care provider for 10 years, I would like to strongly endorse this age change for child care teachers. We have hired very mature staff at age 18 that have completed the required coursework and have logged the hours of experience to meet the requirements of a teacher. But the only barrier was their age of 18, not 19 years. Some 18 year olds have the maturity to take on this leadership position versus older staff that are less effective. This change would enable motivated staff to work in child care and to be paid according to their qualifications as a teacher. It would support their ambition to advance in education. This does not mean that every 18 year old must be hired as a teacher. The employer would still be able to determine if their job performance was an asset to that role. But it would allow those with the training and experience to add to the workforce and advance their careers in this most important field of employment. Capable staff that are considered adults at age 18 should not be held back in their jobs, strictly by their birthdate.	**Same as above**	**FAVORABLE**	**N/A**
3	9/3/2026	Email	S. Luzier @ sluzier1070@gmail.com	Unknown	COMAR **13A.16.06** & **13A.18.06** (Center and Large Family)	I work in the childcare field and this amendment would assist us tremendously.Students now have the ability to complete the 90 hour courses in high school and to gain the experience through an internship.	**Same as above**	**FAVORABLE**	**N/A**
4	9/4/2026	Email	Rev. Johnny Golden, Sr. @ pastorgolden@newunitybaptistchurch.org	New Unity Baptist Church	COMAR **13A.16.06** & **13A.18.06** (Center and Large Family)	I respectfully submit this comment in opposition to the proposed regulatory amendments reducing the minimum age for child care teachers from 19 to 18. I recognize that Chapter 37 of the Acts of 2024 requires Maryland regulations to establish 18 as the minimum age and prohibits excluding an otherwise qualified individual solely because that individual is 18. I therefore understand that the State Board's regulatory discretion is constrained by the statute. Nevertheless, implementation of this change raises significant questions of child safety, professional preparation, workforce policy, equity, and accountability that deserve more examination than is evident in the Notice of Proposed Action. My concern is not that every 18-year-old lacks the maturity or ability to care for and teach children. Some clearly possess extraordinary preparation, temperament and experience. Nor do I suggest that reaching one's nineteenth birthday magically creates wisdom, patience or judgment. My concern is considerably more fundamental: What evidence has Maryland produced demonstrating that lowering an established professional threshold is appropriate for persons entrusted with the safety, development, nurture and education of young children? I respectfully request that MSDE and the State Board address the following questions before final implementation: **1. What empirical evidence supports the decision to lower the age requirement?** What Maryland-specific or national data were examined comparing the performance of child care teachers at age 18 with older entry-level teachers in such areas as child safety, regulatory violations, classroom management, teacher-child interactions, emergency response, turnover, complaints, and developmental or educational outcomes? If no such evidence exists, upon what empirical basis was it determined that this change represents sound child-development policy rather than simply workforce policy? **2. What criteria will establish that an 18-year-old possesses the emotional and professional readiness necessary for this responsibility?** Academic coursework and clock-hour requirements measure preparation, but they do not necessarily measure judgment, impulse control, patience, emotional regulation, conflict management, recognition of abuse or neglect, ability to respond appropriately to a medical emergency, or the capacity to manage several young children simultaneously under stress. What objective assessment, observation, supervised practicum, competency evaluation, or other mechanism will determine that an individual possesses these abilities before being entrusted with independent responsibility for children? Age alone should not determine competence. But neither should completion of coursework alone establish it. **3. Is this change principally a response to a child care workforce shortage?** If so, the public deserves to have that stated plainly. What are Maryland's current vacancy and turnover rates among child care teachers? How many positions does MSDE estimate will actually be filled as a result of lowering the minimum age from 19 to 18? More importantly, if recruitment and retention are the problem, what portion of that problem results from wages, benefits, working conditions, professional status and opportunities for advancement? Before lowering an established qualification threshold, has Maryland sufficiently examined whether the deeper problem is not the age of the available workforce, but our willingness to adequately compensate and professionalize the people to whom we entrust our children?	**Same as above**	**UNFAVORABLE**	As previously noted, the change in COMAR is required by statute. Nevertheless, the Office of Early Childhood (OEC) is currently reviewing the various types of child care related data that should be collected to help improve practices and support more informed responses when regulatory changes are proposed during legislative sessions. While some of the requested data aligns with areas that may be more appropriately discussed with the legislators who initiated the statutory changes, OEC will consider incorporating select data elements into future proposed data pulls. Once the full scope of necessary data sets is identified, the next step will involve developing or acquiring a system capable of supporting this level of data collection. This effort will require significant resources at a time when state and federal funding remain limited.
5	9/8/2026	Email	Carole Parker @ csparker2@aacc.edu	TEACH Institute	COMAR **13A.16.06** & **13A.18.06** (Center and Large Family)	I am writing in support of the proposed regulation amendment to COMAR 13A.16.06 and COMAR 13A.18.06. The proposed amendment would lower the age requirement for teachers in child care centers and large family child care programs from age 19 to age 18. The Maryland State Department of Education (MSDE) Career and Technical Education (CTE) programming for Child Development Associate/Early Childhood Education provides a pathway for Maryland public high school students to earn the Child Development Associate (CDA), an industry-recognized credential in the child care field. We have high school juniors and seniors obtaining the credential, who cannot be employed as teachers in Maryland child care programs because they are not yet 19 years of age. This barrier limits opportunities for qualified providers. Given the ongoing shortage of qualified child care providers in Maryland, this Amendment would increase the pool of eligible providers and create meaningful career opportunities for young adults. More so, it would benefit the children and families in Maryland, by increasing the access to quality care. I strongly support the adoption of this amendment.	**Same as above**	**FAVORABLE**	**N/A**
6	9/8/2026	Email	Kionne Abdul-Malik @ Kabdulmalik@readysetprepelc.org	Ready Set Prep ELC	COMAR **13A.16.06** & **13A.18.06** (Center and Large Family)	Please find below a public comment submitted on behalf of Ready Set Prep Early Learning Center (RSP), a 501(c)(3) nonprofit early learning center serving families in Windsor Mill, Maryland, in response to the State Board of Education's proposed amendment lowering the minimum age for child care teachers from nineteen to eighteen years of age. We appreciate the opportunity to contribute to this process and welcome any follow-up conversation. Ready Set Prep Early Learning Center (RSP) respectfully submits this comment in response to the proposed regulation lowering the minimum age for child care teachers from nineteen (19) to eighteen (18) years of age. RSP is a 501(c)(3) nonprofit early learning center in Windsor Mill, Maryland, serving infants through school-age children from low-to-moderate income families. As a community-based early childhood provider operating on the front lines of Maryland's childcare workforce challenges, we offer this perspective in the spirit of constructive partnership with the State Board of Education. **On the Proposed Change** RSP does not oppose the proposed amendment. However, we respectfully submit that it is unlikely to produce meaningful workforce impact on its own, and we encourage the Board to consider where its energy and resources would yield greater returns. The current regulations already permit eighteen-year-olds to work in child care settings, as aides, assistants, and in other support roles. The age threshold being amended applies specifically to the child care teacher classification, a credentialed lead role that carries additional education, training, and experience requirements beyond age. In practice, an eighteen-year-old who has not yet met those requirements would not qualify as a lead teacher regardless of this change. The State's own economic impact assessment, noting no anticipated economic impact, affirms that this amendment is unlikely to move the workforce needle in any significant way. **Where the Real Opportunity Lies** The more meaningful intervention is one that Maryland is already beginning to model, and should accelerate: Career and Technical Education (CTE) pipelines that equip high school students to earn the Child Development Associate (CDA) credential before they graduate. The CDA is the nationally recognized entry-level credential for lead teachers in child care settings. Programs like the one at Northwestern High School in Prince George's County already demonstrate that this is achievable, graduates complete a four-course sequence, log required practice hours, and emerge at eighteen credential-ready and prepared to step into a lead teacher role on day one. Yet this model is not uniformly available across Maryland. Baltimore City and Baltimore County, where workforce need is acute and community-based providers like RSP operate, do not appear to offer robust early childhood CTE pathways at the high school level. This is the gap. An eighteen-year-old graduate who holds a CDA and wants to work in childcare is a pipeline success story. An eighteen-year-old graduate with no credential pathway available to them is a missed opportunity that no age-floor adjustment will fix. **Our Recommendation** RSP urges the Maryland State Department of Education to pair this regulatory change, if finalized, with a meaningful investment in expanding early childhood CTE programs in school systems where childcare workforce shortages are most pronounced. Specifically, we encourage MSDE to: Assess which Maryland school systems currently lack a CDA-credentialing CTE pathway at the high school level.	**Same as above**	**FAVORABLE w/ SUGGESTIONS**	Upon adoption of the regulation amendment, OEC will ensure to partner with the Division of College and Career Pathways to discuss the current status of CTE programs, better understand the existing supply and demand for potential expansion, and identify any applicable barriers that may influence next steps for improving both the child care and CTE systems.
7	9/8/2026	Email	Anne Marie Law @ deer16755@gmail.com	All About Kids Learning Center	COMAR **13A.16.06** & **13A.18.06** (Center and Large Family)	I have been a director in Maryland for over 40 years. It goes without saying, this change would greatly help to properly staff the childcare centers.	**Same as above**	**FAVORABLE**	**N/A**

Maryland

Keisha Maxwell <keisha.maxwell@maryland.gov>

PUBLIC COMMENT — Proposed Action 26-111-P — Child Care Teacher Age Requirement

PastorGolden <pastorgolden@newunitybaptistchurch.org> Wed, Sep 2, 2026 at 6:02 PM
To: keisha.maxwell@maryland.gov

Re: Proposed Action 26-111-P
COMAR 13A.16.06 and 13A.18.06
Public Comment Opposing Reduction of Child Care Teacher Minimum Age from 19 to 18

Public Comment Regarding Proposed Action 26-111-P
COMAR 13A.16.06 and COMAR 13A.18.06

I respectfully submit this comment in opposition to the proposed regulatory amendments reducing the minimum age for child care teachers from 19 to 18.

I recognize that Chapter 37 of the Acts of 2024 requires Maryland regulations to establish 18 as the minimum age and prohibits excluding an otherwise qualified individual solely because that individual is 18. I therefore understand that the State Board's regulatory discretion is constrained by the statute.

Nevertheless, implementation of this change raises significant questions of child safety, professional preparation, workforce policy, equity, and accountability that deserve more examination than is evident in the Notice of Proposed Action.

My concern is not that every 18-year-old lacks the maturity or ability to care for and teach children. Some clearly possess extraordinary preparation, temperament and experience. Nor do I suggest that reaching one's nineteenth birthday magically creates wisdom, patience or judgment.

My concern is considerably more fundamental:

What evidence has Maryland produced demonstrating that lowering an established professional threshold is appropriate for persons entrusted with the safety, development, nurture and education of young children?

I respectfully request that MSDE and the State Board address the following questions before final implementation:

1. What empirical evidence supports the decision to lower the age requirement?

What Maryland-specific or national data were examined comparing the performance of child care teachers at age 18 with older entry-level teachers in such areas as child safety, regulatory violations, classroom management, teacher-child interactions, emergency response, turnover, complaints, and developmental or educational outcomes?

If no such evidence exists, upon what empirical basis was it determined that this change represents sound child-development policy rather than simply workforce policy?

2. What criteria will establish that an 18-year-old possesses the emotional and professional readiness necessary for this responsibility?

Academic coursework and clock-hour requirements measure preparation, but they do not necessarily measure judgment, impulse control, patience, emotional regulation, conflict management, recognition of abuse or neglect, ability to respond appropriately to a medical emergency, or the capacity to manage several young children simultaneously under stress.

What objective assessment, observation, supervised practicum, competency evaluation, or other mechanism will determine that an individual possesses these abilities before being entrusted with independent responsibility for children?

Age alone should not determine competence. But neither should completion of coursework alone establish it.

3. Is this change principally a response to a child care workforce shortage?

If so, the public deserves to have that stated plainly.

What are Maryland's current vacancy and turnover rates among child care teachers? How many positions does MSDE estimate will actually be filled as a result of lowering the minimum age from 19 to 18?

More importantly, if recruitment and retention are the problem, what portion of that problem results from wages, benefits, working conditions, professional status and opportunities for advancement?

Before lowering an established qualification threshold, has Maryland sufficiently examined whether the deeper problem is not the age of the available workforce, but our willingness to adequately compensate and professionalize the people to whom we entrust our children?

Children should not become the adjustment variable through which we solve a labor-market problem.

4. Why does the amendment contain no additional transitional safeguards for newly qualified 18-year-old teachers?

If Maryland believes that well-prepared 18-year-olds should be allowed to enter the profession, why not accompany that opportunity with structured mentoring and supervision?

For example, was consideration given to requiring newly qualified 18-year-old teachers to work for an initial period under an experienced teacher; establishing additional observation requirements during their first six or twelve months; limiting unsupervised responsibility initially; or requiring demonstrated competency before supervising infants, toddlers, or particularly demanding groups?

If such safeguards were considered and rejected, what was the basis for rejecting them?

5. Who is most likely to experience this policy change?

Has MSDE conducted an equity or geographic impact analysis identifying the communities in which newly eligible 18-year-old teachers are most likely to be employed?

I specifically request examination by county, ZIP code, urban/rural location, family income, participation in the Child Care Scholarship Program, program quality rating, race and ethnicity of children served, and other appropriate socioeconomic indicators.

We must ask whether affluent communities and economically distressed communities will experience this regulatory change in the same manner.

Maryland should be able to assure families that lowering the age requirement will not result in our youngest or least experienced workforce becoming disproportionately concentrated in programs serving children from communities with the fewest resources and the least political influence.

6. How does MSDE reconcile its statement that this proposal has “no economic impact” with the workforce rationale used to support the underlying legislation?

Supporters of the legislation argued that lowering the age would expand the available labor pool, improve recruitment, address staffing shortages and permit providers to fill positions that otherwise remain vacant.

Those are economic effects.

If the policy is expected to alter the supply of workers, staffing patterns, advancement opportunities, compensation possibilities or the ability of centers to maintain enrollment capacity, how can the regulatory notice conclude that there is no economic impact and minimal or no impact on small businesses?

The public deserves a fuller explanation of what is being measured—and what is not.

7. What post-implementation monitoring will Maryland undertake to determine whether the policy actually works?

Will MSDE separately track newly qualified 18-year-old teachers with respect to retention, complaints, licensing violations, serious incidents, disciplinary actions, classroom quality assessments and other appropriate measures?

Will that information be compared with similarly situated teachers entering the profession at older ages?

Will the State Board receive a formal report after one, two or three years?

And, perhaps most importantly, what evidence would cause MSDE or the General Assembly to reconsider this policy if unintended consequences emerge?

A regulatory change concerning those entrusted with young children should not simply be enacted and forgotten. It should carry with it an obligation to measure its consequences.

I understand the argument advanced by supporters of this change: there are capable young people graduating from Maryland high schools, including students completing Career and Technical Education and child-development programs, who may already possess substantial training and experience. Their preparation should be recognized and their career aspirations encouraged.

But that argument does not eliminate the State's responsibility to demonstrate that the policy is grounded in evidence and accompanied by adequate safeguards.

There is a substantial difference between creating a carefully constructed pathway for unusually well-prepared young professionals and broadly lowering a statewide regulatory threshold.

Child care is not merely custodial work. A child care teacher is entrusted with bodies, minds, emotions, language development, emerging identities, physical safety and the formation of human beings during some of life's most consequential developmental years.

Maryland's need for workers is real.

The needs of child care providers are real.

The economic needs of families seeking affordable and available care are real.

But the vulnerability of the child is also real—and must remain paramount.

I therefore urge the State Board and MSDE, within the authority available to them under existing Maryland law, to establish stronger competency, mentoring, supervision, data-collection and accountability requirements before treating the reduction from age 19 to age 18 as merely a technical regulatory change.

The central question should not simply be:

“Can we find more people to staff our child care classrooms?”

It must remain:

“What must Maryland require of those to whom we entrust our children?”

Those are not necessarily the same question.

Respectfully submitted,

Rev. Johnny N. Golden, Sr.

ps. The Department's public notice directed commenters to a “**Submit Public Comment”** link that does not actually provide a submission interface. M**eaningful public comment requires meaningful public access.**

Maryland

Keisha Maxwell <keisha.maxwell@maryland.gov>

Concerns Regarding Proposed Lowering of Minimum Age for Lead Childcare Teachers

Beth Snyder <snybeth@gmail.com> Wed, Sep 2, 2026 at 8:13 PM
To: "keisha.maxwell@maryland.gov" <keisha.maxwell@maryland.gov>

Dear Ms. Maxwell,

I am writing to share my concerns about the proposed COMAR regulation to lower the minimum age requirement for lead childcare teachers from 19 to 18.

I bring a practical perspective to this issue, having spent over 28 years working directly in early childhood centers as a teacher, 16 years as a program director, and 4 years overseeing a regional network of 6 early childhood learning programs serving infant through preschool children and families. Throughout my administrative career, I found recruiting, hiring, and staffing consistently the most time-consuming and ongoing task, especially when striving to maintain the highest standards of safety and educational quality. Today, my professional role requires me to interact with diverse childcare programs across Maryland. From these interactions, it is clear that finding and maintaining knowledgeable, quality childcare teachers has only become increasingly difficult.

While I fully recognize that our state faces a severe childcare teacher shortage and that this age change is likely being considered as a rapid way to alleviate staffing strains, I believe it introduces critical risks to the quality and safety of Maryland's early childhood education system. According to data in the Maryland Comptroller's "Child Care and the Economy" report, Maryland already loses more than $2 billion each year due to severe shortages in the early care and education workforce. However, trying to patch these systemic labor gaps by rolling back baseline workforce qualifications is counterproductive.

Leading early childhood organizations caution that weakening standards introduces distinct operational and developmental disadvantages:

- **Maturity and Emergency Management:** High-energy childcare environments require immense emotional resilience and rapid crisis-management instincts. Many 18-year-olds, freshly out of high school, lack the conflict resolution skills or life experience needed to manage severe behavioral issues completely unsupervised. The National Association for the Education of Young Children (NAEYC) explicitly warns against "harmful deregulation" that dilutes health, safety, and workforce age requirements, noting it fails to solve the underlying structural issues driving the childcare crisis.
- **Developmental Milestone Tracking:** Recognizing early signs of developmental delays requires experience and specialized training. Lowering the age standard reduces the likelihood that lead teachers will possess foundational postsecondary credentials, such as a Child Development Associate (CDA) or equivalent, as recommended by the Center for the Study of Child Care Employment (CSCCE) to ensure baseline classroom competency.
- **Exacerbating Maryland's Turnover Crisis:** Placing teenagers into demanding lead roles without adequate preparation accelerates burnout. In Maryland, Bureau of Labor Statistics data show the median annual income for childcare workers sits at just $35,150, well below the state's self-sufficiency standards. Public policy reports from the Center for American Progress (CAP) emphasize that treating low wages with a regulatory band-aid increases

center instability, worsening a turnover crisis that disrupts the secure emotional attachments young children need to develop.

- **Systemic Quality Concerns:** A tracking framework by the National Conference of State Legislatures (NCSL) underscores that incremental, deregulatory fixes alone fail to solve core structural challenges. Rather than lowering standards, recent University of Virginia research on Maryland's Enhanced Childcare Support and Teacher Retention Award (ECSTRA) Program proved that targeted financial incentives and retention bonuses slashed turnover for early-career educators by nearly 46%.
- **Parental Trust and System Quality:** Many families are hesitant to leave infants, toddlers, and preschoolers with individuals who are teenagers in general. Lowering standards risks compromising the perceived overall quality of Maryland's early childhood programs, serving as a temporary regulatory patch rather than fixing the root cause of the shortage.

Instead of lowering age thresholds, I urge MSDE and the Division of Early Childhood to build upon proven, high-standard workforce strategies already authorized under the Blueprint for Maryland's Future, such as expanded career ladders, state-funded wage supplements, and localized apprenticeship models to attract qualified, career-minded educators.

Thank you for your time, dedication to our state’s youngest children, and consideration of these concerns.

Sincerely,

Beth Snyder

Maryland

Keisha Maxwell <keisha.maxwell@maryland.gov>

Open for Public Comment: Change in Age Requirements for Teachers

2 messages

FFG Meg <meg@fitnessfunandgames.org> Wed, Sep 2, 2026 at 4:43 PM
To: Keisha Maxwell -MSDE- <keisha.maxwell@maryland.gov>

Hello Keisha,

As an employer for licensed childcare for 35 years and a former family child care provider for 10 years, I would like to strongly endorse this age change for child care teachers.

We have hired very mature staff at age 18 that have completed the required coursework and have logged the hours of experience to meet the requirements of a teacher. But the only barrier was their age of 18, not 19 years. Some 18 year olds have the maturity to take on this leadership position versus older staff that are less effective.

This change would enable motivated staff to work in child care and to be paid according to their qualifications as a teacher. It would support their ambition to advance in education.

This does not mean that every 18 year old **must** be hired as a teacher. The employer would still be able to determine if their job performance was an asset to that role. But it would allow those with the training and experience to add to the workforce and advance their careers in this most important field of employment. Capable staff that are considered adults at age 18 should not be held back in their jobs, strictly by their birthdate.

Sincerely,

Meg McFadden
Executive Director
Fitness Fun & Games
443-562-5704
www.FitnessFunandGames.org

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---------- Forwarded message ---------
From: **MSDE Division of Early Childhood** <MDEarlyChildhood@public.govdelivery.com>
Date: Wed, Sep 2, 2026 at 4:16 PM
Subject: Open for Public Comment: Change in Age Requirements for Teachers
To: <meg@fitnessfunandgames.org>

September 2, 2026 View as a webpage

Maryland
STATE DEPARTMENT OF EDUCATION



Division of Early Childhood

Proposed Regulation Change - Available for Public Comment

The proposed regulation amendment regarding the change in age requirements for teachers in child care centers and large family child care homes is posted to the Maryland Registrar now and will be available for public comment until **September 8, 2026**.

The proposed amendment would change the age requirement for teachers in child care centers and large family child care programs from age 19 to age 18.

To review the regulations and submit a public comment, visit the Maryland Registrar website linked below.

Submit Public Comment

STAY CONNECTED:

This email was sent to meg@fitnessfunandgames.org using Granicus Communications Cloud on behalf of: Maryland Department of Education · 200 West Baltimore Street, Baltimore, MD 21201-2595

GRANICUS Communications

Keisha Maxwell <keisha.maxwell@maryland.gov> Thu, Sep 3, 2026 at 8:34 AM
To: Earlychildhoodregs MSDE -MSDE- <earlychildhoodregs.msde@maryland.gov>

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Maryland State Department of Education Equity and Excellence

Keisha Maxwell (She/Her)
Administrator of Policy and Special Projects
Division of Early Childhood

O: (410) 767-7852
keisha.maxwell@maryland.gov

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Maryland

Keisha Maxwell <keisha.maxwell@maryland.gov>

Childcare Age Increase

2 messages

S Luzier <sluzier1070@gmail.com> Thu, Sep 3, 2026 at 2:19 PM
To: keisha.maxwell@maryland.gov

I work in the childcare field and this amendment would assist us tremendously.Students now have the ability to complete the 90 hour courses in high school and to gain the experience through an internship.

Keisha Maxwell <keisha.maxwell@maryland.gov> Thu, Sep 3, 2026 at 2:30 PM
To: Earlychildhoodregs MSDE -MSDE- <earlychildhoodregs.msde@maryland.gov>

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Maryland

Keisha Maxwell <keisha.maxwell@maryland.gov>

Comment on proposed regulation amendment to COMAR 13A.16.06 and COMAR 13A.18.06

2 messages

Parker, Carole, C <csparker2@aacc.edu> Tue, Sep 8, 2026 at 8:33 AM
To: "keisha.maxwell@maryland.gov" <keisha.maxwell@maryland.gov>

Good morning Ms. Maxwell,

I am writing in support of the proposed regulation amendment to COMAR 13A.16.06 and COMAR 13A.18.06.

The proposed amendment would lower the age requirement for teachers in child care centers and large family child care programs from age 19 to age 18.

The Maryland State Department of Education (MSDE) Career and Technical Education (CTE) programming for Child Development Associate/Early Childhood Education provides a pathway for Maryland public high school students to earn the Child Development Associate (CDA), an industry-recognized credential in the child care field.

We have high school juniors and seniors obtaining the credential, who cannot be employed as teachers in Maryland child care programs because they are not yet 19 years of age. This barrier limits opportunities for qualified providers.

Given the ongoing shortage of qualified child care providers in Maryland, this Amendment would increase the pool of eligible providers and create meaningful career opportunities for young adults. More so, it would benefit the children and families in Maryland, by increasing the access to quality care.

I strongly support the adoption of this amendment.

Thanks,
Carole

Carole Parker
Assistant Director – TEACH Institute
Anne Arundel Community College
101 College Parkway

CALT Building-Suite 208
Arnold, MD 21012
csparker2@aacc.edu
v. 410-777-2969
f. 410-777-1967
Pronouns she/her/hers

Note: My working hours may not align with yours. Reply at your convenience.

AACC Teacher Education and Childcare Institute (TEACH) and Parenting Center
SCHOOL OF SCIENCE, TECHNOLOGY AND EDUCATION



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Keisha Maxwell <keisha.maxwell@maryland.gov> Tue, Sep 8, 2026 at 8:56 AM
To: Earlychildhoodregs MSDE -MSDE- <earlychildhoodregs.msde@maryland.gov>

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Maryland

Keisha Maxwell <keisha.maxwell@maryland.gov>

Public Comment — Proposed Amendment to COMAR 13A.16.06 and 13A.18.06 (Minimum Age for Child Care Instructors)

2 messages

Kionne Abdul-Malik <Kabdulmalik@readysetprepelc.org> Mon, Sep 7, 2026 at 6:29 PM
To: o <keisha.maxwell@maryland.gov>
Cc: RSP Executive Team <RSP.Executive.Team@readysetprepelc.org>

Dear Ms. Maxwell,

Please find below a public comment submitted on behalf of Ready Set Prep Early Learning Center (RSP), a 501(c)(3) nonprofit early learning center serving families in Windsor Mill, Maryland, in response to the State Board of Education's proposed amendment lowering the minimum age for child care teachers from nineteen to eighteen years of age.

We appreciate the opportunity to contribute to this process and welcome any follow-up conversation.

Respectfully,
Kionne Abdul-Malik, CIO
Ready Set Prep ELC
www.readysetprepelc.org

Ready Set Prep Early Learning Center (RSP) respectfully submits this comment in response to the proposed regulation lowering the minimum age for child care teachers from nineteen (19) to eighteen (18) years of age.

RSP is a 501(c)(3) nonprofit early learning center in Windsor Mill, Maryland, serving infants through school-age children from low-to-moderate income families. As a community-based early childhood provider operating on the front lines of Maryland's childcare workforce challenges, we offer this perspective in the spirit of constructive partnership with the State Board of Education.

On the Proposed Change

RSP does not oppose the proposed amendment. However, we respectfully submit that it is unlikely to produce meaningful workforce impact on its own, and we encourage the Board to consider where its energy and resources would yield greater returns.

The current regulations already permit eighteen-year-olds to work in child care settings, as aides, assistants, and in other support roles. The age threshold being amended applies specifically to the *child care teacher* classification, a credentialed lead role that carries additional education, training, and experience requirements beyond age. In practice, an eighteen-year-old who has not yet met those requirements would not qualify as a lead teacher regardless of this change. The State's own economic impact assessment, noting no anticipated economic impact, affirms that this amendment is unlikely to move the workforce needle in any significant way.

Where the Real Opportunity Lies

The more meaningful intervention is one that Maryland is already beginning to model, and should accelerate: Career and Technical Education (CTE) pipelines that equip high school students to earn the Child Development Associate (CDA) credential before they graduate.

The CDA is the nationally recognized entry-level credential for lead teachers in child care settings. Programs like the one at Northwestern High School in Prince George's County already demonstrate that this is achievable, graduates complete a four-course sequence, log required practice hours, and emerge at eighteen credential-ready and prepared to step into a lead teacher role on day one.

Yet this model is not uniformly available across Maryland. Baltimore City and Baltimore County, where workforce need is acute and community-based providers like RSP operate, do not appear to offer robust early childhood CTE pathways at the high school level. This is the gap. An eighteen-year-old graduate who holds a CDA and wants to work in childcare is a pipeline success story. An eighteen-year-old graduate with no credential pathway available to them is a missed opportunity that no age-floor adjustment will fix.

Our Recommendation

RSP urges the Maryland State Department of Education to pair this regulatory change, if finalized, with a meaningful investment in expanding early childhood CTE programs in school systems where childcare workforce shortages are most pronounced. Specifically, we encourage MSDE to:

- Assess which Maryland school systems currently lack a CDA-credentialing CTE pathway at the high school level
- Partner with local childcare providers to create structured work-based learning placements that count toward CDA hour requirements
- Develop direct-hire or apprenticeship pipelines connecting CTE program graduates with community-based childcare centers

These investments would turn an eighteen-year-old's eligibility into an eighteen-year-old's genuine readiness, which is the outcome Maryland's children and families actually need.

RSP remains committed to being a resource and partner in this work. We thank the Board for the opportunity to comment.

Respectfully submitted,
Ready Set Prep Early Learning Center
Windsor Mill, Maryland

READYSETPREP
EARLY LEARNING CENTER

Kionne Abdul-Malik
Chief Information Officer
410-635-4099
kabdulmalik@readysetprepelc.org
www.readysetprepelc.org

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Keisha Maxwell <keisha.maxwell@maryland.gov> Tue, Sep 8, 2026 at 8:59 AM
To: Earlychildhoodregs MSDE -MSDE- <earlychildhoodregs.msde@maryland.gov>

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Maryland

Keisha Maxwell <keisha.maxwell@maryland.gov>

lowering age for teachers in childcare

2 messages

Robert & Anne Marie Law <deer16755@gmail.com> Sat, Sep 5, 2026 at 11:29 AM
To: "keisha.maxwell@maryland.gov" <keisha.maxwell@maryland.gov>

I have been a director in Maryland for over 40 years. It goes without saying, this change would greatly help to properly staff the childcare centers. Thank you
Anne Marie Law
Pre-K teacher- All About Kids Learning Center, Eldersburg Md
Past Director- All ABout Kids Learning Center 12.5 years
Director- many different centers in the state of maryland. over 30 years

Keisha Maxwell <keisha.maxwell@maryland.gov> Tue, Sep 8, 2026 at 9:01 AM
To: Earlychildhoodregs MSDE -MSDE- <earlychildhoodregs.msde@maryland.gov>

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Maryland State Department of Education Equity and Excellence

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