Commission on Innovation and Excellence in Education

William E. Kirwan, Chair

Session1 and Session 2

Agenda

October 25, 2017
9:30 a.m.-5:00 p.m.
120 House Office Building, Annapolis, Maryland

9:30 a.m. Chair's Opening Remarks

10:00 a.m. Determining the Fiscal Impact of Implementing the Building Blocks

- Rachel Hise, Department of Legislative Services
- Marc Tucker, National Center on Education and the Economy
- Robert Palaich and Justin Silverstein, APA Consulting

10:45 a.m. Special Education

- Dr. Margaret J. McLaughlin, College of Education
  University of Maryland, College Park Campus

11:30 a.m. Adequacy Study — Follow Up

Robert Palaich and Justin Silverstein, APA Consulting

12:30 p.m. Reaching Consensus – Building Block 2

1:00 p.m. Breakout Group Discussions (See separate handout)

Lunch Provided for Commissioners and Staff in Room 180

2:00 p.m. Breakout Group Report Out (5-10 minutes each)

2:30 p.m. **Analysis of Local School System Expenditures**

- Erika Schissler and Eric Pierce, Department of Legislative Services

3:10 p.m. **Invited Stakeholder Panel on Special Education**

- Rachel London, Developmental Disabilities Council
- Leslie Margolis, Disability Rights Maryland
- Tonia Ferguson, The Arc MD

3:30 p.m. **Baltimore County Public Schools – Career and Technology Education (CTE) Program**

- Nardos King, Executive Director Secondary School Support, Zone 4
- Douglas Handy, Director
- Michael Weglein, Principal, Sollers Point Technical High School

4:00 p.m. **Reaching Consensus — Building Block 7 (CTE)**

5:00 p.m. **Chair's Closing Remarks and Adjournment**

(Box dinners available for Commissioners attending Central/Southern Maryland public hearing at Largo High School beginning at 6:30 p.m.)

Next Meeting: ***Thursday, November 16, 2017 9:30 a.m. – 5 p.m.***

Presentation to the Maryland Commission on Innovation and Excellence in Education: Building Blocks

APA Consulting

Annapolis, MD
October 25, 2017

Today's Presentation

- Presentation of APA's proposed approach to generating financial estimates for implementing the internationally benchmarked system described in the Nine Buildings Blocks Gap Analysis for Maryland provided by NCEE.
  - *What is needed for the Building Block analysis?*
  - *What are the sources of that information?*
  - *What guidance is needed from the Commission?*

- Discuss next steps for APA
- Discuss how to obtain guidance from the Commission
- Discuss obtaining guidance from other needed Maryland agencies and organizations

Building Block 1: Provide Strong Supports for Children and their Families *Before* Students Arrive at School

- Providing support services to children ages 0-3 and their families
  - *This includes maternal and child health services; parent education; paid parental leave; family allowances and other financial supports. These services are typically made available universally, with extra resources focused on disadvantaged families.*
- Providing high-quality childcare and early childhood education for all children ages 0-5
  - *These systems focus on ensuring that care and education for young children is accessible, affordable and of high quality.*

Building Block 1: Guiding Documents, Judy Center and Baltimore City Community Schools Expansion

- Two paths to providing support for children 0 to 3 and their families can be mapped through either the expansion of Judy Centers or encouraging community schools to reach down into the 0 to 3 program area.
- Reports on the mission and programming at Judy Centers and in Baltimore City Community Schools illustrate the compatibility with the Gap Analysis developed by NCEE.
  - *Judy Centers tend to operate on state and federal dollars.*
  - *Community Schools in Baltimore operate on a funding model that includes state, school district, other county agencies, and local funding. Blends into the elementary school once child enters kindergarten.*
- Guidance from the Commission on the following issues is critical before estimating the cost of this building Block.
  - *Is the commission interested in providing this type of family support?*
  - *Is there a preference for design or mix of funding?*
  - *Who should be covered?*

Building Block 1: Guidance Document, APA Report on ECE

- APA Report on Early Childhood Education is very compatible with the Gap Analysis comments developed by NCEE:
  - APA's ECE Investment recommendation
    - *Include District and Private Providers in the investment.*
    - *Invest only in high quality programs, Levels 5 or accredited.*
    - *Add teachers in high quality programs to the local teacher salary schedule.*
    - *Create a formula requiring a state and local share.*
    - *Consider whether the ECE subsidy should be offered to all families, and if so, should families earning incomes above 300 percent of poverty be asked to partially offset the cost to the state of subsidizing ECE services.*
- Obtaining guidance on these issues from the Commission is important before estimating the cost of this Building Block.

Building Block 2: Provide More Resources for At-risk Students and their Families

- The task is to create weights for at-risk, special education, and English language learners that are appropriately sized to provide the following services to students and their families.
  - *Providing more high quality teachers to high needs schools.*
  - *Providing incentives to teachers to teach in high-need and rural schools.*
  - *Providing tuition grants to top achieving students who commit to teaching in high-need or rural schools.*
  - *Creating a system for teachers and school leaders from successful schools to work with high need schools.*
  - *Allocating additional teachers and other resources to schools using the results from an early warning system that identifies students that are not on track.*
  - *Reorganize use of time in schools to allow for more time for teachers.*
  - *Support community schools that provide services and programs for at-risk students and families.*

Building Block 2: Provide More Resources for At-risk Students and their Families

- This requires identifying the resources to provide a list of services like the one described on the previous slide for at-risk, special education, English language learners and preschool students.
- All weights are derived from an agreed adequate base cost, that is funded by state and local sources.
- This task Is informed by the APA study of Adequate Funding over the past three years. The presentation later in the meeting will review these findings and the relationship to Block 2.

Building Block 2: At-risk Weights Computation

- The base figure and weights from the APA report represent the total costs of providing educational services.
- After receiving guidance from the Commission, APA will generate a detailed description of the resources behind each proposed weight. These will be reviewed by NCEE, MSDE, and Commission members and staff.

Building Block 3 and 4: Coherent Instructional Systems and Gateways for Students to Progress through the System

- The gap analysis in these Building Block areas focused on instructional systems and student gateways. The analysis focused on the following:
  - *standards and whether they are benchmarked;*
  - *curriculum and assessment and whether they are aligned;*
  - *the format of assessments, including whether they are writing-, problem-, and project-focused and whether scoring is transparent; and*
  - *the exit requirements for high school, whether they align with the entry requirements for postsecondary, and whether these requirements accurately reflect what is needed to be successful.*
- Though MD interest in early exits from high school is low, APA and NCEE have models to estimate the potential cost savings driven by early high school exits if the state wants to consider such options.

Building Block 3 and 4: Coherent Instructional Systems and Gateways for Students through the System

- The work needed for Block 3, developing coherent instruction systems, is typically undertaken by the MSDE or the State Board of Education.
- If the State Board or agency is prepared to undertake this work, the funding for the effort might already be in place, or partially in place. Determining the estimated cost of this effort would be generated in consultation with MSDE, the State Board, and NCEE.
- The system infrastructure needed is summarized in the following manner:
  - *The existence and quality of standards and whether they are benchmarked (build on existing lesson seeds); and*
  - *The alignment of curriculum and assessment.*

Building Block 3 and 4: Coherent Instructional Systems and Gateways for Students through the System

- The work needed for Block 4, develop gateways and assessments for students progressing through the system. At present, the PARCC, high school graduation requirements and the University of Maryland entrance requirements are not aligned. Again, if the Board or agency is prepared to undertake this work, the funding for this effort might already be in place. Determining the estimated cost of this effort would be generated in consultation with MSDE, the State Board and NCEE.
- The work needed is summarized in the following manner:
  - *The format of assessments, including whether they are writing-, problem- and project-focused, and whether scoring is transparent; and finally,*
  - *A system of exit requirements for high school, aligned with the entry requirements for postsecondary and whether these requirements are what is needed to be successful.*

Building Block 5 & 6: Create Supply of Highly Qualified Teachers and of Schools where Teachers can be Professionals

- Top-performing systems in the area of Building Block 5 put policies in place that do the following:
  - *Ensure a high quality pool of aspirants for admittance to schools of education;*
  - *Ensure that their teacher preparation educates teachers so that they have a sound understanding of the content and structure of the subjects they will teach, and the craft of teaching those subjects; and,*
  - *Ensure that all teachers exit preparation and enter their professions having met the same high standards for preparation.*
- Will require post-secondary institutions and school districts to work together more effectively.

Building Block 5 & 6: Create Supply of Highly Qualified Teachers and of Schools where Teachers can be Professionals

- Top-performing systems in the area of Building Block 6 put policies in place that do the following.
  - Attract strong high school graduates into teaching and retain them with the following.
    - *Compensation systems that pay teachers comparable salaries to other high-status professionals.*
    - *Ladders of career advancement for teachers so that as they get better at their work they can take on new roles, enabling them to grow in their careers without leaving teaching.*
  - Support new teachers with accomplished mentors; and,
  - Help teachers continuously improve their practice by giving them time and incentives to collaborate.

Building Block 5 & 6: Create Supply of Highly Qualified Teachers and of Schools where Teachers can be Professionals

- In 2014 and 2015, NCEE and APA created a model for Kentucky that combined the system changes discussed in Building Blocks 5 and 6.
- The resulting "teacher flow" model serves as the basis for creating cost estimates of both Building Blocks 5 and 6 in Maryland.
  - *As might be expected, there are dozens of pieces of data needed to run the model. These include information on post-secondary institutions, school districts, schools and the students that they serve.*
  - *In addition, there are assumptions imbedded in the model that need to be explicitly shared and confirmed for Maryland.*
  - *Further, it is likely that the exact structure of career ladders adopted by individual districts may differ from one another in ways that could impact the long term cost of the program. These differences need to be considered.*

Building Block 7: Create an Effective System of Career & Technical Education

- Top-performing systems in the area of Building Block 7 put policies in place that describe CTE in the following manner.
  - CTE is seen as a high-quality pathway with both employment and post-secondary options for graduates.
  - Training is available in a wide range of attractive careers. Students receive career guidance and counseling.
  - Programs lead to industry qualifications. Qualifications meet global standards.
  - Students participate in authentic work-based learning.
  - Teachers are up to date with industry best practices.

Building Block 7: Create an Effective System of Career & Technical Education

- It appears that the Commission is not in position to make recommendations on CTE at this time, and therefore APA will not provide a tailored estimate for Building Block 7 at this time. A look at spending on the program in Massachusetts will be provided.
- NCEE recommended closer examination of two models, Switzerland and Singapore. In this country, Massachusetts, New Hampshire and New Jersey CTE systems are worth exploring. Oregon's labor councils in certain counties are models of industry collaboration.
- This is a critical area needed to create an internationally competitive, world class system. Adjustments to the existing Maryland CTE system should be made before the implementation plans from the districts are due in two years.
- Also, consider joining the Pathways to Prosperity network.

Building Block 8: Create a Leadership Development System

- For top-performing systems around the world, the content of Building Block 8 is critical to the success of the overall effort.
- It has been suggested that the leadership training supported by the commission occurs on multiple levels and over at least two years.
- The levels of the training would include the following.
  - A two-year training for existing and soon-to-be superintendents.
  - A two-year training for central office staff that support teachers and teaching in the district.
  - A multi-year training for existing principals and interested assistant principals because ultimately most of the reforms discussed or implied in the Building Blocks will be implemented in the school building.
- The first two training efforts should be completed before districts are asked to submit their international competitiveness implementation plan.
- System designed by MSDE, State Board, the Commission & NCEE

Building Block 9: Institute a Governance System to Develop Policies and Implement Them

- High-performing education systems have governance systems with the authority and legitimacy to develop coherent, powerful policies and are capable of implementing them at scale.
- This means that:
  - roles and responsibilities are clear;
  - shared goals exist across the system;
  - Progress toward these goals are clearly tracked; and
  - It is possible to identify parts of the system that are not performing well and to provide effective help so that they improve.
- Again, consultation with MSDE, the State Board, the Commission & NCEE will help generate the cost estimate.

Questions?

Special Education: Considerations for Funding

Margaret J. McLaughlin, Professor of Special Education and Associate Dean College of Education University of Maryland, College Park

What we know and don’t know about funding special education

- First…we don’t know how to determine how much is enough funding…because we have no solid research on what constitutes an “adequate” or an “appropriate” education for children who receive special education.
- An “appropriate” education is measured against attainment of individually determined goals as specified in the IEP. Current interpretations of adequacy measure the level of attainment of universal standards or goals.

What we know and don’t know about funding special education

- We have estimates of expenditures or what it costs to deliver special education services…(the Resource Cost Model) and there have been a number of state and local studies of optimal funding based on the Professional Judgment Model….however, these are not based on student attainment of specific goals or standards.

Cost factors that drive funding decisions

- Three major factors determine what special education “costs” and drive decisions about how and how much money should be allocated to special education:
  - *the number of children who receive special education;*
  - *the characteristics of those children* (i.e., the level of need); and
  - *the intensity of the special education and related services provided to individual students* (i.e., the type, the amount and the location)

State funding formula and the cost drivers

- To account for the absolute number of students, states use either child counts or a fixed percentage of the total student population, often referred to as "census" counts.
- To account for variation in intensity services, states use one of three funding approaches: *
  - *Formula funding*: Funding is included in the state's primary funding formula through weights, resource-based allocation ratios or dollar amounts (33 states & D.C.)
  - *Categorical funding*: Funding is allocated outside of the state's primary funding formula through separate line items which can vary each year (12 states)
  - *Reimbursement funding*: Funding is allocated outside of the state's primary funding formula. Districts are reimbursed **after** costs are incurred (5 states)

*2015 state survey conducted by the Education Commission of the States (http://ecs.force.com/mbdata/mbquest3D?rep=SD10)

State “weighted” funding formula and the cost drivers

- *Formula funding*: (funding is included in the state’s primary funding formula through weights, resource-based allocation ratios or dollar amounts (33 states & D.C.) is the most common measure but states vary substantially in the number and range of weights applied.
  - States attempt to remove incentives for identifying more students and providing more services and must not link funding to a specific place or environment.
  - State formula typically do not attempt to account for variations in type and level of need among children receiving special education in high poverty schools and districts.

Cost drivers and special education research

- Special education research and policy has been guided by two major goals over the past decades:
  - Preventing the academic and behavioral problems that result in identification for special education and
  - Attenuating or reducing the effects of child specific developmental/acquired conditions that impact learning.

What have we learned from the research?

- All three of the cost drivers…number and characteristics and intensity of service…are highly dependent on *the quality of general education*…everything that is considered necessary to provide an adequate education is also necessary *but insufficient* to provide "effective" special education.
- The effectiveness of special education…both in preventing and attenuating specific child-specific conditions that impact learning is related to timing, "early is best…earlier is better" and to tailoring the specific interventions to individual child need.

What have we learned from the research?

- Current research supports the implementation of a *Multi-Tiered System of Support (MTSS)* at the earliest possible ages (pre-K, K, grades 1 and 2) to prevent later special education identification and to reduce the impacts of child specific learning or behavioral characteristics.
  - MTSS is the umbrella term that encompasses “Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) but is broader than either and offers a systematic way to organize schools and programs to provide a continuum of support that can vary in amount, time and place as determined by child need and progress.
  - A number of states and individual school districts have adopted MTSS models…some such as Florida…have a longer history with the model and have tied allocation of special education resources

MTSS in Florida: One example

- Florida has embraced MTSS and has made this a central core of its schools including how resources are allocated. According to the FL Department of Education website: http://www.fldoe.org/finance/school-business-services/fl-department-of-edus-multi-tiered-sys.stml

"Within a multi-tiered system of supports, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The multi-tiered system involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. This system is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels."

Two parting considerations: MTSS and Early Intervention

- ***Level of child need is compounded by poverty and insufficient general education and results in more intensive and costly special education services….therefore:***
  - ***Special education funding needs to consider the impact of poverty on the type and amount of services a child with a disability will require.***
- ***While early intervention is a critical factor…research has established that pre-k programs do not typically address differentiated instruction or supports…yet we have a substantial body of research that has established specific interventions that are very effective with preschoolers who need additional support.*** *However, these interventions need to be targeted at very specific skill deficits…therefore:*
  - ***Early education programs should be designed based on an MTSS model that targets interventions to a child's specific learning and social emotional development.***

Presentation to the Maryland Commission on Innovation and Excellence in Education: Adequacy Study

APA Consulting

October 25, 2017

Adequacy Study

- Analyzed PK-12 funding adequacy in Maryland using three approaches:
  - Professional Judgment (PJ)
  - Evidence-Based (EB)
  - Successful Schools/Districts (SSD)
- Made recommendations for new, adequate:
  - Per pupil base amount
  - Weights for students with special needs
  - Other aspects of school funding system
- Other related recommendations as required by RFP

Using Multiple Approaches to Estimate Adequacy in Maryland

	Evidence-Based	Professional Judgment	Successful Schools/Districts
Benchmark of Success	Ensuring students can meet all State standards	Ensuring students can meet all state standards	Currently outperforming other Maryland schools
Data Source	Best practice research, reviewed by Maryland educators; when conflict arises in resource recommendations, the EB approach defers to the research	Expertise of Maryland educators serving on PJ panels; uses research as a starting point but defers to educators when conflict arises in resource recommendations	2014-15 expenditure data from selected successful schools
Available Data Points			
Base	Yes	Yes	Yes
Student Adjustments (Weights)	Yes	Yes	No

Results of Three Approaches

	2014-15 Maryland	Evidence-Based	Professional Judgment	Successful Schools
Base Cost	$6,860	$10,544	$11,607	$8,716
Weights				
Compensatory Education (At risk)	0.97	0.30	0.36	N/A
Limited English Proficient	0.99	0.38	0.61	N/A
Special Education	0.74	0.70	1.18	N/A
Prekindergarten		0.40	0.26	

* Note, Maryland weights are net of Federal dollars while adequacy weights are not. EB special education weight does not include severely disabled students while PJ weight does. PJ weights for at-risk and LEP are averages across varying concentrations.

Developing a Final Blended Base

- It was important to utilize all three approaches for the study team to understand the differences in base costs associated with meeting Maryland's benchmarks of success
- The final base cost figure is based on the results of both the PJ and EB approaches
  - The results of these two approaches best represent resources required to meet all state standards
  - The study team does not believe the SSD figure fully represents the current cost of adequacy in Maryland, however, the study team believes that the SSD figure could be used during the phasing-in of a new funding system
  - The final figure relies on the research and feedback from both the EB and PJ approaches and the case studies
  - The main areas of resource differences were identified and the differences were reconciled using all the information available from the two studies and the case studies

Shift to Higher Base Amount

- The estimates of the preferred EB and PJ approaches represent a significant shift from the current funding model – a shift from low base/larger weights to high base/smaller weights
- A clear message from the research and the Maryland educators serving on PJ panels was that all students, even those without special needs designations, require higher levels of support to meet today's greater performance expectations
- Current expectation is for more supports, even for special needs-designated students, to occur in the regular education classroom
- Both the EB and PJ approaches, and thus the resulting blended base figure, represent this important shift toward allocating more resources through the base cost to provide a higher level of services to all students regardless of identified need

Adjusting for Federal Funds

- The base figure and weights represent the total costs of providing educational services, so certain federal funds also used to fund these services must be deducted from the totals (this was also done for the Thornton study)
- Total of $485.6 million in federal funds from regular ed., compensatory ed., LEP, special ed., and early childhood programs

Recommendation for Blended Per Pupil Base and Weights

	Before Adjustment for Federal Funds	After Adjustment for Federal Funds
Base Amount	$10,970	$10,880
Compensatory Education	0.40	0.35
LEP	.040	0.35
Special Education	1.10	0.91
Prekindergarten	0.35	0.29

Other Study Recommendations

Recommendation

- Address declining enrollment by changing the FTE enrollment count used for calculating total program
- Continue counting low-income students using eligibility for the federal free- and reduced- price meals program, may need to develop a state form
- Adopt universal full-day prekindergarten for 4-year-olds (estimated to comprise 80% of four-year-olds)
- Replace the current GCEI with a three-year rolling average of the Comparable Wage Index (CWI)

Recommendations

- Change the way in which local wealth is calculated using November NTI and the multiplicative approach for combining NTI and property values
- Change the way State and local shares are determined by eliminating minimum aid guarantees and requiring full local contribution for special needs students
- The Supplemental Grant Program should be discontinued in its current form

Revisions to Final Report

- Errata
  - Addressing number of clerical errors and minor corrections to the *Final Report of the Study of Adequacy of Funding for Education in Maryland*
  - One substantive revision is related to how current state share and special education total program figures used for comparison purposes were calculated:
    - In the *Final Report* published in November 2016, the state share of nonpublic placement of special education students was unintentionally excluded.
    - The figures are being updated to include the state share of nonpublic placement for state share comparisons and nonpublic placement total program for comparisons including special education total program.

Revisions to Final Report

- Addendum
  - All figures are being revised to reflect a change in the way that employee retirement costs are handled.
  - In the *Final Report* funding for all employer-paid retirement costs was included in the calculation of the proposed total program amounts.
    - Doing this assumed that districts' state and local shares would both contribute to paying for these costs.
    - However, under State law the normal costs of retirement must be paid entirely out of local appropriations with no contribution from districts' state shares.
    - In order to accurately reflect how local retirement payments are funded under current law, APA is drafting an addendum where the proposed total program estimates exclude retirement funding.

Questions Received on:

- Transportation recommendations
- Concentrations of poverty
- Use of successful schools base
- Inclusion of technology costs
- Wealth calculations
- Possibility of fixed cost amount to district based upon number of schools
- Fine Arts staffing
- Timeline

Additional Questions?

The second NCEE Building Block to a world–class education system is to provide "more resources for at–risk students." While Maryland was one of the first states in the nation to develop a funding formula to ensure *all* students would have the opportunity to meet State education standards, recent studies that evaluate the concept of equity have shown that Maryland has disparities in the level of resources provided to schools serving more low income students as compared to high income students. It is important to note that the resources referred to in the building block and in the studies are not exclusively monetary resources. They also include staffing resources in terms of quality and experience of teachers and the availability of intensive assistance for students who are struggling to succeed at grade level.

Universal school readiness for Maryland's children is an *essential* first step in achieving equity throughout a student's schooling career. The Commission's recommendations for early childhood education are categorized under Building Block 1 to "provide strong supports for children and their families before students arrive at school."

The Commission finds that there are significant disparities in the equitable distribution of resources, not only between Maryland's districts but also within districts. The Commission believes it is imperative that schools serving high concentrations of low income students receive substantially greater resources. Although Maryland has the highest at risk weight for low income students (.97) in the nation, the Commission recommends that a "concentration of poverty" weight be developed based on a sliding scale that provides additional resources to schools commensurate with the number and proportion of low income students they serve.

The Commission recognizes that more money alone does not mean greater equity. Equally important is how the increased funding for schools serving areas with high concentrations of poverty is spent. The Commission specifically recommends funding be provided for after school or before school opportunities for struggling learners; perhaps year round school for certain students and/or districts; and community schools to provide "wrap–around" services for students and their families in all districts with high concentrations of poverty to ameliorate life struggles that impact academic success.

One particular strategy that the Commission recommends is ensuring that more high–quality, and presumably more experienced, teachers should teach in high need schools. This can be achieved by offering incentives such as higher pay, smaller classes, more planning time, and mentoring. A concept that is further explained in Building Blocks 5, 6, and 8 is that of a career ladder. The Commission recommends that one of the requirements for a teacher to move up the career ladder is to teach or have taught in a high needs school.

The Commission also strongly recommends that the weight for special education students be increased. In contrast to the weight for low income students, Maryland has one of the lower weights for special education (.74). The commission recommends increasing the weight to 0.91 at a minimum, as proposed by APA, but recognizes that the appropriate weight requires further study and depends on the base per student amount to ensure the appropriate resources are invested to meet the needs of special education students. The Commission also recognizes the importance of providing the necessary supports for students *before* they fall too far behind grade

level. This relates to Building Blocks 3 and 4 and the imperative for building an instructional system with an early warning system that identifies students as soon as they begin to fall behind and provides the necessary supports to get them back on track. Investing in this strategy should reduce the number of students who are identified as in need of special education services in the future. At about 12% of students statewide, Maryland's special education enrollment is about average for the U.S. but more than double the special needs identification rates of the top performers in the world.

Finally, the Commission recommends the general concept of money, services, and staffing "following the student." Because the funding formula is based on how many students are enrolled and whether they are an "at–risk" student, the money generated from this methodology should be provided to the school at which the student is enrolled. Further, these funds should be used to provide high–quality teachers and additional services for these at–risk students to ensure they have an equitable opportunity to succeed in school.

<u>For further discussion</u>

1. Formula aspects of equity
    a. Base and weights
    b. Counties paying local share for at–risk formulas/Maintenance of Effort
    c. Concentration of poverty factor
        i. What should the sliding scale look like
        ii. How much "extra" should be provided at each step of the scale
        iii. Incorporate concentration of poverty at school (rather than district) level
    d. Identification of special education students
    e. Adjustment for overlap between at risk categories
    f. Proxy for low income
    g. Include GCEI or not
    h. Wealth calculation

2. Accountability in use of funds
    a. Dollars following students to school level
    b. Staffing level requirements

BREAKOUT GROUPS (Brit Kirwan will float among the groups)

One breakout session. Lunch in Room 180.

Group A (Room 180)	**Group B** (Room 180)	**Group C** (Room 180)
Scott Dorsey	Stephen Guthrie	Richard Madaleno
David Brinkley	Maggie McIntosh	Chester Finn
Buzzy Hettleman	Paul Pinsky	David Helfman
Anne Kaiser	Karen Salmon	Adrienne Jones
Nancy King	Joy Schaefer	Craig Rice
Elizabeth Ysla Leight*	Nancy Shapiro	Morgan Showalter
Leslie Pellegrino	David Steiner	Bill Valentine*
Steve Waugh	Alonzo Washington*	Margaret Williams

* is group leader/reporter for today

Analysis of Local School System Expenditures

Presentation to the
Commission on Innovation and Excellence in Education

Department of Legislative Services
Office of Policy Analysis
Annapolis, Maryland

October 25, 2017

Overview of Presentation

Statewide Analysis

- Expenditures
- Personnel

School-level Analysis by FRPM Quartile

- Expenditures
- Personnel

FRPM: Free and Reduced-priced Meals (AKA FARMS)

Statewide Analysis

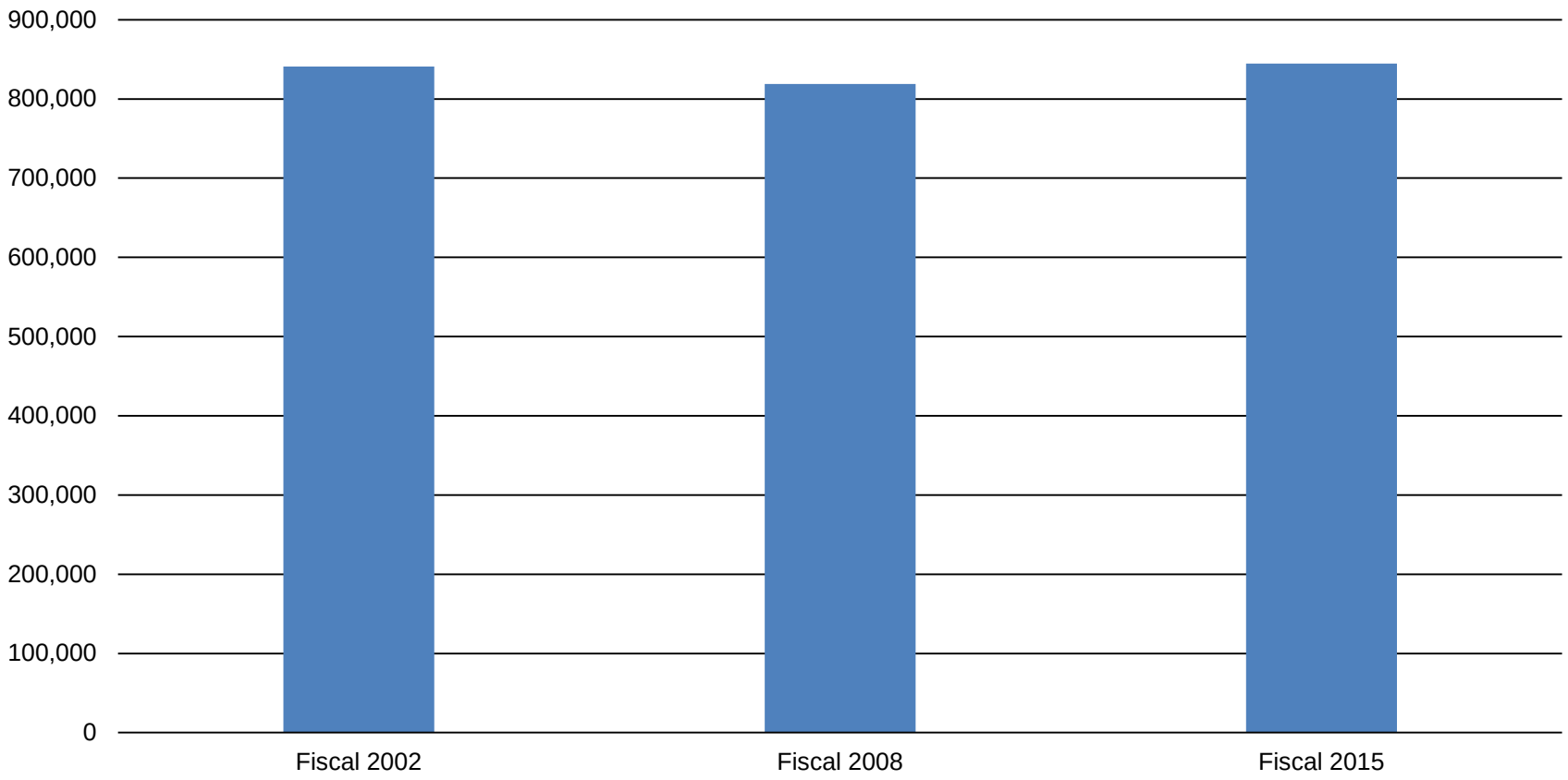
- Expenditures
- Personnel

Local School System Expenditures from All Fund Sources

- Expenditures are classified as those made from the Current Expense Fund
  - Board of Education administration
  - Mid-level administration
  - Instruction – nonspecial education
  - Special education
  - Fixed charges – pension, health insurance, etc.
  - Student personnel services – truancy, attendance, and social workers
  - Health services
  - Student transportation
  - Operation and maintenance of plant
  - Community services – community recreation, after school childcare, community welfare activities, etc.
  - Capital Outlay – acquisition, engineering, construction, and renovations not including those from the school construction fund

- And those made from other funds –
  - Food service, school construction, debt service, and student activities

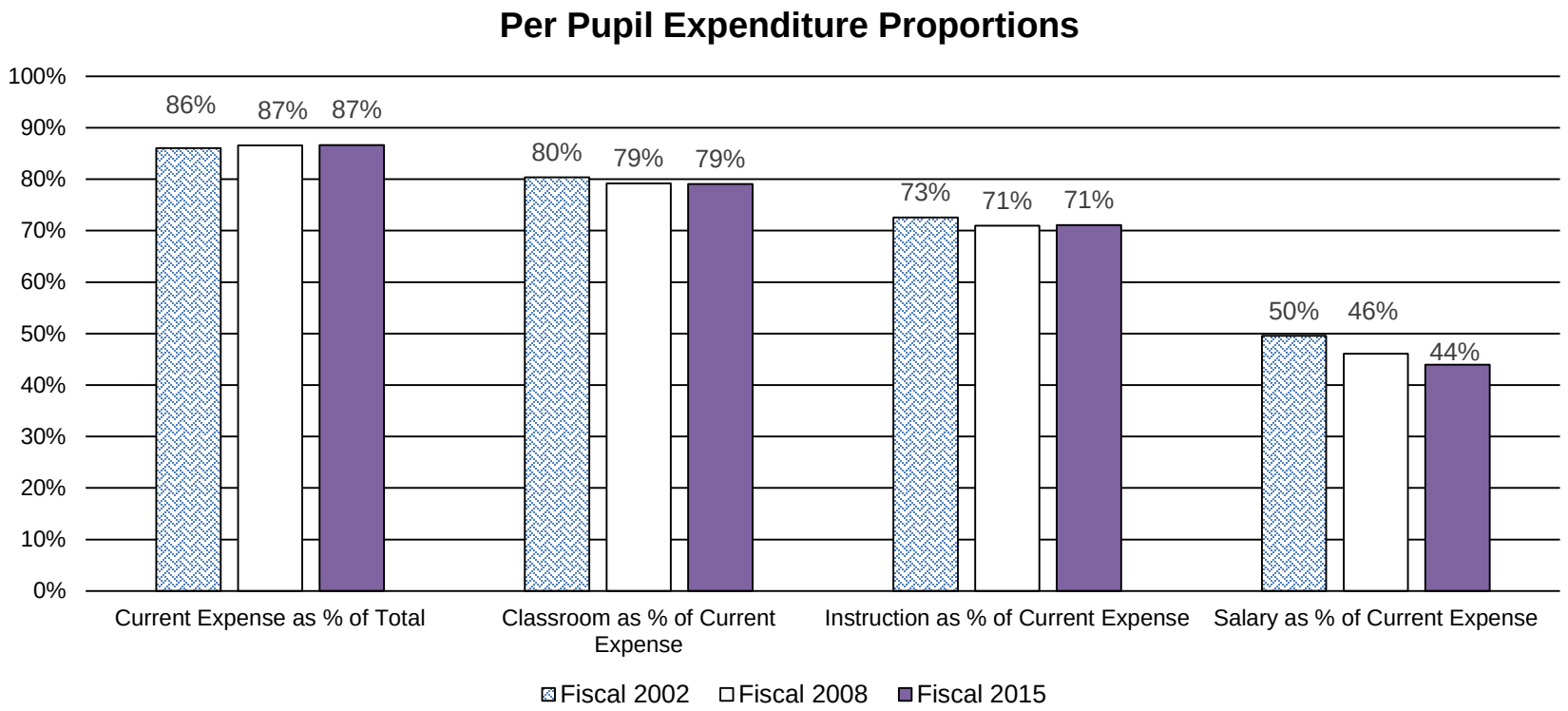
Enrollment is Relatively Flat Since 2002



Enrollment is headcount enrollment. It includes the SEED School and excludes prekindergarten.

Source: Department of Legislative Services

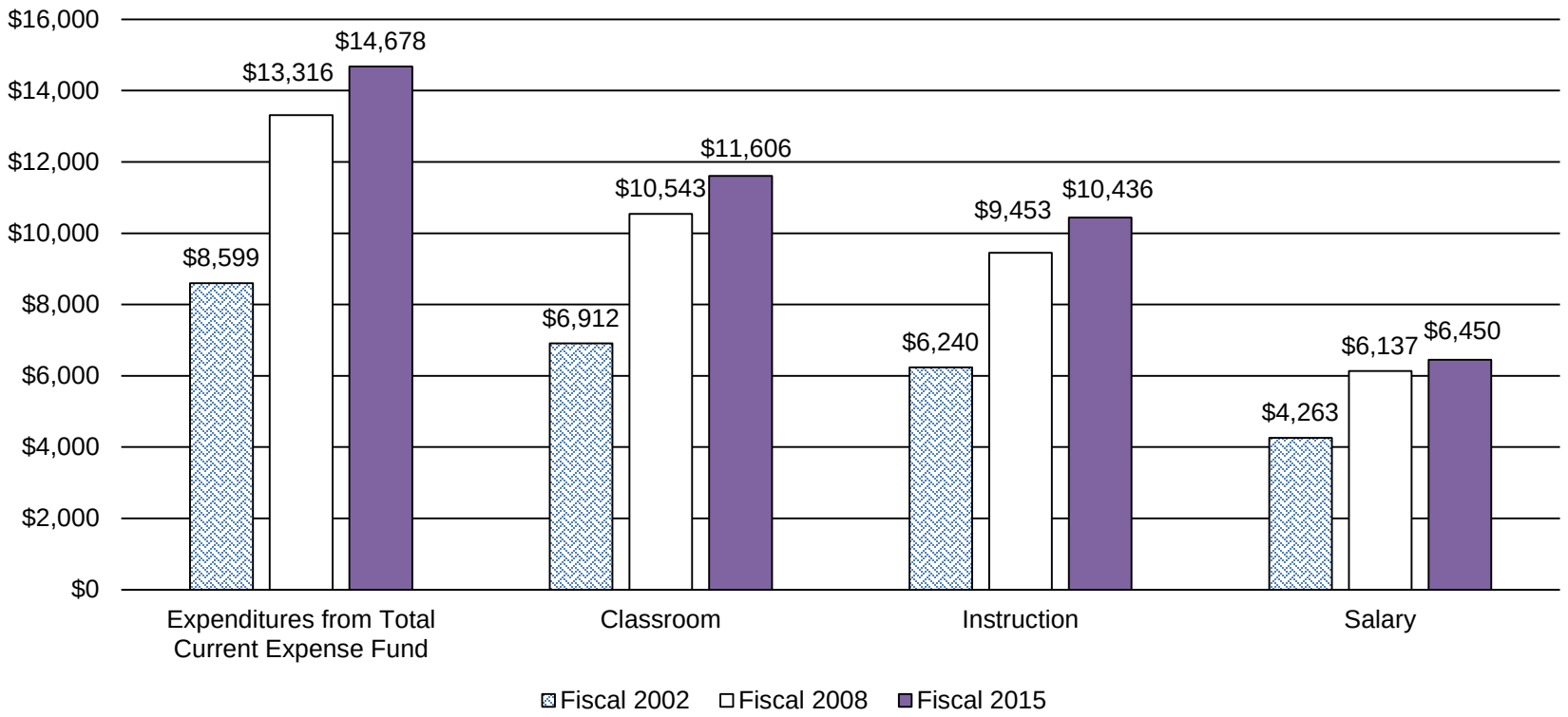
Basic Structure of Expenditures Largely Unchanged Since Bridge to Excellence



Note: Classroom includes mid-level administration, nonspecial education, special education, fixed charges associated with those categories, and teachers' retirement. Instruction includes nonspecial education and special education, fixed charges for those two categories, and teachers' retirement. Salary includes the salaries and wages of nonspecial education and special education. Salary does not include retirement or other fixed charges.

Source: Department of Legislative Services

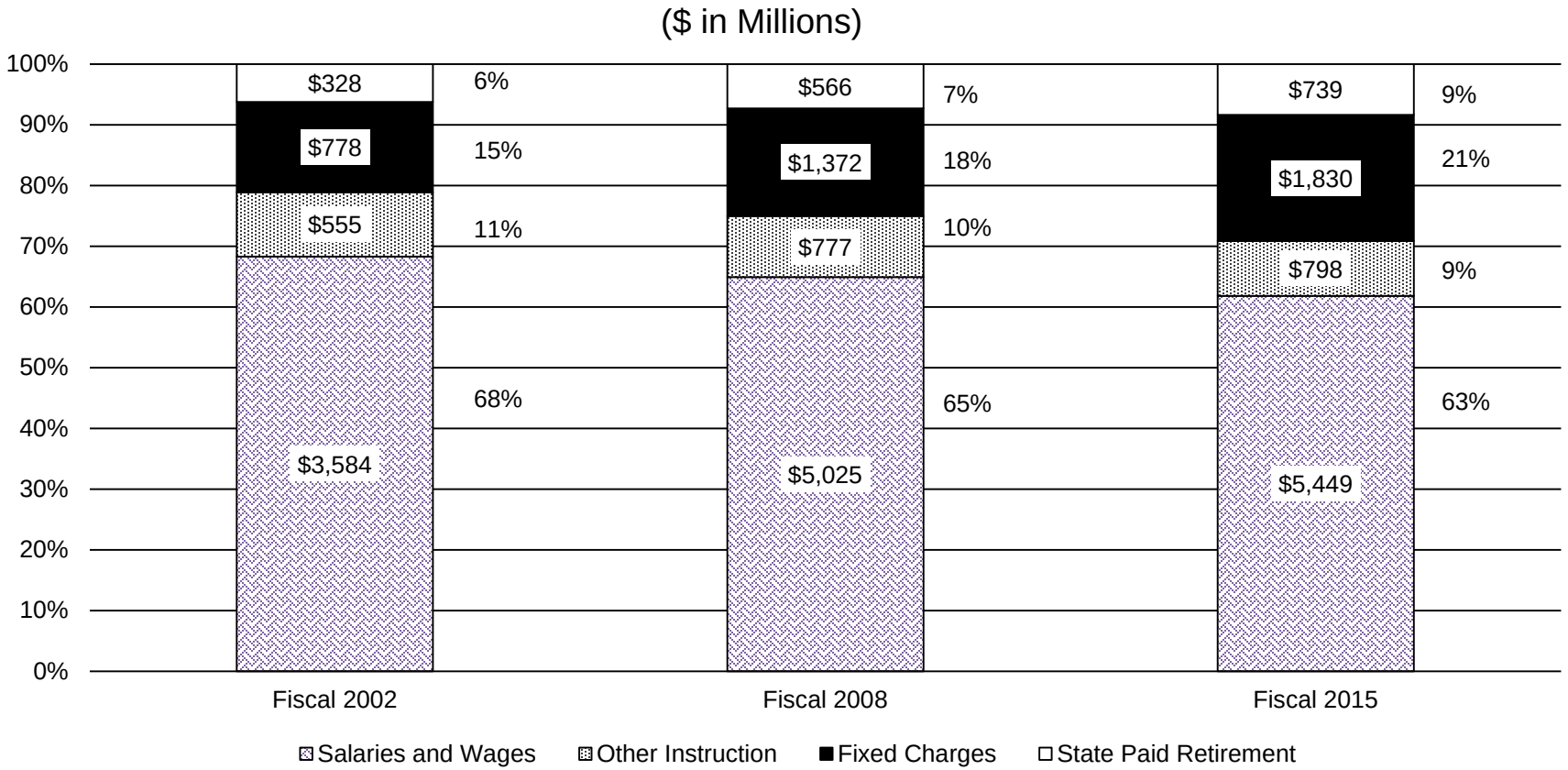
Per Pupil Expenditures Continue to Increase



Note: Classroom includes mid-level administration, nonspecial education, special education, fixed charges associated with those categories, and teachers' retirement. Instruction includes nonspecial education and special education, fixed charges for those two categories, and teachers' retirement. Salary includes the salaries and wages of nonspecial education and special education. Salary does not include retirement or other fixed charges.

Source: Department of Legislative Services

Personnel-related Expenditures Are 91% of Total Instructional Expenditures



Note: Fixed charges include locally paid teachers' retirement, other employees' retirement, social security, other employee benefits such as health insurance, purchased services, and other charges. Other instruction includes instructional equipment, supplies, textbooks, etc. Includes special education and nonspecial education.

Source: Department of Legislative Services

Instructional Staff Increase by 15.3% Since Fiscal 2002

	Number of Staff			% Change		
	FY 2002	FY 2008	FY 2017	FY 2002-2008	FY 2008-2017	FY 2002-2017
Teachers[1]	53,793	59,132	59,555	9.9%	0.7%	10.7%
Media, Guidance, and Psychologists	3,841	4,352	4,303	13.3%	-1.1%	12.0%
Other Professionals[2]	3,085	4,334	4,895	40.5%	12.9%	58.7%
Aides	10,000	12,722	12,799	27.2%	0.6%	28.0%
Total Instructional	**70,719**	**80,540**	**81,552**	**13.9%**	**1.3%**	**15.3%**
Administrative	143	146	157	2.0%	7.6%	9.8%
Mid-level[3]	4,639	5,818	5,920	25.4%	1.8%	27.6%
Other[4]	3,209	3,779	4,195	17.8%	11.0%	30.7%
Support Staff[5]	24,824	27,841	25,926	12.2%	-6.9%	4.4%
Total Noninstructional	**32,815**	**37,583**	**36,198**	**14.5%**	**-3.7%**	**10.3%**
Total Staff	**103,534**	**118,124**	**117,750**	**14.1%**	**-0.3%**	**13.7%**

[1] Excludes therapists.

[2] Includes staff developers, teacher trainers, athletic coaches, remedial specialists, other school-level instructional professionals, and therapists.

[3] Includes principals, vice principals, directors, coordinators, supervisors, pupil personnel workers, school social workers, and other administrators.

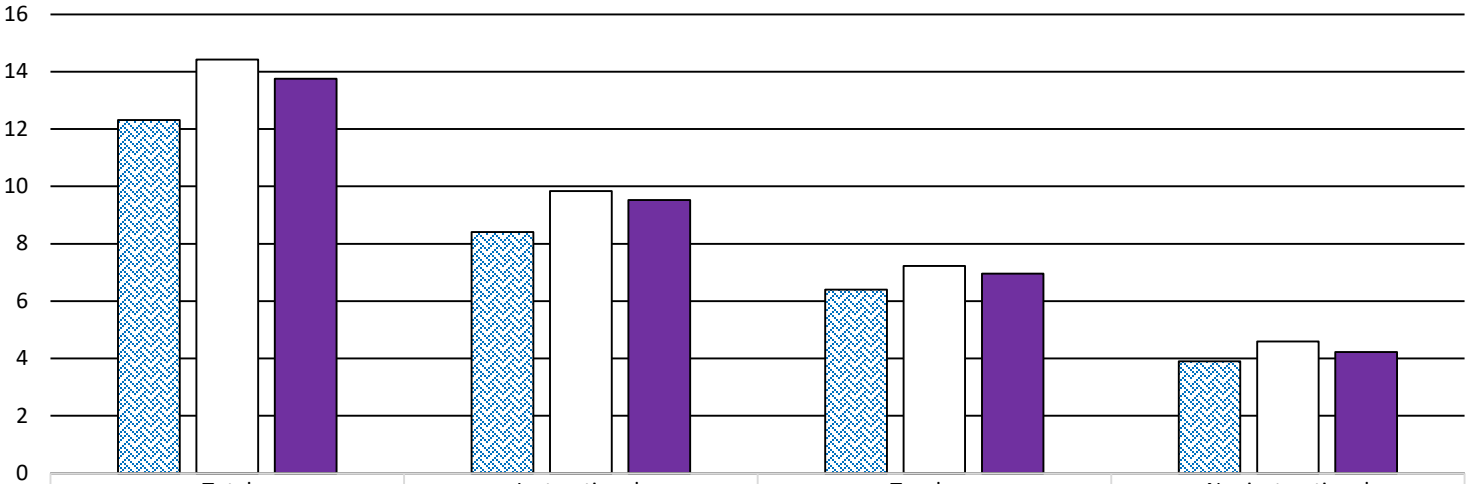
[4] Includes nurses, admission officers, research specialists, etc.

[5] Includes technicians, service workers, secretaries and clerks, drivers, crafts and trades personnel, laborers, etc.

Note: Includes the SEED School in fiscal 2017.

Source: *Staff Employed at School and Central Office Levels, Maryland Public Schools* report, Maryland State Department of Education

Personnel per 100 Students Increases Since Fiscal 2002



	Total	Instructional	Teachers	Noninstructional
FY 2002	12.3	8.4	6.4	3.9
FY 2008	14.4	9.8	7.2	4.6
FY 2017	13.8	9.5	7.0	4.2

Note: Instructional staff includes teachers, therapists, media, guidance, psychologists, staff developers, teacher trainers, athletic coaches, remedial specialists, and other school-level instructional professionals.

Noninstructional staff includes principals, vice principals, directors, coordinators, supervisors, pupil personnel workers, school social workers, other administrators, nurses, admission officers, research specialists, technicians, service workers, secretaries and clerks, drivers, crafts and trades personnel, laborers, etc.

Includes the SEED School in fiscal 2017.

Source: Department of Legislative Services

Number of Instructional Staff per 100 Students Increases Since Fiscal 2002

	Per 100 Students			%Change		
	FY 2002	FY 2008	FY 2017	FY 2002-2008	FY 2008-2017	FY 2002-2017
Allegany	10.0	11.1	10.3	10.4%	-7.3%	2.4%
Anne Arundel	7.8	9.4	9.2	20.9%	-2.0%	18.5%
Baltimore City	8.8	10.6	8.8	20.4%	-16.2%	0.9%
Baltimore	8.4	9.2	8.8	9.3%	-3.8%	5.2%
Calvert	8.2	9.4	9.1	14.8%	-3.2%	11.1%
Caroline	8.7	9.8	11.2	13.0%	13.9%	28.8%
Carroll	7.3	9.0	9.3	23.6%	2.4%	26.5%
Cecil	8.0	10.3	10.2	28.7%	-1.0%	27.4%
Charles	7.9	9.5	10.2	19.9%	7.1%	28.5%
Dorchester	8.9	10.3	11.2	16.7%	8.4%	26.5%
Frederick	7.7	9.2	9.7	19.3%	5.6%	25.9%
Garrett	9.9	10.3	10.1	3.6%	-1.7%	1.8%
Harford	8.2	10.1	9.8	22.6%	-2.4%	19.7%
Howard	9.9	11.6	11.1	17.4%	-4.6%	12.0%
Kent	10.3	11.4	10.6	9.8%	-6.3%	2.9%
Montgomery	8.9	10.1	9.6	13.6%	-4.8%	8.1%
Prince George's	7.6	9.3	9.3	22.0%	0.0%	22.1%
Queen Anne's	8.4	9.4	9.3	11.0%	-1.1%	9.8%
St. Mary's	8.2	8.9	8.6	9.1%	-3.3%	5.5%
Somerset	9.8	12.6	11.4	29.1%	-9.6%	16.7%
Talbot	9.3	8.7	9.3	-6.0%	6.8%	0.4%
Washington	8.6	9.3	9.1	7.5%	-1.5%	5.9%
Wicomico	9.9	11.2	10.9	13.6%	-2.8%	10.5%
Worcester	10.7	13.8	13.6	29.1%	-1.8%	26.8%
Statewide Total Instructional	**8.4**	**9.8**	**9.5**	**16.9%**	**-3.1%**	**13.3%**

Note: Instructional staff includes teachers, therapists, media, guidance, psychologists, staff developers, teacher trainers, athletic coaches, remedial specialists, and other school-level instructional professionals. Total instructional includes the SEED School in fiscal 2017.

Source: Department of Legislative Services

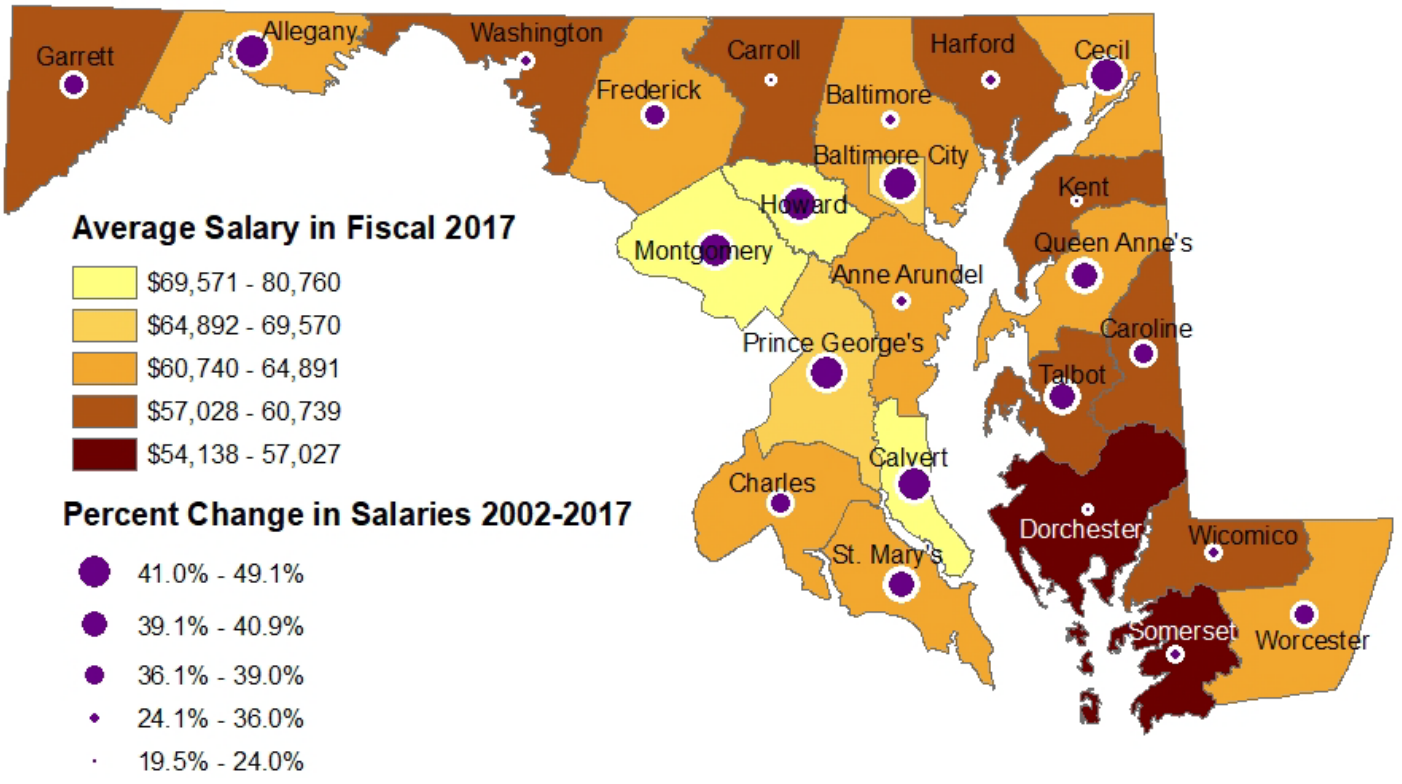
Average Teacher Salaries Increased 41.7% Since Fiscal 2002

	FY 2002	FY 2008	FY 2017	% Change FY 2002-2008	% Change FY 2008-2017	% Change FY 2002-2017
Allegany	$43,056	$ 54,618	$ 63,409	26.9%	16.1%	47.3%
Anne Arundel	47,752	60,304	63,707	26.3%	5.6%	33.4%
Baltimore City	47,022	53,237	68,343	13.2%	28.4%	45.3%
Baltimore	47,875	57,639	64,462	20.4%	11.8%	34.6%
Calvert	49,837	65,336	73,029	31.1%	11.8%	46.5%
Caroline	42,836	53,462	58,730	24.8%	9.9%	37.1%
Carroll	48,024	58,786	59,568	22.4%	1.3%	24.0%
Cecil	44,805	53,406	64,728	19.2%	21.2%	44.5%
Charles	45,481	56,154	62,710	23.5%	11.7%	37.9%
Dorchester	45,302	55,421	54,138	22.3%	-2.3%	19.5%
Frederick	46,716	60,141	64,543	28.7%	7.3%	38.2%
Garrett	42,145	55,083	58,585	30.7%	6.4%	39.0%
Harford	44,715	56,583	58,626	26.5%	3.6%	31.1%
Howard	49,048	61,897	73,145	26.2%	18.2%	49.1%
Kent	48,891	57,223	60,000	17.0%	4.9%	22.7%
Montgomery	55,043	70,011	80,760	27.2%	15.4%	46.7%
Prince George's	47,532	60,886	69,570	28.1%	14.3%	46.4%
Queen Anne's	43,965	52,611	61,954	19.7%	17.8%	40.9%
St. Mary's	46,187	57,096	64,891	23.6%	13.7%	40.5%
Somerset	42,040	52,321	57,027	24.5%	9.0%	35.6%
Talbot	42,428	53,111	59,252	25.2%	11.6%	39.7%
Washington	44,826	55,189	60,739	23.1%	10.1%	35.5%
Wicomico	43,692	55,184	59,420	26.3%	7.7%	36.0%
Worcester	45,648	57,361	62,898	25.7%	9.7%	37.8%
Statewide Average	**$48,251**	**$60,069**	**$68,357**	**24.5%**	**13.8%**	**41.7%**
Average Teacher Minimum[1]	**$31,940**	**$41,056**	**$44,675**	**28.5%**	**8.8%**	**39.9%**
Average Teacher Maximum[2]	**$63,090**	**$79,596**	**$89,704**	**26.2%**	**12.7%**	**42.2%**

[1] Minimum is step 1 salary of teachers with a bachelor's degree.
[2] Maximum salary of teachers with a doctorate.

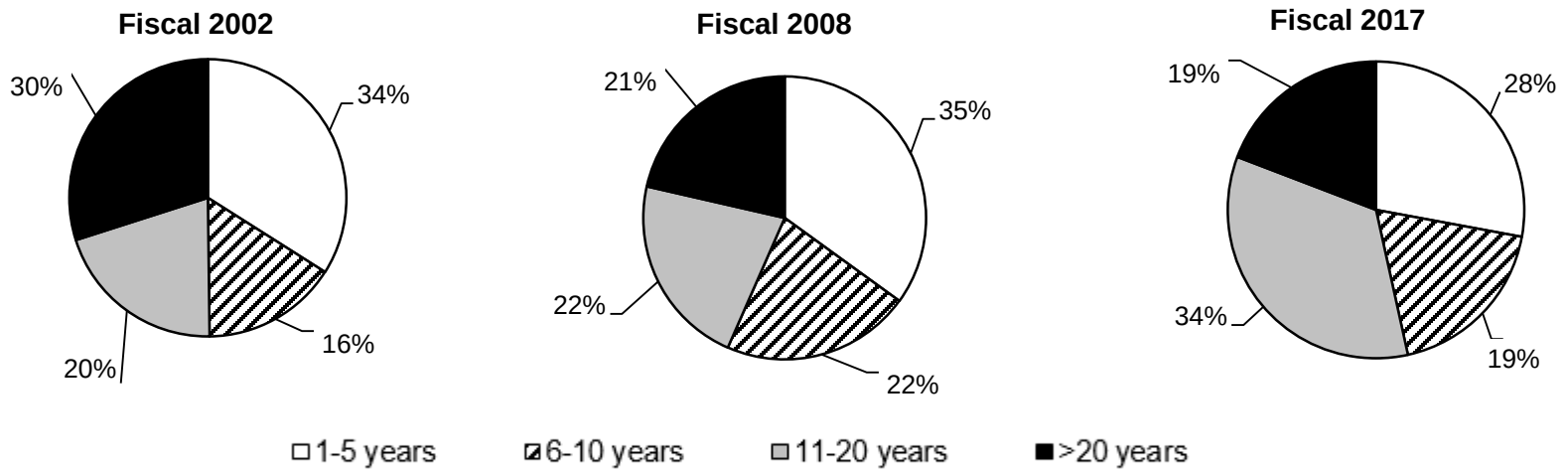
Source: *Analysis of Professional Salaries* report and *Maryland Public Schools and Professional Salaries Schedules* report, Maryland State Department of Education

Average Teacher Salaries by Local Jurisdiction
(Fiscal 2017)



Source: Department of Legislative Services

Years of Experience for Professional School-level Staff Generally Increases



Prof. School-level Staff	FY 2002	FY 2008	FY 2017	Change (FY 2002-2017)	% Change (FY 2002-2017)
with 1-5 Years Experience	19,618	27,506	22,274	2,656	13.5%
with 6-10 Years Experience	9,143	17,002	14,883	5,740	62.8%
with 11-20 Years Experience	11,692	17,304	27,334	15,642	133.8%
with >20 Years Experience	17,285	16,842	15,319	-1,966	-11.4%
Total School-level Staff	**57,738**	**78,654**	**79,810**	**22,072**	**38.2%**

Note: Professional school-level staff includes administrative office staff, pupil personnel workers, school social workers, principals, assistant principals, teachers, therapists, librarians, guidance counselors, and psychological personnel. Does not include central office staff.

Source: For fiscal 2002, *Characteristics of Professional Staff, Maryland Public Schools* report, and for fiscal 2008 and 2017, *Professional Staff by Type of Degree and Years of Experience, Maryland Public Schools* report, Maryland State Department of Education; Department of Legislative Services

School-level Analysis by Free and Reduced-price Meals Quartile

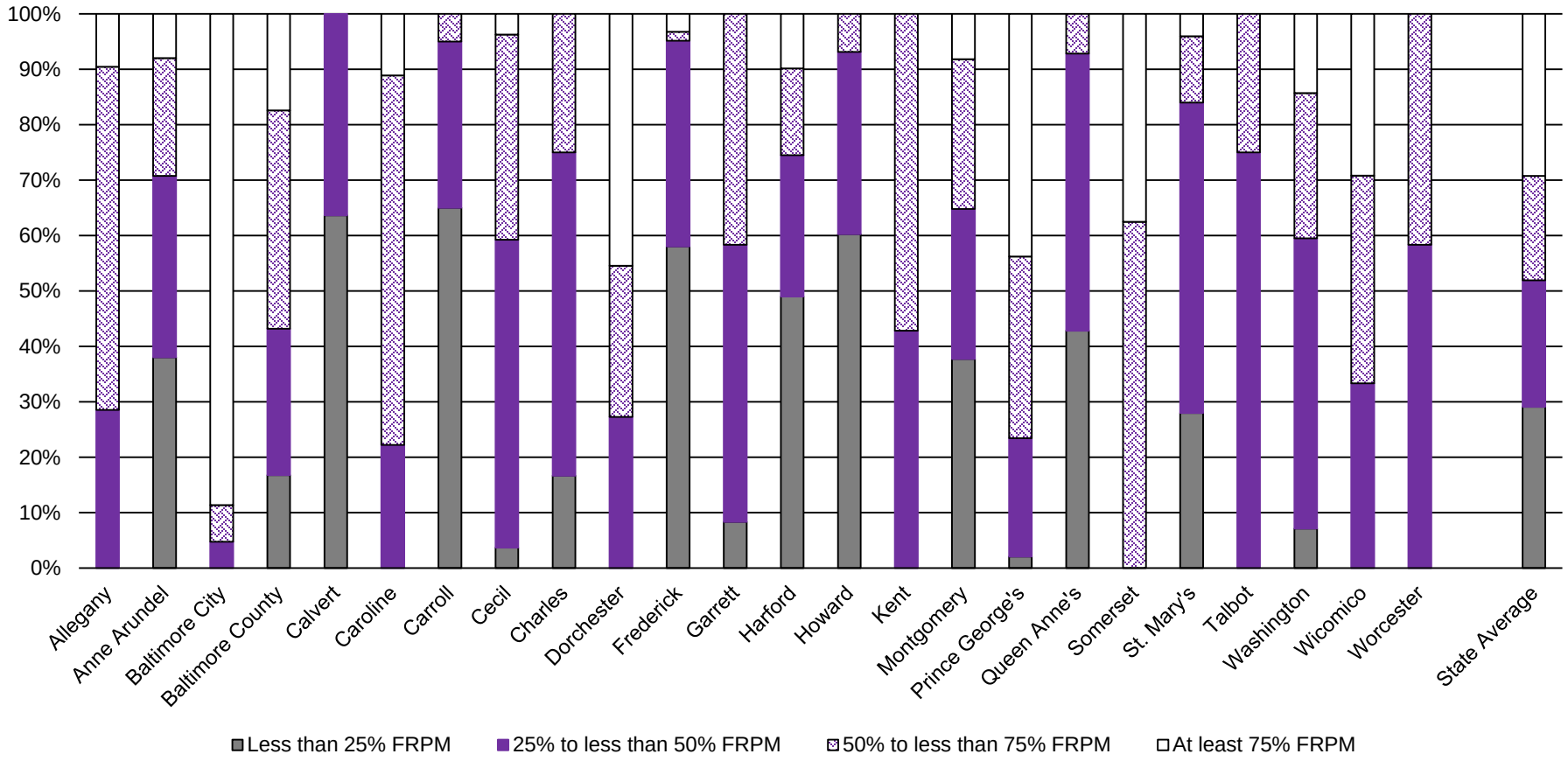
- Expenditures

- Personnel

Concentration of Poverty School-Level Analysis

- American Institutes for Research was hired for a study on charter schools that required them to gather school-level data for ALL public schools for fiscal 2013 through 2015
  - Data is only available at this level of detail for these three fiscal years
- Methodology for expenditures is different than in the Selected Financial Data
  - Consultants determined what portion of expenditures (including central office administration) are made *on behalf* of a school instead of *by* a school
  - Overall, allocated and attributed school-level expenditures account for about 93% of <u>total</u> expenditures

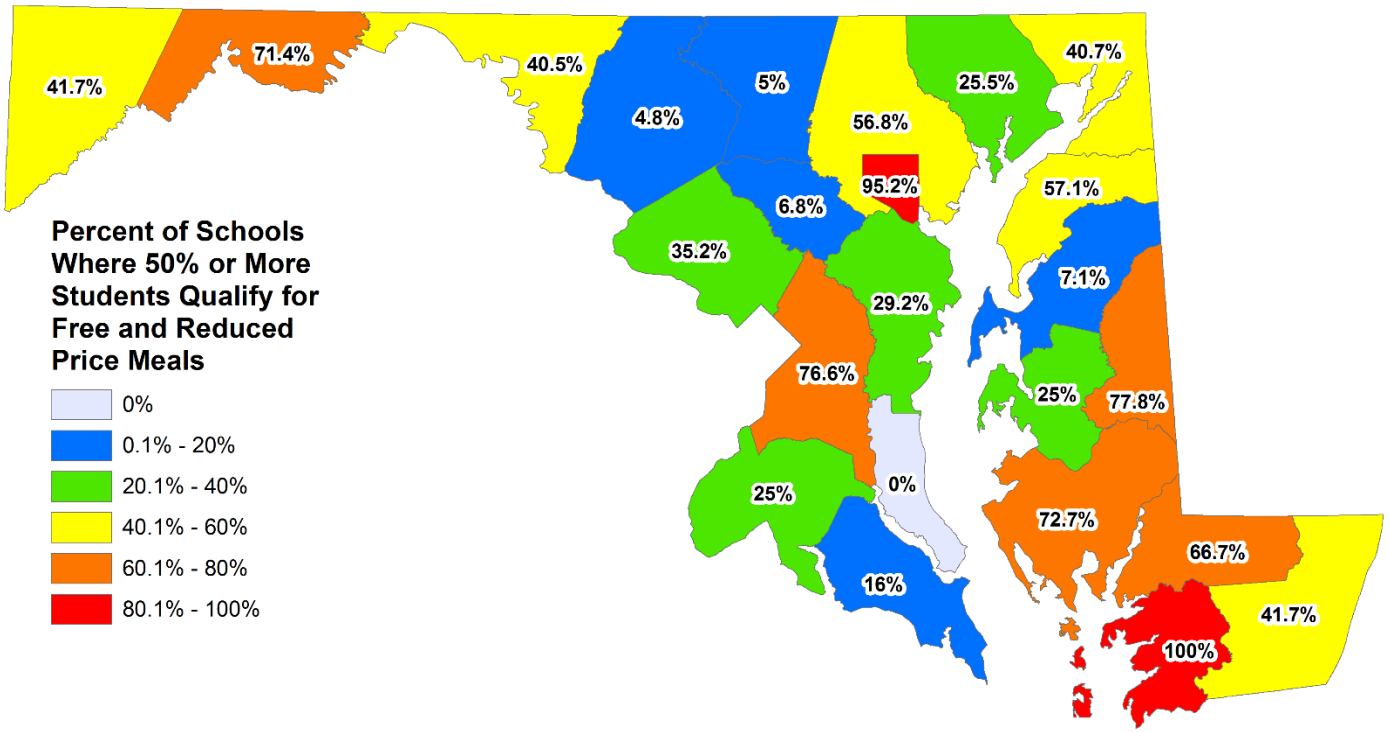
County Distribution of Schools by Free and Reduced-price Meals Concentration
(Fiscal 2015)



FRPM: Free and Reduced-price Meals

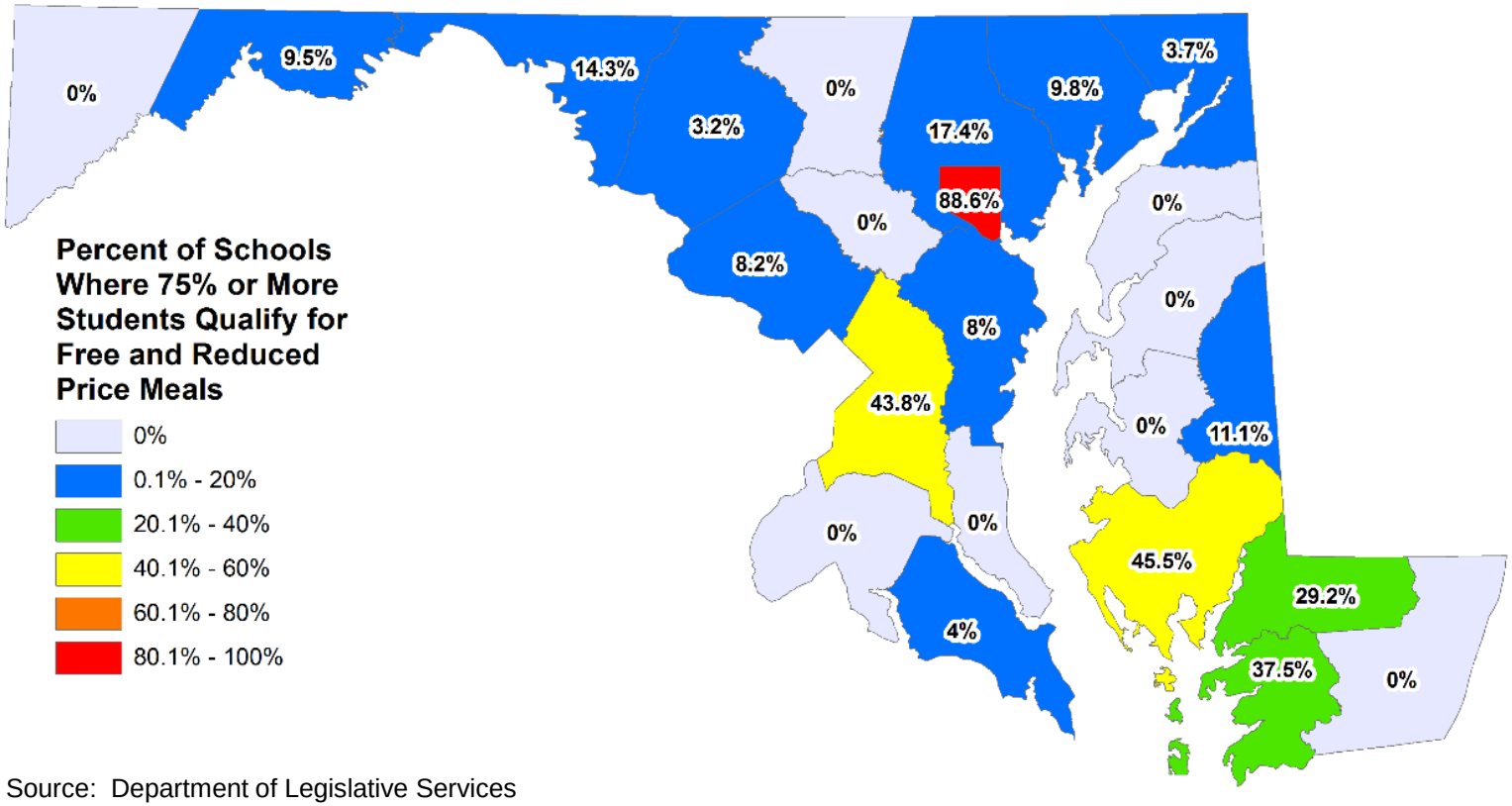
Source: Department of Legislative Services

Percent of Schools with At Least 50% of Students Qualifying for Free and Reduced-price Meals (Fiscal 2015)



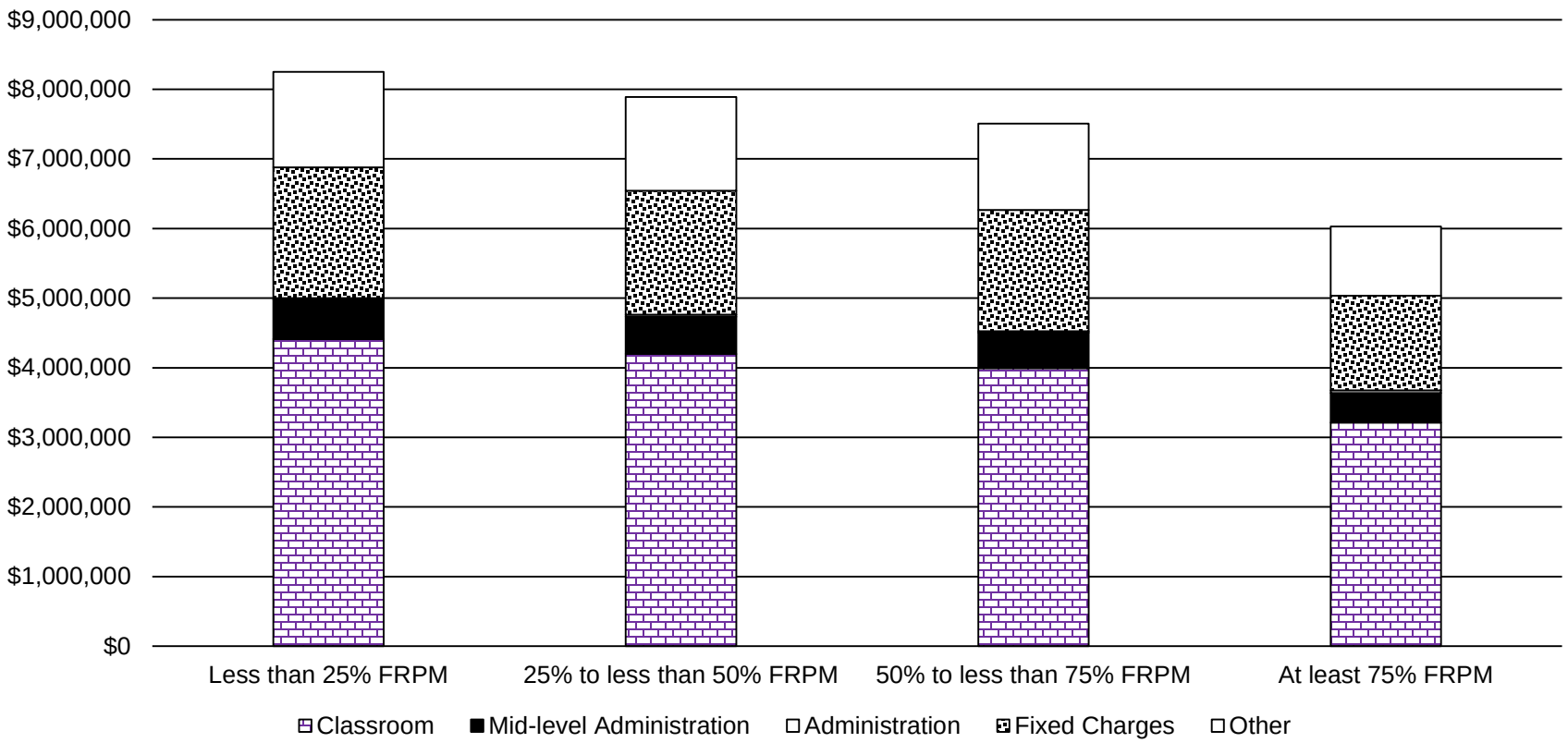
Source: Department of Legislative Services

Percent of Schools with At Least 75% of Students Qualifying for Free and Reduced-price Meals (Fiscal 2015)



Source: Department of Legislative Services

Average Expenditures at a School by Free and Reduced-price Meals Concentration (Fiscal 2015)

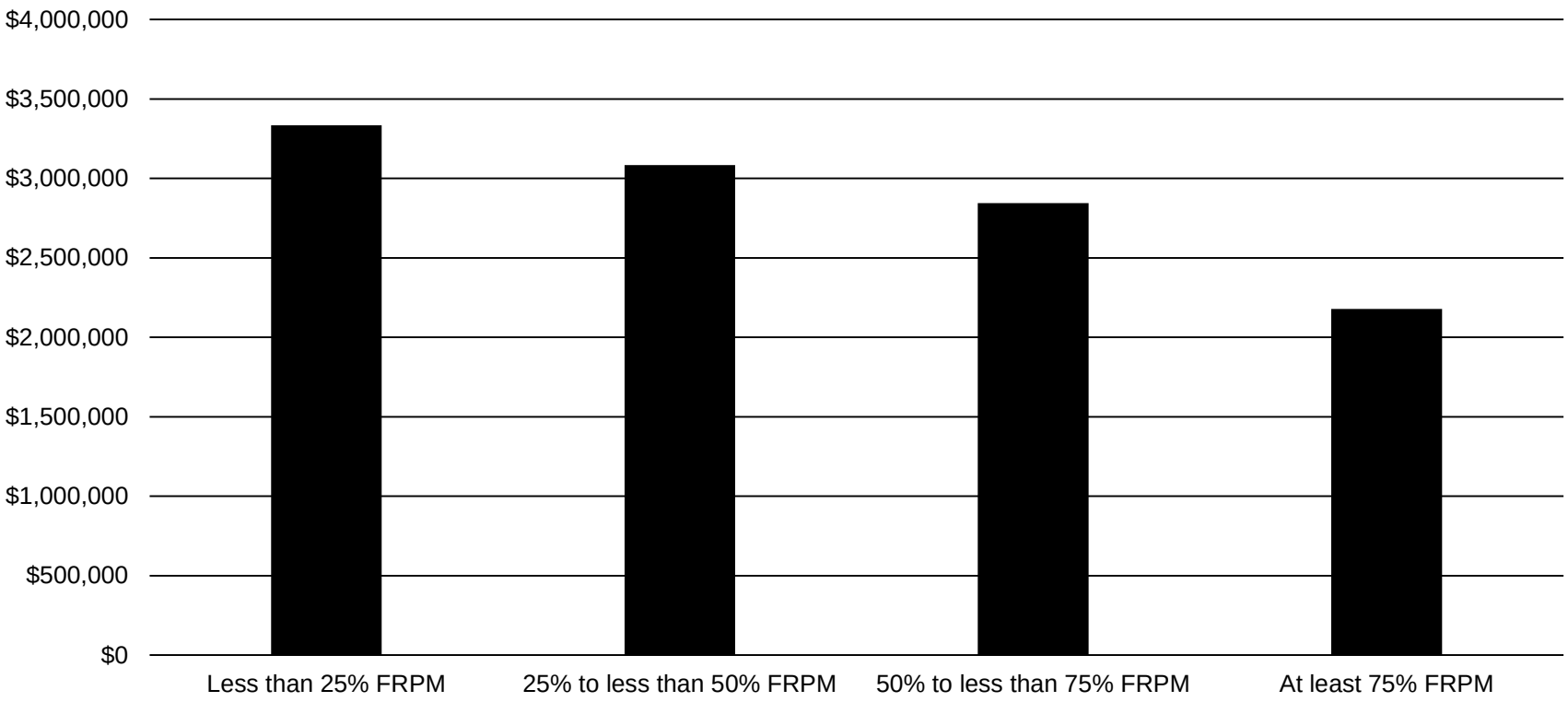


FRPM: Free and Reduced-price Meals

Classroom includes salaries for special education, nonspecial education, supplies, and other instruction related expenditures.
Fixed charges includes all expenditures for fixed charges as the data source does not break them out by program.
Other includes capital outlay, community service, student personnel, student health, transportation, and maintenance and operation of plant.

Source: Department of Legislative Services

Average Instructional Salary Expenditures per School by Free and Reduced-price Meals Concentration (Fiscal 2015)

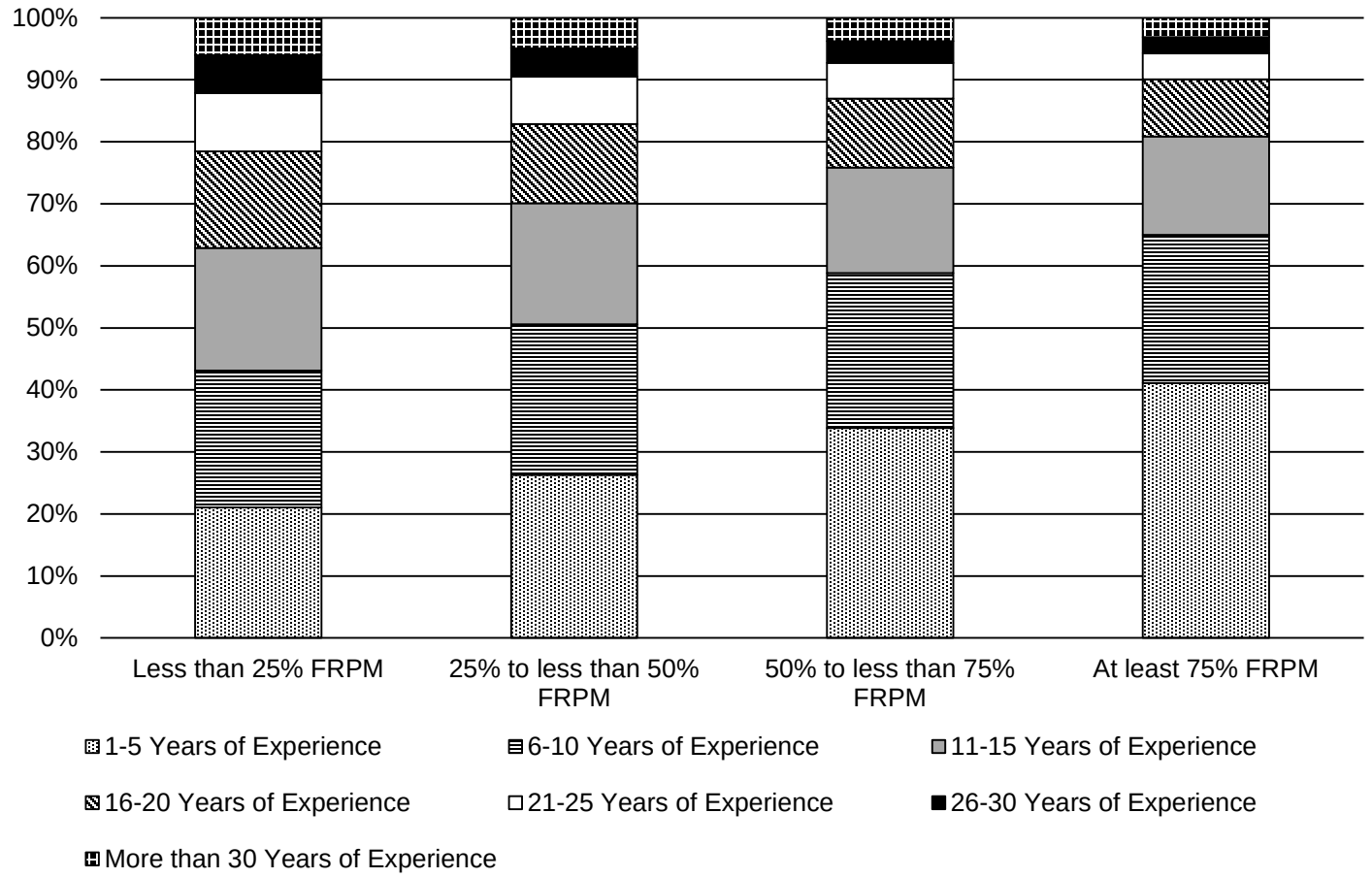


FRPM: Free and Reduced-price Meals

Note: Does not include fixed charges.

Source: Department of Legislative Services

Teacher Experience Level Distribution at Schools by Free and Reduced-price Meals Concentration
(Fiscal 2015)



FRPM: Free and Reduced-price Meals

Source: Department of Legislative Services

Maryland Developmental Disabilities Council

EMPOWERMENT • OPPORTUNITY • INCLUSION

Commission on Innovation and Excellence in Education
October 25, 2017
Testimony of the Maryland Developmental Disabilities Council[i]

Young children with disabilities:

Despite much progress in policy, practice, and partnerships, families continue to struggle to find and keep high quality, inclusive early education where their young children with disabilities can learn, play, and grow alongside their peers without disabilities. As a result, young children with disabilities are significantly less prepared for kindergarten.

According to the Maryland State Department of Education's Division of Special Education/Early Intervention Services (DSE/EIS):

- There are over 13,000 three- to five-year-olds with Individual Family Service Plans (IFSPs) or Individualized Education Programs (IEPs) in Maryland.[ii]
- Data suggests the need for increased opportunities for all children to access high quality, inclusive early childhood programs, particularly 3-year-olds.[iii]

PERCENTAGE OF CHILDREN WITH DISABILITIES RECEIVING SERVICES ALONGSIDE THEIR TYPICALLY DEVELOPING PEERS

Why does access to high quality, inclusive early care and education matter?

Federal and state law requires that children with disabilities and their families have an equal opportunity to participate in early care and education programs and services with their peers without disabilities.[iv] Therefore, the quality of an early care and education program is tied to the ability of the program to create an environment that welcomes all children and provides appropriate services and supports to all children, including those with disabilities.

To meaningfully participate, children may need additional services and supports – some provided through early intervention services or preschool special education and some provided by the early care and education provider. Regardless of how the services and supports are provided, **federal and state law requires that children with disabilities receive necessary services and supports in their natural environments – a setting that is natural or normal for their same age peers without disabilities.**

What are some of the barriers to making this happen?

- The Maryland Infants and Toddlers Program that provides children with developmental disabilities and delays with the services and supports they need has been level funded since SFY2009. A 20% increase in the number of children eligible for services has resulted in a 17% decrease in State General Fund dollars per child.
- There are no designated State or federal funds for three- and four-year-old children who still receive services through early intervention.
- There are no designated State funds for the provision of preschool special education services to preschool-age children served through an Individualized Education Program.

Maryland is required by state and federal law to provide special education and related services for eligible preschool children with disabilities, ages three through five, yet no State General funds have been allocated specifically to support the provision of preschool special education services despite the proven benefits.

- 14% of all children who exit early intervention or preschool special education no longer require special education services.
- Based on a cost of $11,838 per child, $46,333,932 is saved annually as a result of services provided by the MITP and preschool special education programs, assuming these children no longer require special education services.

What is the result?

According to Maryland State Department of Education's (MSDE) school readiness report:

- **Only nineteen percent (19%) of young children with disabilities entered kindergarten fully ready to learn compared to forty-five percent (45%) of their non-disabled peers.**
- **Children with disabilities have the lowest percentage of school readiness compared to all other specific groups analyzed in the report.** [v]

Access to high quality, inclusive early care and education programs, including public prekindergarten for children with developmental disabilities and delays, is more critical than ever.

The type of child care setting influences a child's preparedness for school. Children who receive child care in more formal, regulated settings, such as a public prekindergarten, enter kindergarten more ready to learn than those in informal care. All children should be fully prepared for school. That means all early childhood programs should be inclusive, high quality and accessible to young children with disabilities and their families.

- **Only thirty-one percent (31%) of children who remained at home or were in informal, unregulated care entered kindergarten fully ready to learn compared to forty percent (40%) of their peers who attended public prekindergarten and fifty-one percent (51%) of their peers who attended a child care center.**[vi]

What can Maryland do?

Funding is needed to better support young children with disabilities in their natural environments, which for most children with and without disabilities is an early care and education setting. **Without adequate funding, it is difficult for Maryland to meet its obligations under state and federal law to ensure young children with disabilities receive the services and supports they need to succeed.**

Maryland Infants and Toddlers Program (MITP)

- The provision of early intervention services for eligible infants, toddlers, and preschool-age children is required by the IDEA and COMAR regulations.
- Each year, the MITP provides early intervention services to a growing number of infants and toddlers ages birth to three with developmental delays and disabilities and their families. **Since FY 2003 there has been a 93% increase in the number of children and families served annually in the program.**[vii]
- Education Article 8-416, the statute governing the MITP, includes a requirement that State funds constitute up to 20% of the total program cost. **State funding for the MITP was increased in Fiscal Year 2009 to $10.4 million – where it remains today. This represents about 11% of the program's cost.**
- **Since SFY 2009, there has been a 30.5% increase in the number of children eligible for MITP services, with a 23.4% decrease in State General Fund dollars per child.**

Special Education Prekindergarten

- The provision of special education and related services for eligible preschool children with disabilities, ages three through five, has been required by the IDEA since 1990 and in State COMAR regulations since 1985.
- **MSDE provides special education services to over 12,800 preschool children with disabilities.**[viii]
- Federal funding under IDEA represents only 5% of the total costs of providing services to pre-kindergartners with disabilities. **To date, no State General funds have been allocated specifically to support the provision of preschool special education services**.

Implementing Universal Prekindergarten

The DD Council was a member of the Workgroup to Study the Implementation of Universal Prekindergarten, mandated by the General Assembly this year. Of note, the Workgroup's recommendations[ix] included (among other things):

- The per-child cost for the provision of prekindergarten programming must ensure reasonable compensation for teacher pay and program implementation. In addition to per-pupil funding amount, funds should be made available to cover implementation costs including supports for teacher credentialing, program accreditation, and improvements needed to reach Maryland EXCELS Level 5. **This is especially critical because Maryland EXCELS was developed to ensure Level 5 programs welcome, support, and include young children with disabilities alongside their peers without disabilities.**
- Four-year-old children with IEPs should be considered a priority for prekindergarten enrollment in a variety of settings, regardless of income. **The IDEA requires the free appropriate public education of all students with IEPs at no cost to the families; therefore, they should have priority for full day slots regardless of the eligibility phase-in plan.**

If the chronic underfunding of services and supports for young children with disabilities is not addressed, access to high quality, inclusive early care and education will remain difficult. Maryland's young children, especially young children with disabilities, need the help of all schools, families, early care and education programs, State leaders and policy makers, and advocates to elevate school readiness. Comprehensive funding combined with the support and collaboration of all these partners is critical to close the school readiness gaps.

Contact: Rachel London, Deputy Director: RLondon@md-council.org

[i] The Maryland Developmental Disabilities Council (DD Council) is an independent, public policy organization that works to advance the inclusion of people with developmental disabilities in all facets of community life.

[ii] *MSDE, DSE/EIS Census Date & Related Tables*, October 1, 2015. Pg. 18.
[iii] Services Ages 3 through 5 Source: MD Special Education, Preliminary Data, October 1, 2016.
[iv] Americans with Disabilities Act and Individuals with Disabilities Education Act.
[v] *Executive Summary*, pg. 6. This information describes the percentage of students assessed who receive special education services and have and Individualized Education Plan (IEP).
[vi] *Id.*
[vii] *Maryland's Birth-Five System of Services*, January 2017. **The MITP serves almost 18,000 children annually.**
[viii] *Id. Pg. 17.*
[ix] *Workgroup to Study the Implementation of Universal Prekindergarten Report*, September 2017. Pg. 7.

Disability Rights Maryland

1500 Union Ave., Suite 2000, Baltimore, MD 21211
www.DisabilityRightsMD.org

COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION
TESTIMONY OF DISABILITY RIGHTS MARYLAND
OCTOBER 25, 2017

Disability Rights Maryland (DRM) is the protection and advocacy organization for the state of Maryland; in this role, DRM advocates on behalf of children and adults with disabilities throughout the state. Over the years, DRM has dedicated considerable attention to representation of students with disabilities in individual and systemic special education matters and to working on education policy issues that affect students with disabilities in Maryland. We appreciate the opportunity to testify before the Commission.

At the outset, I want to set forth a few of the legal principles that guide the education of students with disabilities. Federal and state laws mandate a "free appropriate public education" for students with disabilities from birth through the age of 21. The United States Supreme Court recently made clear that an appropriate education is one that, for most students, allows them to become academically proficient and to advance from grade to grade and, for the small number of students with the most significant disabilities, is one that is designed to enable them to meet challenging and appropriately ambitious goals. Students with disabilities are to be educated in general education classes with their nondisabled peers to the greatest extent possible and may be removed to more restrictive settings only when they cannot be educated satisfactorily in less restrictive settings even with supplementary aids and services and programmatic modifications and supports. Placement decisions cannot be based on the nature or severity of the student's disability, on administrative convenience, or on the configuration of the service delivery system.

With these principles in mind, let me address several issues regarding funding and students with disabilities:

1) **Infants and toddlers/early intervention system**: Although the intent of the early intervention system is to provide services to children and their families to try to decrease or eliminate the need for intensive services when children reach school-age, early intervention services are often minimal or non-existent. For example, in one jurisdiction, infants and toddlers who are identified as needing mental health services receive referrals but no actual services. The infants and toddlers/early intervention system needs sufficient funding to ensure that the youngest children with developmental delays and disabilities and their families receive all needed services in needed amounts to enable them to begin school as ready as possible to achieve alongside their peers without disabilities.

2) **Teacher and administrator preparation/Professional development**: Too often, those of us who represent students with disabilities find that the reason our clients are not making progress in school is not because of their disabilities but because the teachers and administrators entrusted with their education do not understand how to deliver educational and support services to them. Administrators and general educators typically get "drive by" exposure to special education; special educators often have little understanding of the general education curriculum. Administrators often do not understand how to support special education instructional and support services within their schools. The result can be poor quality services at best and significant violations of the law at worst. Sufficient funding is necessary to ensure that Maryland's institutions of higher education can develop programs that truly prepare teachers and administrators to serve all the students who will come through the doors of their schools, and to ensure that ongoing professional development for teachers and administrators is well-designed, of high quality, and equitable across districts throughout the state.

3) **Base amount of student funding should include implementation of universal design for learning**: In the same way that a curb cut or a ramp benefits parents with strollers,

skateboarders, cyclists and others in addition to people with disabilities who use wheelchairs, a classroom that adheres to the principles of universal design for learning uses natural supports and curriculum adaptations that can be used by everyone in the class. Adherence to the principles of universal design for learning has been required by COMAR since the 2014-15 school year. Costs can be built into the base funding amount and spread among all students. Some students with disabilities may not need additional special education services if universal design for learning is implemented effectively. For those that do, additional funds should be allocated. For an explanation of the principles of universal design for learning, *see* http://community.strategictransitions.com/weblearn/udl/resources/udlinfo/udlfaq.pdf , a fact sheet from CAST, which also compares the likely costs of implementing versus not implementing universal design for learning.

4) **Weighting system for students with disabilities cannot result in an incentive to place students in segregated settings**: If the Commission recommends additional funding on top of the base amount for students who require special education services and supports, it must do so in a way that does not create an incentive to place students in more restrictive settings, either deliberately, which would violate federal and state laws, or inadvertently, for example, by linking funding to class size or teacher-student ratio.

5) **Special education decisions must not be made on the basis of cost or availability of services or the perceived cost or availability of services**: Federal and state laws require that students receive instruction and services designed to meet their unique needs. Too often, however, what students receive is dictated by the availability of staff (e.g., the speech pathologist is only at the school once a week), and services depend on the student's zip code (e.g., a school in one jurisdiction has two reading specialists and a school in another jurisdiction has only a half-time reading specialist). Or, decisions are made by school-based teams based on whether or not they

think they will be penalized by administrators for recommending services that are considered expensive, such as a one-to-one instructional assistant to enable a student to remain in the general education classroom. Nickel and diming the education of students with disabilities, sometimes explicitly, when school staff tell parents their child would benefit from a service but there is no money for it, only underscores the inherent institutional discrimination that still exists against people with disabilities. Funding needs to be sufficient to enable all of Maryland's local school systems to implement the mandates of federal and state law, regardless of whether the district is large or small, urban, rural or suburban.

6) **Failing to provide sufficient funding to educate students with disabilities comes at a high price**: It costs more than $140,000 a year to incarcerate a young person. *See, e.g.,* http://rudermanfoundation.org/white_papers/criminalization-of-children-with-non-apparent-disabilities/ . Also *see:* https://www.teenvogue.com/story/why-disabled-youth-are-more-at-risk-of-being-incarcerated . According to the National Council on Disability, studies show that up to 85% of youth in juvenile detention facilities have disabilities that make them eligible for special education services, but only 37% actually receive those services while in school. *See:* https://www.ncd.gov/publications/2015/06182015 . Given these statistics, it is clear that it is financially sensible to invest money up-front in the education of students with disabilities. However, it is also clear that it is unconscionable not to do so.

The Commission faces the monumental task of determining how to structure school funding for the foreseeable future. DRM thanks you for the opportunity to share our testimony, and we hope that you will consider the points we have made as you move forward.

For additional information or questions, please contact: Leslie Seid Margolis, Managing Attorney: lesliem@disabilityrightsmd.org or 410-727-6352, extension 2505.

think they will be penalized by administrators for recommending services that are considered expensive, such as a one-to-one instructional assistant to enable a student to remain in the general education classroom. Nickel and diming the education of students with disabilities, sometimes explicitly, when school staff tell parents their child would benefit from a service but there is no money for it, only underscores the inherent institutional discrimination that still exists against people with disabilities. Funding needs to be sufficient to enable all of Maryland's local school systems to implement the mandates of federal and state law, regardless of whether the district is large or small, urban, rural or suburban.

6) **Failing to provide sufficient funding to educate students with disabilities comes at a high price**: It costs more than $140,000 a year to incarcerate a young person. *See, e.g.,* http://rudermanfoundation.org/white_papers/criminalization-of-children-with-non-apparent-disabilities/ . Also *see:* https://www.teenvogue.com/story/why-disabled-youth-are-more-at-risk-of-being-incarcerated . According to the National Council on Disability, studies show that up to 85% of youth in juvenile detention facilities have disabilities that make them eligible for special education services, but only 37% actually receive those services while in school. *See:* https://www.ncd.gov/publications/2015/06182015 . Given these statistics, it is clear that it is financially sensible to invest money up-front in the education of students with disabilities. However, it is also clear that it is unconscionable not to do so.

The Commission faces the monumental task of determining how to structure school funding for the foreseeable future. DRM thanks you for the opportunity to share our testimony, and we hope that you will consider the points we have made as you move forward.

For additional information or questions, please contact: Leslie Seid Margolis, Managing Attorney: lesliem@disabilityrightsmd.org or 410-727-6352, extension 2505.

The Arc
Maryland

The Arc Maryland
130 Lubrano Drive, Suite 212
Annapolis, MD 21401
T 410.571.9320
F 410.974.6021
www.thearcmd.org

COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION
TESTIMONY THE ARC MARYLAND
OCTOBER 25, 2017

The Arc Maryland is the largest statewide advocacy organization dedicated to the rights and quality of the lives of children and adults with intellectual and/or developmental disabilities. The Arc Maryland has long been concerned about equity in schools and issues of disproportionality and over-representation. The Arc Maryland views disproportionality as an important issue to closing the gap in student achievement. We thank you for giving us the opportunity to speak with the Commission today regarding these important issues.

Each year, roughly 6 million students with disabilities, ages 6 to 21 receive services under the Individuals with Disabilities Education Act (IDEA). Although special education is a source of critical services and supports for these students, African American students with disabilities still face a number of obstacles which impend their ability to succeed in school. Because students of color are disproportionately overrepresented among children with disabilities: black students are 40 percent more likely to be identified as having disabilities than their peers. Research has also shown that black students are twice as likely to be identified as having emotional disturbance and intellectual disabilities.

In 2014, after studying the issue for many years, the Maryland State Board of Education (MSBE) adopted regulations that are aimed at addressing the overuse of exclusionary practices, which impacted minorities and students with disabilities at disproportionate rates. Despite the impact these practices have on students with disabilities and black students, Maryland continues to be challenged in this area, particularly for students of color and disabilities.

During the 2015-2016 school year, 8.1% of African-American students and 10.1% of students with disabilities received an out-of-school suspension or expulsion, compared to just 2.3% of white students and 3.6% of students without disabilities.

The disproportionate representation of Black students and students with disabilities in the suspension population is indicative of the large numbers of Black and disabled adults in our jails and prisons not just here in Maryland but across the nation.

For students with disabilities, there are already systems in place that are underutilized for addressing the problem behavior, including correctly identifying students with disabilities through existing special education process and planning for appropriate accommodations and services for those students. The Arc Maryland acknowledges the work that Maryland State Department of Education has before it and is thankful to the Division of Special Education & Early Intervention Services under the leadership of Marcella E. Franczkowski, Assistant State Superintendent for taking the charge and moving Maryland forward on not disproportionately identifying students with disabilities by race or ethnicity or disproportionately suspending or expelling students with disabilities by race or ethnicity.

The Arc Maryland understands we all play an important role in decreasing disproportionality and improving educational outcomes for students with disabilities and color. We have to promote alternatives to ineffective out-of-school suspensions and expulsions and protect education funding and strengthen the education funding formula to be equitable and adequate to support special education programs.

The Arc Maryland sees this as a new era in the education of Maryland students and students with disabilities in creating a new funding formula. We thank you for the opportunity to share our testimony as you move forward.

For further information, please contact: Tonia Ferguson, Esq.,

tferguson@thearcmd.org or (410) 571-9320.

Baltimore County Public Schools

Mrs. Verletta White, Interim Superintendent
Dr. Nardos King, Executive Director, Zone 4
Mr. Douglas Handy, Director, Career and Technology Education & Fine Arts
Mr. Michael Weglein, Principal, Sollers Point Technical High

TEAM BCPS

- 25th largest school district in U.S.; 3rd largest in Maryland
- $1.84 billion budget, FY18
- 173 schools, programs, and centers
- 18,572 employees including 9,076 teachers
- 112,139 students

System Highlights

- 23 Blue Ribbon Schools
- 89.2% graduation rate
- 87.5% SAT participation for 11th grade students
- 15,409 students enrolled in CTE courses
- 49.7% of high school students participate in CTE courses
- 25% of graduates are CTE completers
- 74% dual completion (Univ. of MD System of College + CTE completer)

CAREER & TECHNOLOGY EDUCATION

WHAT IS CTE?

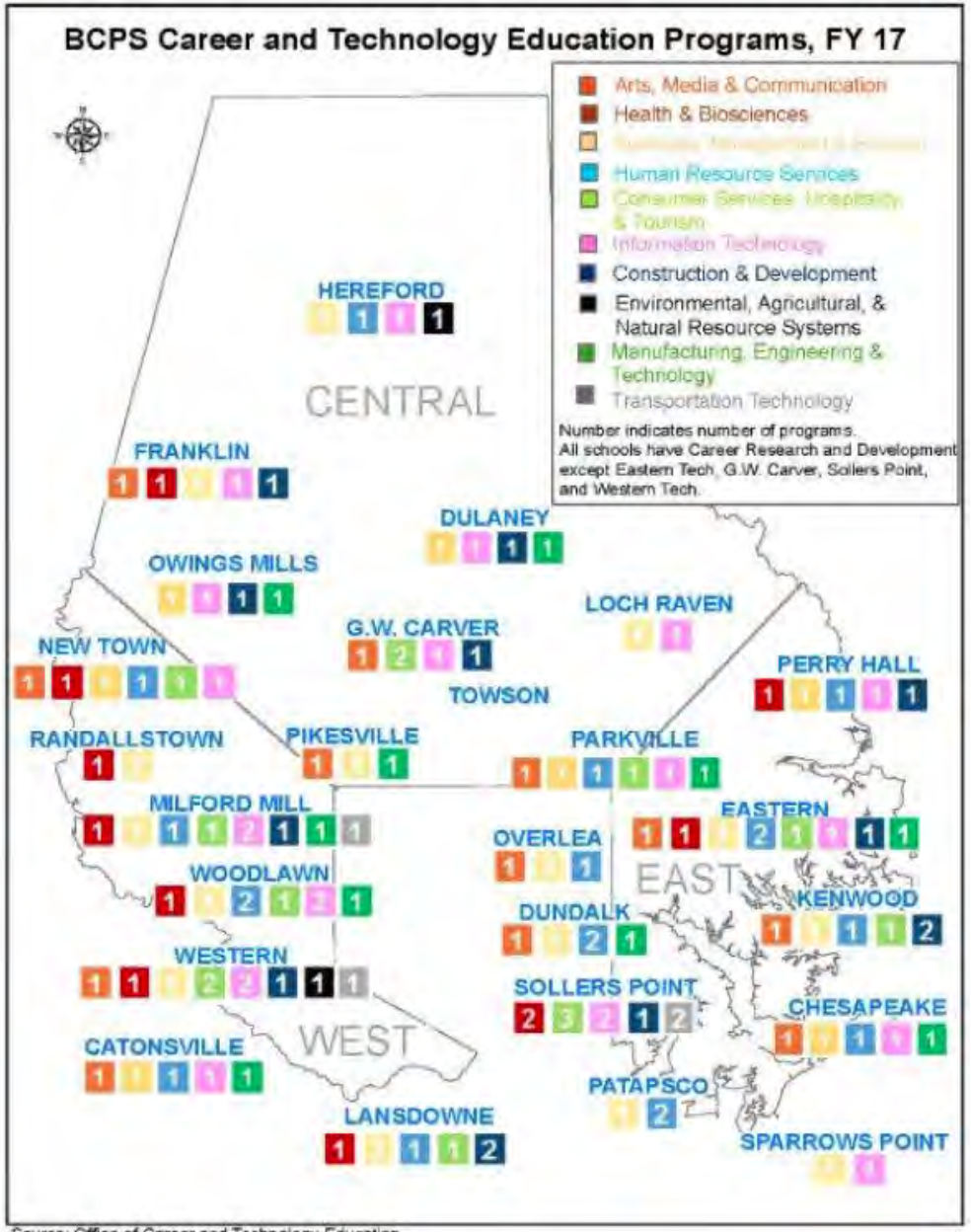
DISCOVER YOUR OPPORTUNITIES

Today, high school students face many options for academic growth and career preparation. Making informed choices about their high school program of study will prepare students for success in further education and preparation for rewarding careers.

The Baltimore County Public Schools (BCPS) Career and Technology Education (CTE) programs provide students with relevant career skills preparation and rigorous academic course work. Our state-approved programs of study are designed to prepare students for the 21st century global economy and its rapidly changing workforce needs.

Relevant Career Skills | Rigorous Academics | Globally Competitive Students

http://www.bcps.org/bcpstv/video.html?Program=SPC&VideoID=902



Source: Office of Career and Technology Education
Prepared by the Baltimore County Public Schools
Office of Strategic Planning, April 3, 2017

High School Options

- NEIGHBORHOOD SCHOOL (ZONED)
  - CTE PROGRAMS IN ALL HIGH SCHOOLS
- MAGNET SCHOOL
  - CTE PROGRAMS
  - NON-CTE PROGRAMS

High School Completer Pathways

- General Program: Academic/USM Completer
  - Includes 2 years of the same World Language taken in high school
  - Meets University System of MD admissions requirements, but does not guarantee admission
- CTE Completer
  - Includes a sequence of courses in a CTE program providing a minimum of four credits in a specific career pathway
  - Leads to industry-recognized credentials and/or college credits
- Dual Completer = Academic Completer + CTE Completer = College and Career Ready

CTE Benefits

- Contextual, experiential learning
- CTE program concentration
  - Become an "expert" in the field
- Access to trained professionals
- Informed post-secondary decision-making
- Industry-recognized credential options include:
  - Certified Nursing Asst. (Acad. of Health Professions)
  - Cisco Certified Network Assoc. (IT Networking)
  - Adobe Certified Associate (Interactive Media Prod.)
  - Praxis Core (Teacher Academy)

CTE Benefits (Continued)

- Experience programs aligned to MD workforce needs
  - High-wage, high-skilled careers
- Apply academic skills to real-world problems, projects, and settings
- Learn technical skills and employability/soft skills
- Earn credits to CCBC and some four-year colleges and universities
- Career & Technology Student Organizations

Western School of Technology

Catonsville, MD 21228

Mission & Vision

Our mission is to provide students with challenging academic courses, cutting-edge technological career programs, and experiential environmental science programs to achieve success in higher education and the workplace.

Our vision is that all Western Tech graduates will have the knowledge and skills to actively participate and contribute in a global society.

Accolades

- Ranked 5th in BCPS and 16th in the State of Maryland, Silver Medal Status, according to U.S. News and World Report (April 2017)
- Named in "America's Most Challenging High Schools" by The Washington Post (April 2017)
- Designated Maryland Blue Ribbon School (2013) and National Blue Ribbon School (2014)

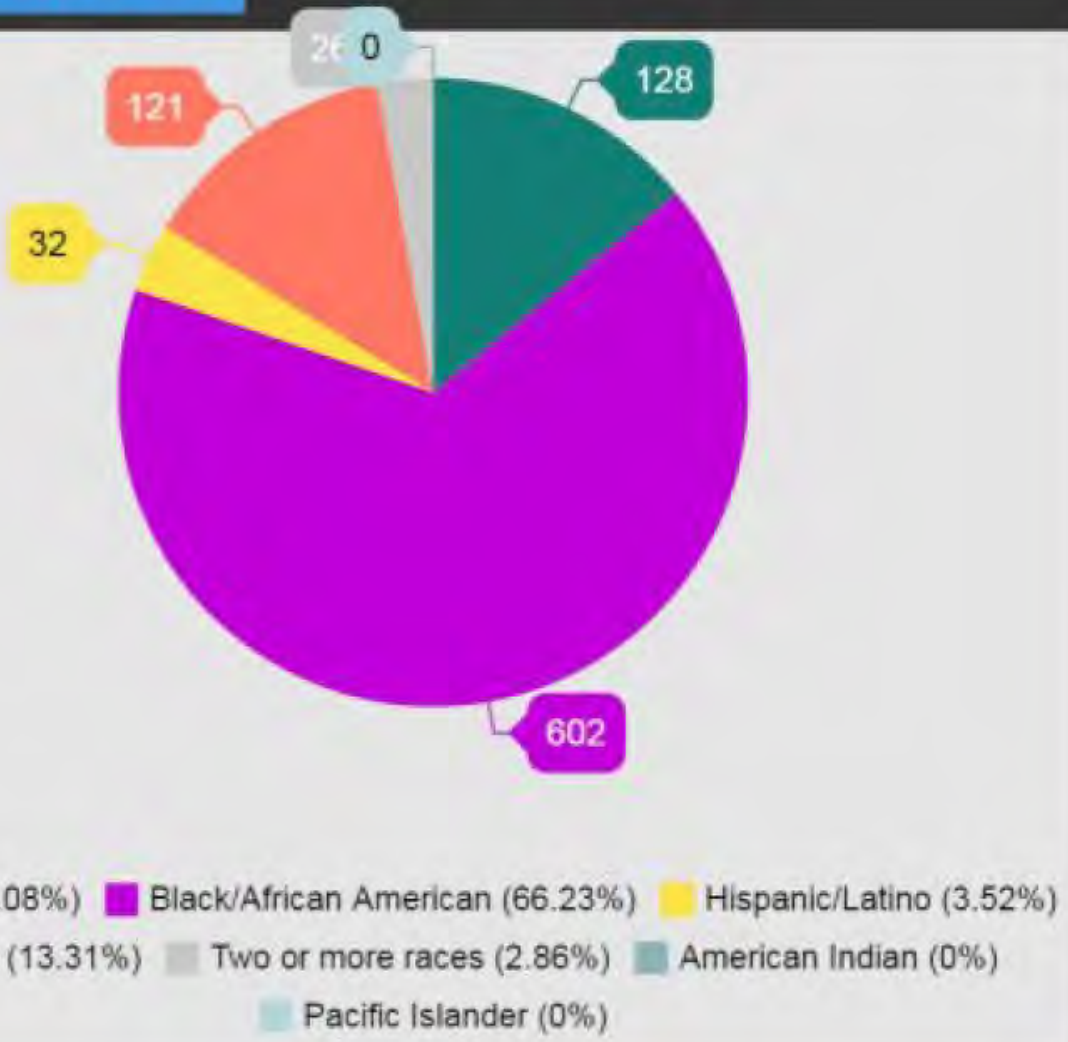
Magnet Programs

Mechanical Construction/Plumbing
Automotive Service Technology
Sports Science Academy
Cosmetology
Culinary Arts & Restaurant Management

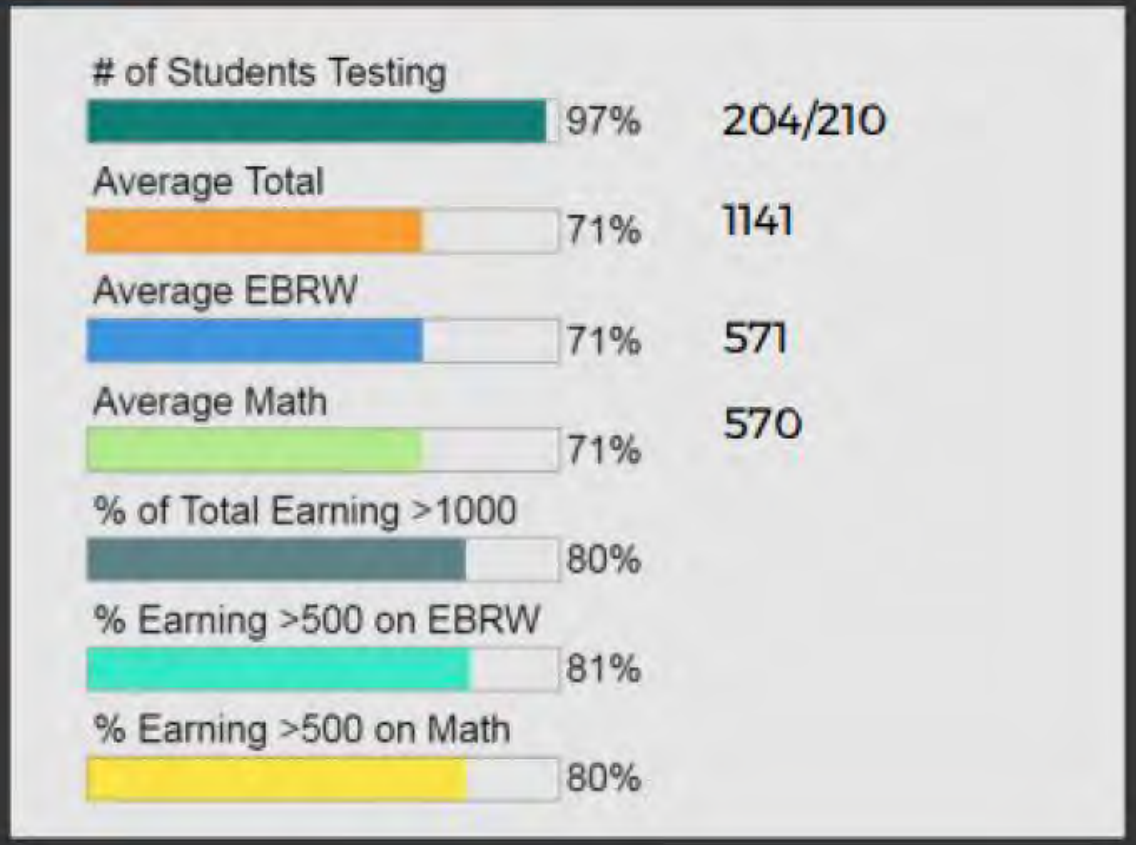
Environmental Science
Environmental Technology
Graphic Print Communications
Academy of Health Professionals
Information Technology:
Networking
Programing

School Demographics

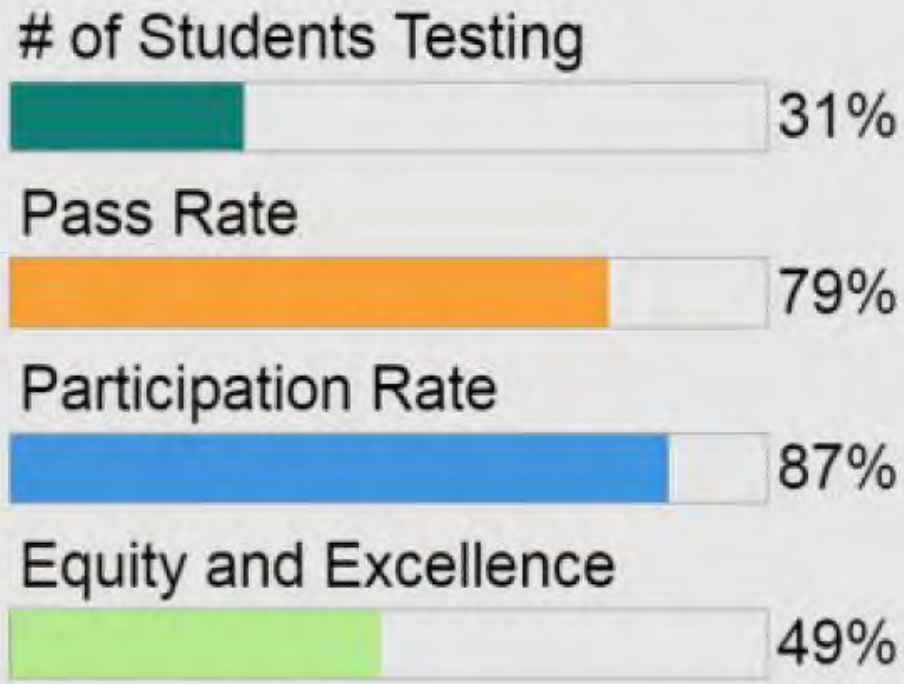
Based on 2016-2017 data



SAT Day


# of Students Testing
97%
204/210
Average Total
71%
1141
Average EBRW
71%
571
Average Math
71%
570
% of Total Earning >1000
80%
% Earning >500 on EBRW
81%
% Earning >500 on Math
80%

Advanced Placement



Senior Options

2016-2017 Data

Seniors with Dual Enrollment

27%
of Seniors

Seniors participating in Internship

32%
of Seniors

Sollers Point Technical High

Dundalk, MD 21222

Sollers Point Technical

51 years of service

MISSION & VISION

Sollers Point will provide authentic and rigorous instruction daily in order to develop students who are career and college ready.

Every Sollers Point Technical high school student will complete a career and technical program and earn an industry certification or license.

Sollers Point Technical High School

Principal:
Michael Weglein

Highlights

11 Technical Programs

- Academy of Health Professions
- Biomedical Science
- Cosmetology
- Culinary Arts
- Baking & Pastry
- Automotive Service Technology
- Diesel Truck and Power Systems
- Construction
- IT: Networking
- IT: Programming
- Engineering

- Over 2/3 of our students earn an industry certification
- LEED Certified
- 96% of courses taught by highly qualified teachers
- Active SKILLS USA Chapter with a State Officer in our ranks
- ProStart Culinary State Champions in 2015 placing at the National Level

Our Story

Sollers Point Technical High School has a long history in the Dundalk community. We have maintained a vision to provide students with a technical education and industry certification to prepare them for a future career or college since 1966.

The Dundalk/Sollers complex opened in 2013 and has become a pillar of the community. The purposeful design is ideal for our diverse classes. Interestingly, it is as long as an air craft carrier which allows us to house a world-class culinary kitchen, a state of the art automotive and diesel shop as well as many other high-tech learning spaces in the same facility.

Our intentional location creates a partnership with CCBC Dundalk. Having adjacent campuses provides opportunities for our students to further their formal education once they have completed their technical program.

Sollers Point Tech is unique within the Baltimore County Public Schools. We are the only half-day school, where students attend for their technical program and supportive STEM courses. Students take their additional required graduation courses (English, History, World Language, etc.) at their zoned school.

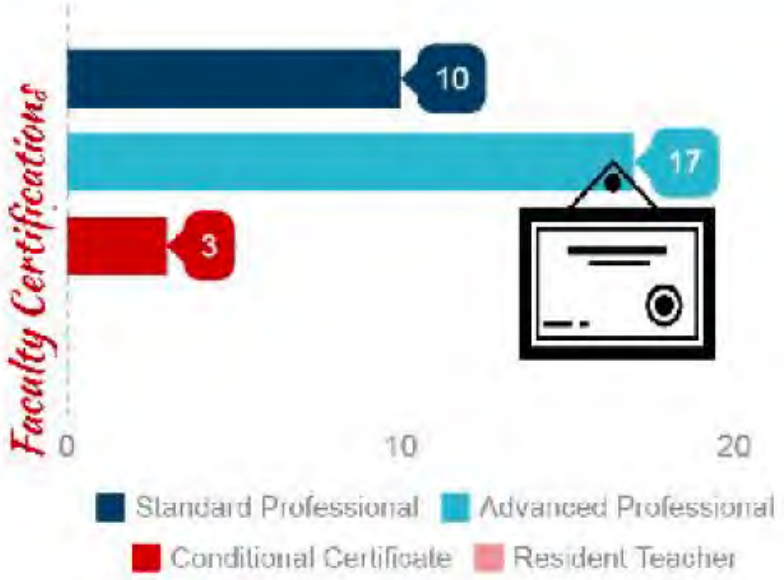
We take pride in providing opportunities for students to earn industry certification, internships, career work experiences, and related college course work.

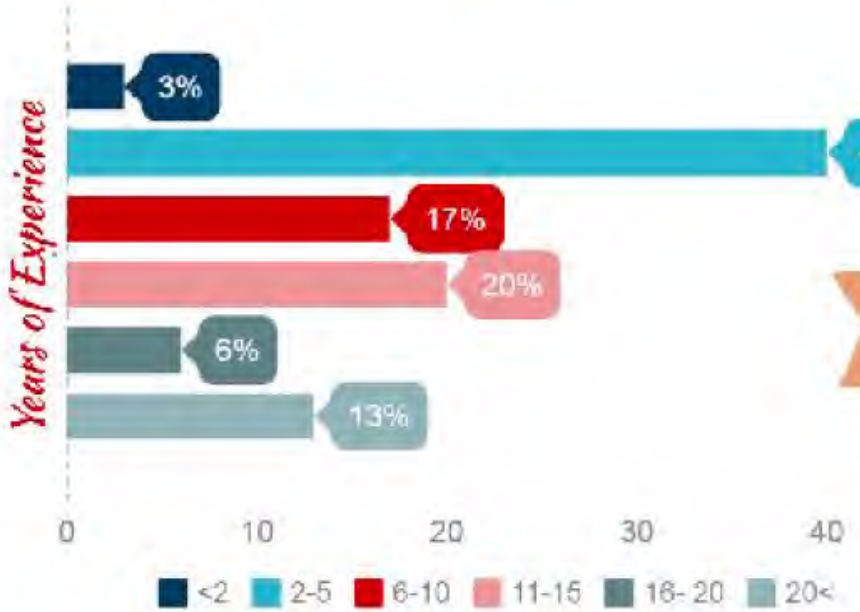
Our students love this school. BCPS Stakeholder Survey reflects that students feel academically challenged and safe at Sollers Point Tech. There is a strong sense of belonging with our students who enjoy coming here every day.

1901 Delvale Ave Dundalk, MD 21222 | 443-809-7075

Faculty Demographics

Certifications & Experience





96% Highly Qualified

30 Instructional Staff

Sollers Point Technical High

School Demographics

Magnet Partners

Average Class Size

15

Students with Services

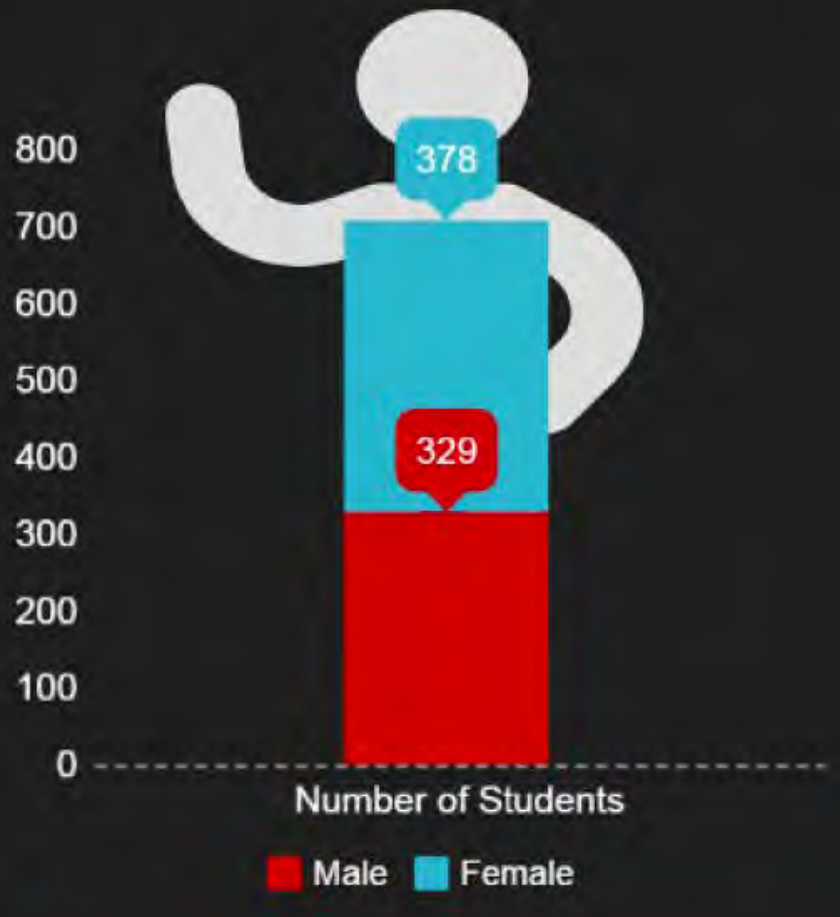
6.1%

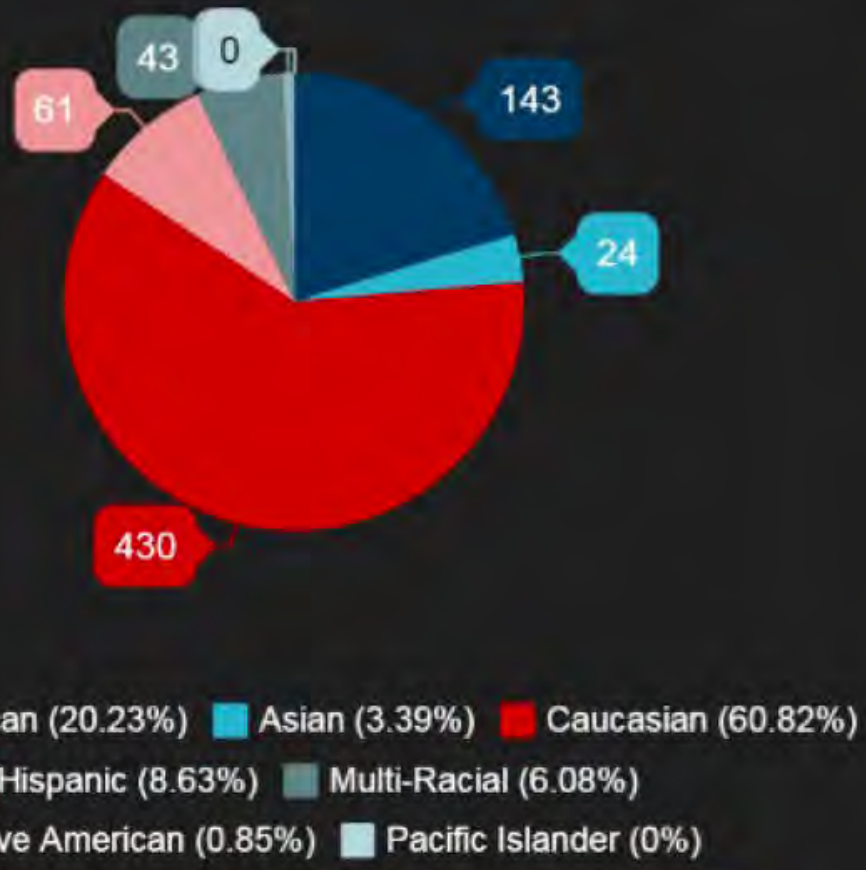
Student to Computer Ratio

1:0.8

Sollers Point Technical High

2017 - 2018 Diversity Population





Preparing today's students for tomorrow's world

Sollers Point Technical High

707 Students

AM Session (43.71%) PM Session (39.04%) Senior Options (17.26%)

Automotive Service Technology
31% Acceptance Rate

Diesel Truck and Power Systems
32% Acceptance Rate

Construction Management
42% Acceptance Rate

Information Tech: Networking
38% Acceptance Rate

Information Tech: Programming
33% Acceptance Rate

Academy of Health Professions
26% Acceptance Rate

Biomedical Science
27% Acceptance Rate

Baking and Pastry
21% Acceptance Rate

Culinary Arts
17% Acceptance Rate

Cosmetology
21% Acceptance Rate

* Acceptance Rate is calculated using the number of applicants from 2016-17

Industry Certifications

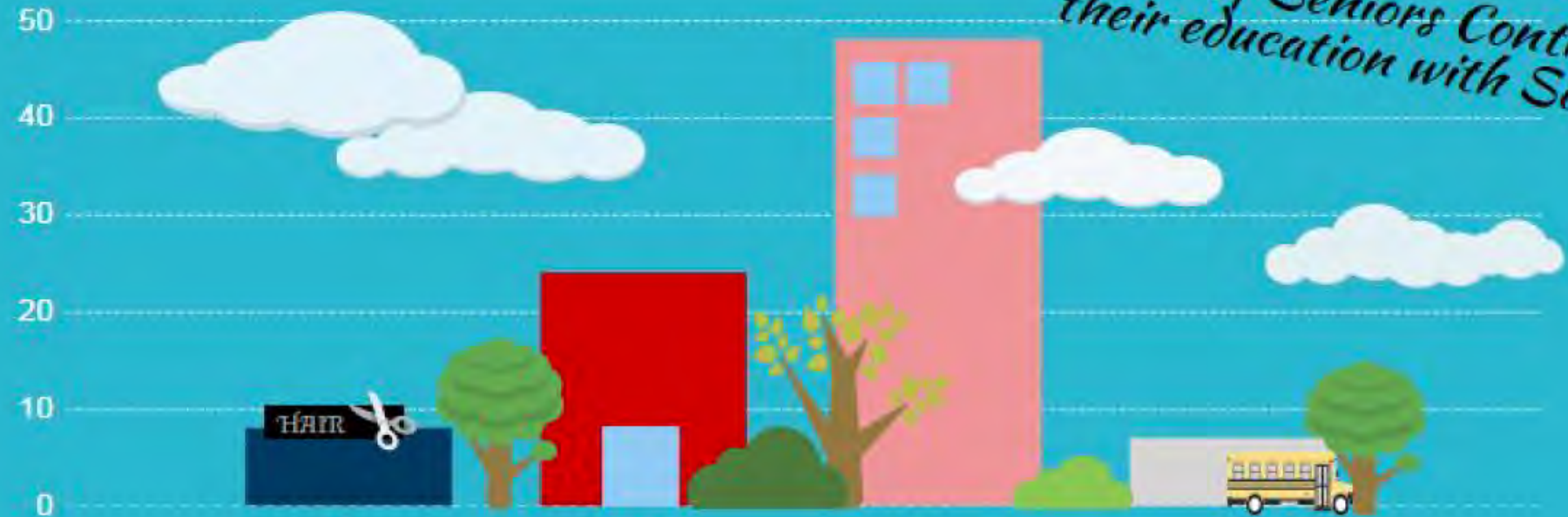
66% TOTAL Students Earned Certifications

Academy of Health	Automotive Service	Baking & Pastry	Construction	Computer Science
CNA License	ASE Certificates	ServSafe	NCCER	AP Computer Science Exam
76%	41%	88%	88%	28%

Cosmetology	Culinary Arts	Diesel Technology	Biomedical Science	Info. Tech – Cisco
State Board License	ServSafe Prostart	ASE Certificates	End of Course Exam	Comp TIA: IT Fundamentals A+ (220 - 802)
83%	73%	59%	78%	30%

Senior Options

87% of Seniors Continue their education with Sollers



Cosmetology 8%

Parallel/Dual Enrollment 24%

Work Study/ Internship 48%

Senior Exemption 7%

Next Steps

- Recruitment
  - We believe that our state universities should partner with the Maryland State Board of Education (MSDE) to address CTE staffing needs.
- Retention & Certification
  - We believe that CTE teachers who are career changers should be given more time to earn initial teacher certification including passing the PRAXIS Core.

Questions & Answers

Sollers Point Technical

51 years of service

Mission & Vision

Sollers Point will provide authentic and rigorous instruction daily in order to develop students who are career and college ready.

Every Sollers Point Technical high school student will complete a career and technical program and earn an industry certification or license.

School Demographics

Magnet Partners

Average Class Size

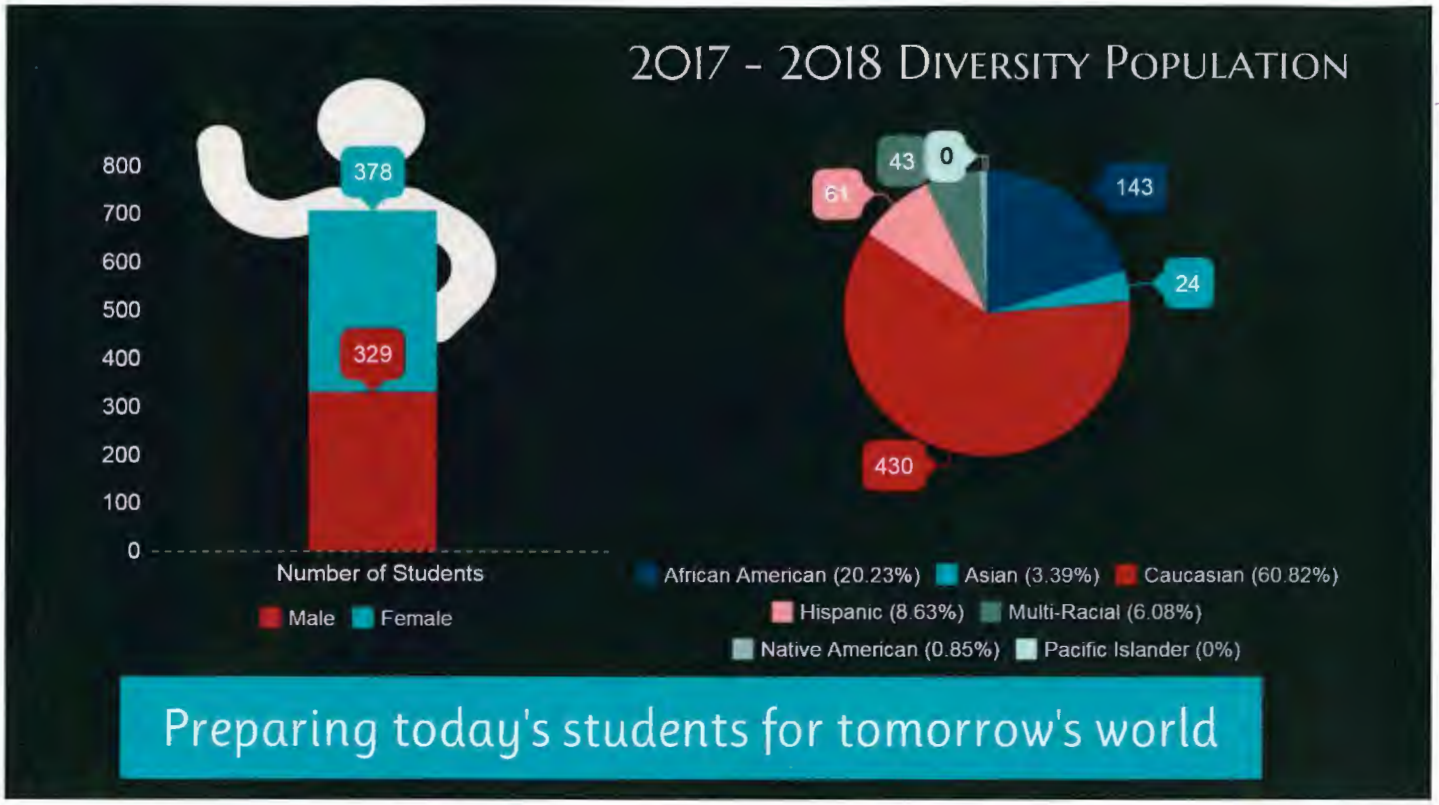
15

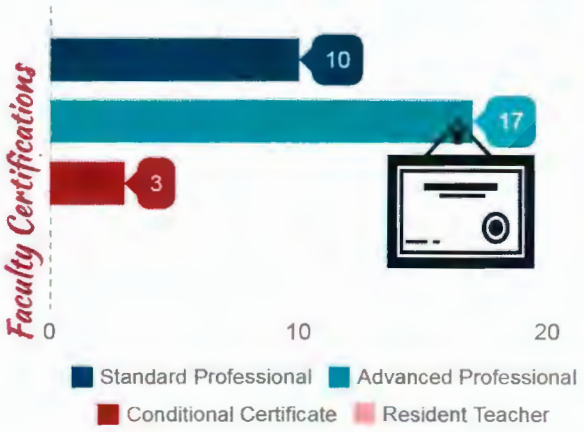
Students with Services

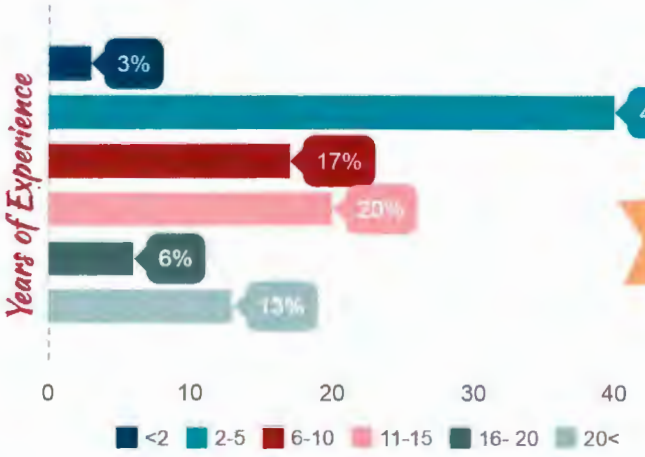
6.1%

Student to Computer Ratio

1:0.8







Faculty Demographics

Certifications & Experience

96% Highly Qualified

30 Instructional Staff

Sollers Point Technical High School

Principal:
Michael Weglein

Highlights

11 Technical Programs

- Academy of Health Professions
- Biomedical Science
- Cosmetology
- Culinary Arts
- Baking & Pastry
- Automotive Service Technology
- Diesel Truck and Power Systems
- Construction
- IT: Networking
- IT: Programming
- Engineering

- Over 2/3 of our students earn an industry certification
- LEED Certified
- 96% of courses taught by highly qualified teachers
- Active SKILLS USA Chapter with a State Officer in our ranks
- ProStart Culinary State Champions in 2015 placing at the National Level

Our Story

Sollers Point Technical High School has a long history in the Dundalk community. We have maintained a vision to provide students with a technical education and industry certification to prepare them for a future career or college since 1966.

The Dundalk/Sollers complex opened in 2013 and has become a pillar of the community. The purposeful design is ideal for our diverse classes. Interestingly, it is as long as an air craft carrier which allows us to house a world-class culinary kitchen, a state of the art automotive and diesel shop as well as many other high-tech learning spaces in the same facility.

Our intentional location creates a partnership with CCBC Dundalk. Having adjacent campuses provides opportunities for our students to further their formal education once they have completed their technical program.

Sollers Point Tech is unique within the Baltimore County Public Schools. We are the only half-day school, where students attend for their technical program and supportive STEM courses. Students take their additional required graduation courses (English, History, World Language, etc.) at their zoned school.

We take pride in providing opportunities for students to earn industry certification, internships, career work experiences, and related college course work.

Our students love this school. BCPS Stakeholder Survey reflects that students feel academically challenged and safe at Sollers Point Tech. There is a strong sense of belonging with our students who enjoy coming here every day.

1901 Delvale Ave Dundalk, MD 21222 | 443-809-7075

Sollers Point Technical High School

1901 Delvale Ave. Dundalk, MD 21222 // 410-887-7075

Principal: Michael Weglein

Acadamy of Health Professions

introduces students to various careers in the health care field. Students apply knowledge of anatomy and physiology, medical terminology, basic patient care procedures, medication calculations, and communication skills. The program emphasizes the National Health Care Standards and prepares students for certification and college study in a wide range of therapeutic occupations.

Automotive Service Technology

introduces students to automotive service and repair. Students perform selected skilled services outlined in National Automotive Technician's Education Foundation (NATEF) requirements using specialized tools and equipment on late-model vehicles. Students learn Automotive Service Excellence (ASE) certified skills through computerized content instruction, shop demonstrations, diagnostic testing, and hands-on activities performed on shop vehicles.

Construction Management

provides students with the necessary skills and practical experience to be successful in a variety of careers in the construction industry. Students who successfully complete the program are eligible for advanced placement in the Associated Builders and Contractors' (ABC) Apprentice Program. They may also be eligible for advanced placement and/or testing opportunities through other union or non-union apprenticeship programs and National Center for Construction Education and Research (NCCER).

Cosmetology

prepares individuals to care for and beautify hair, nails, and skin. Fifteen hundred hours of instruction qualifies the student to sit for an operator's licensing examination in Maryland in the senior year of high school. Students are required to apply and sit for the State of Maryland Board of Cosmetologists' license examination prior to graduation.

Culinary Arts/Restaurant Management

Culinary Arts

provides students with instruction in basic food and bakeshop production, nutrition, management training, service skills, human relations, and menu development, utilizing the ProStart program developed by the National Restaurant Association Education Foundation. Students who successfully complete the sanitation course will qualify to take the ServSafe examination for national certification.

Baking and Pastry

provides students with instruction in advanced bakery production of breads and desserts, basic food and bakeshop production, service skills, and human relations. Students who successfully complete the sanitation course will qualify to take the ServSafe examination for national certification.

SCAN QR CODE TO ACCESS SOLLERS POINT WEBSITE

Find us at https://sollerspoinths.bcps.org/

Sollers Point Technical High School

Diesel Truck and Power Systems

prepares students to repair diesel-powered heavy duty equipment, automobiles, light trucks, and boats. Students will learn to diagnose malfunctions and repair engines and brakes, as well as hydraulic, electrical, electronic, steering, and power transmission systems. Students will be expected to sit for each ASE certification exam at each level of the program. Students may earn certifications in Diesel Engines, Suspension and Steering, Brakes, Electrical/Electronic Systems, and Preventive Maintenance Diesel Engines.

Information Technology

Networking Pathway (CISCO)

prepares students with fundamental and advanced computer, interpersonal, and problem-solving skills necessary for success in computer career fields. The Networking Pathway provides students with a background in hardware, software, telecommunications, and cyber security. Computer-aided troubleshooting and instruction is integrated into the learning process. Course offerings, internship opportunities, and articulated college credit may vary at program locations.

Computer Science Pathway

provides students with opportunities to design, develop, and test software solutions using a variety of programming languages. The Computer Science Pathway includes the AP Computer Science class, which is the equivalent of an introductory college course emphasizing object-oriented programming, problem solving, and algorithm development. Work-based learning experiences, course offerings, internship opportunities, and articulated college credit may vary at program locations.

PLTW Biomedical Sciences (BMS)

The Project Lead the Way BMS Program is a sequence of courses that follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. In the capstone course, students have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. The program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences.

SCAN QR CODE TO ACCESS SOLLERS POINT WEBSITE

Find us at https://sollerspoinths.bcps.org/

Instructional Initiatives

We are committed to providing all students with a technical education. Our focus is preparing students for industry certification and college readiness through

- purposeful planning of integrating theory and skills
- integrating literacy to support technical education
- using targeted small group instruction to provide customized instruction

707 Students

AM Session (43.71%) PM Session (39.04%) Senior Options (17.26%)

Automotive Service Technology
31% Acceptance Rate

Diesel Truck and Power Systems
32% Acceptance Rate

Construction Management
42% Acceptance Rate

Information Tech: Networking
38% Acceptance Rate

Information Tech: Programming
33% Acceptance Rate

Academy of Health Professions
26% Acceptance Rate

Biomedical Science
27% Acceptance Rate

Baking and Pastry
21% Acceptance Rate

Culinary Arts
17% Acceptance Rate

Cosmetology
21% Acceptance Rate

* Acceptance Rate is calculated using the number of applicants from 2016-17

Industry Certifications

66% TOTAL Students Earned Certifications

Academy of Health	Automotive Service	Baking & Pastry	Construction	Computer Science
CNA License	ASE Certificates	ServSafe	NCCER	AP Computer Science Exam
76%	41%	88%	88%	28%

Cosmetology	Culinary Arts	Diesel Technology	Biomedical Science	Info. Tech - Cisco
State Board License	ServSafe Prostart	ASE Certificates	End of Course Exam	Comp TIA: IT Fundamentals A+ (220 - 802)
83%	73%	59%	78%	30%

Senior Options

87% of Seniors Continue their education with Sollers

- Cosmetology 8%
- Parallel/Dual Enrollment 24%
- Work Study/ Internship 48%
- Senior Exemption 7%

Accolades

- Ranked 5th in BCPS and 16th in the State of Maryland, Silver Medal Status, according to U.S. News and World Report (April 2017)
- Named in "America's Most Challenging High Schools" by The Washington Post (April 2017)
- Designated Maryland Blue Ribbon School (2013) and National Blue Ribbon School (2014)

School Progress Plan

Our Goals

Ø Climate Goal:
The Equity and Excellence rate of grade 12 students (Class of 2018) will increase from 43.7% to ≥50.0%.

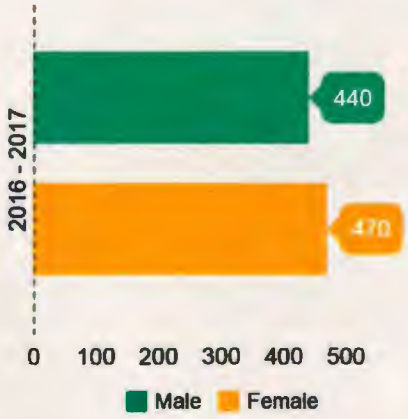
Ø Math Goal:
The percent of Grade 11 African American students (Class of 2019) scoring 500 or above on the Mathematics portion of the SAT will increase from 54.60% using the 2016 PSAT to 64.0% on the SAT in April of 2018.

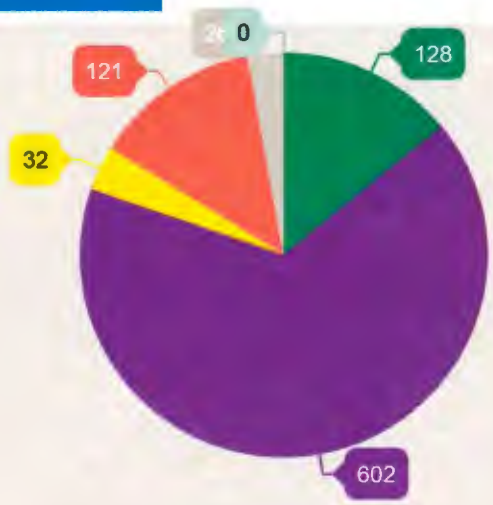
Ø Reading Goal:
The percent of Grade 11 African American students (Class of 2019) scoring 500 or above on the Evidence-based Reading and Writing section of the SAT will increase from 60.73% using the 2016 PSAT to 70.0% on the actual SAT in April of 2018.

Western Tech

School Demographics

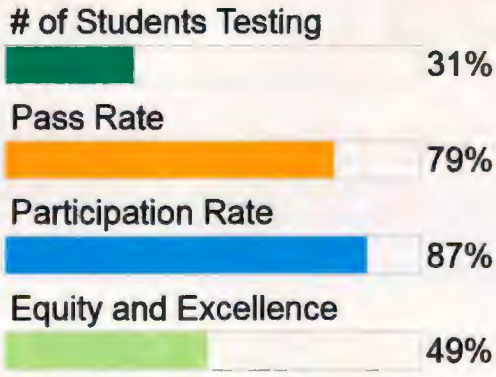
Based on 2016-2017 data



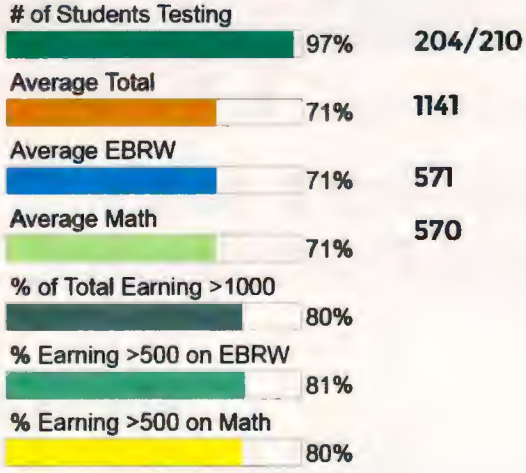


Asian (14.08%) Black/African American (66.23%) Hispanic/Latino (3.52%)
White (13.31%) Two or more races (2.86%) American Indian (0%)
Pacific Islander (0%)

Advanced Placement



SAT Day

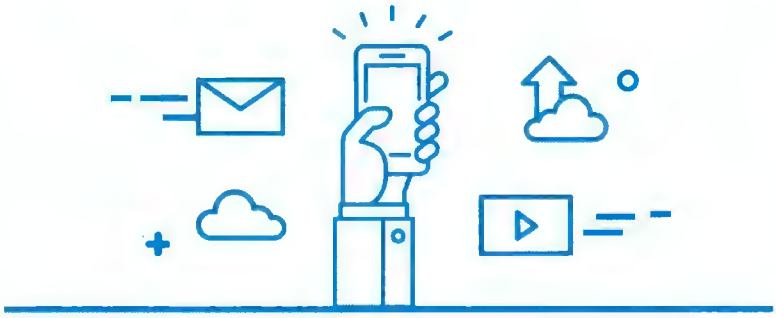


A Maryland Blue Ribbon School

A Program of the Maryland State Department of Education

Magnet Programs

Mechanical
Construction/Plumbing
Automotive Service Technology
Sports Science Academy
Cosmetology
Culinary Arts & Restaurant Management
Environmental Science
Environmental Technology
Graphic Print
Communications
Academy of Health Professionals
Information Technology:
- Networking
- Programing



Senior Options

2016-2017 Data

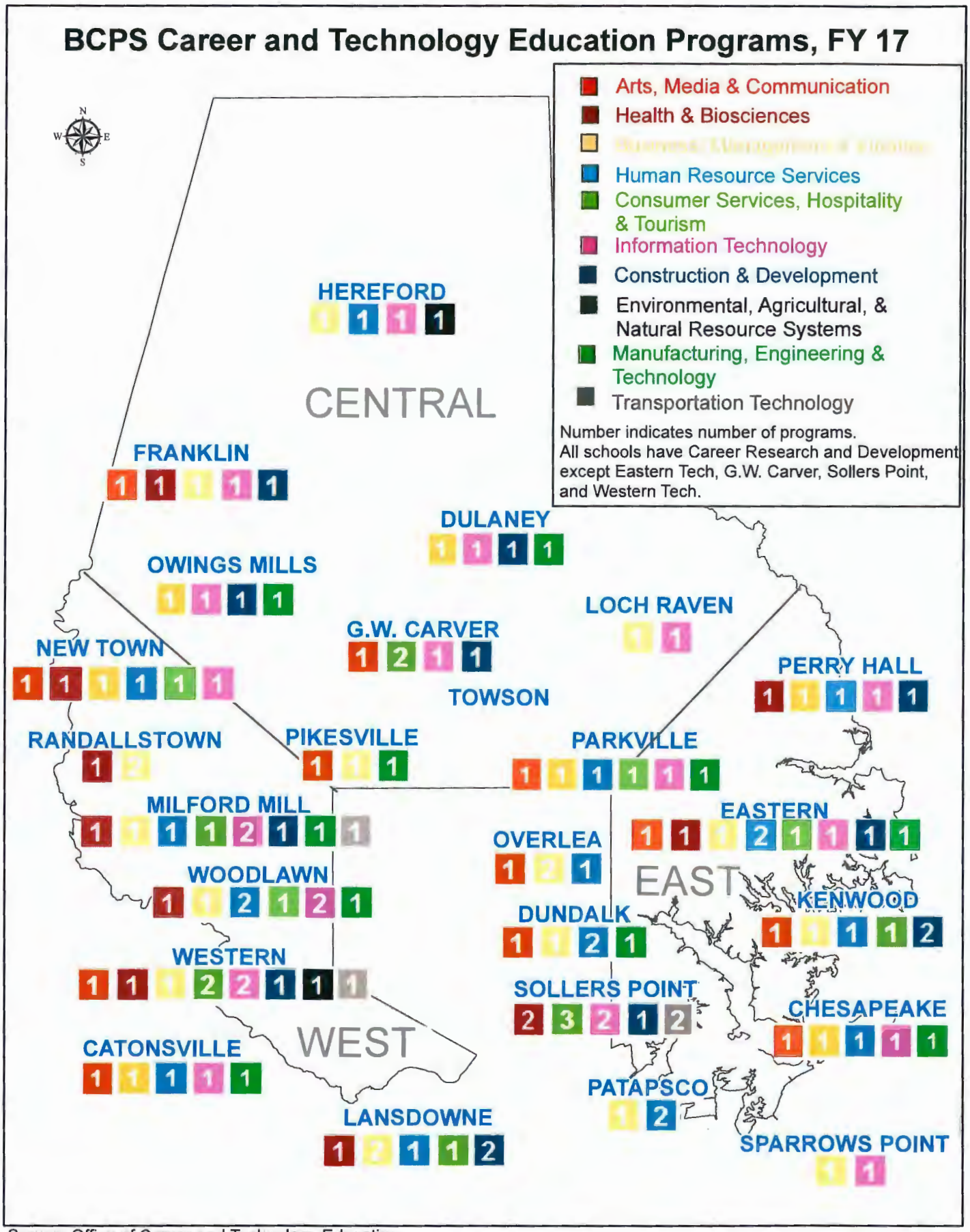
Seniors with Dual Enrollment

27%
of Seniors

Seniors participating in Internship

32%
of Seniors

BCPS Career and Technology Education Programs, FY 17



Source: Office of Career and Technology Education
Prepared by the Baltimore County Public Schools
Office of Strategic Planning, April 3, 2017

The seventh NCEE Building Block to a world–class education system is to "create an effective system of career and technical education and training." Maryland has one of the stronger career and technical education (CTE) programs in the U.S. and does require CTE programs to lead to either an industry–recognized credential or college credit. However, NCEE points out that this standard is less rigorous than the standard in top performing systems in other countries. That standard is a program of CTE study that results in an industry–recognized *certificate* that signifies a student is ready to begin a job that leads to a rewarding career. In these top systems, the majority of students are enrolled in rigorous CTE programs and work–based apprenticeship or industry training programs for two or three years, after they have achieved a minimum level of academic proficiency required of all students. In its gap analysis of how Maryland compares to the top performers, NCEE "challenge[d] Maryland to think outside of the existing structure and Perkins funding silos and consider how business and postsecondary institutions might be engaged to reinvigorate CTE pathways that would serve both students and employers."

Maryland has for several years been focused on increasing college and career readiness and college completion, recognizing that 66% of jobs (footnote Carnevale, Georgetown) that the current generation of students will be seeking will require some postsecondary credential, be it a college degree or industry certification. However, in Maryland, about 47% of adults hold a college degree and only 3% receive a high–quality postsecondary certificate. Building out a high–quality CTE program at the secondary level will help prepare Maryland students for the jobs of the future. Currently, only 21% of high school students are enrolled in CTE programs in Maryland, well below the level of top performers. Most of these CTE students are among the best and brightest in high school, contrary to the public perception that CTE programs are for the less prepared students. However, every student who is on track for college and career should have the opportunity to enroll in a CTE program.

Legislation enacted in 2017 set an ambitious goal that by 2025 45% of high school students will have completed a CTE program, earned an industry–recognized credential or completed a youth apprenticeship program. This goal is moving the State in the right direction. However, Maryland must proceed strategically to ensure that high–quality CTE programs are offered to students that lead to high–wage jobs and transportable skills, and do not track students into low–wage jobs. In addition, completing a CTE program is not the same as receiving an industry–recognized certificate that shows that a student is ready for a job in the career field. Schools should regularly be judged not just for how many students graduate from high school and enroll in postsecondary education, but also for how many students achieve industry certification prior to graduation. Presently, only 9% of students receive an industry certificate.

The Commission recognizes that Maryland has taken significant steps to improve its CTE programs. This places Maryland in an enviable position of being able to build on these efforts and now move to provide rigorous CTE programs to all Maryland students who wish to pursue a career pathway during high school. Since Maryland was among the first U.S. states to identify career clusters and work with industry to ensure that programs meet industry standards, the state is well positioned to elevate its CTE programs to an international standard, provide students with the opportunity for an industry recognized certificate and align its CTE programs with current

and future State and regional workforce needs. The success of CTE programs must be judged based on receipt of an industry certificate or license, or college credit that is aligned with a career pathway, and not on completing a sequence. At a minimum, the cost of receiving the certification or licensure should be covered by the school for those students who cannot afford to pay it. CTE programs must also work with employers and others to offer apprenticeships that provide the enhancement of job skills in a real–world setting.

An essential element to providing rigorous career pathways to high school students is to ensure that students are on track for college and career readiness *before* they focus on college and/or career pathways. Thus, the Commission recommends that Maryland should have an education system in which students who are on track for college and career readiness (by the end of 10th grade for most students) have the opportunity to pursue rigorous career pathways that meet employment standards for a rewarding work life after graduating high school *in addition to* being ready to enroll in credit–bearing courses at an open enrollment post–secondary institution. This recommendation is related to Commission recommendations on Building Blocks 3 and 4, which propose an instructional system that will allow most students to be on track for college and career by the end of 10th grade.

The Commission recommends that Maryland move expeditiously to dispel the notion that only students who do not excel in the traditional academic subjects should enroll in a CTE program. Maryland already has several examples of successful CTE programs, such as at Western Technical and Sollers Point Technical High Schools in Baltimore County, that combine the development of certified workforce skills with high academic standards. As a start in the effort, Maryland schools and other stakeholders should develop and implement a communication plan, drawing upon successful CTE programs both in Maryland and elsewhere, to better inform and ensure parents and students that participation in a rigorous CTE program in no way precludes the ability to attend college. Maryland must also invest in career counseling to provide students with the information and knowledge to identify their career interests and skills and make smart choices to prepare for college and/or career pathways. In addition to the "hard" skills that are needed for employment, the Commission recommends that *all* students, even those not enrolled in a CTE program, should be taught the "soft" skills that are needed in the workforce. This includes professionalism, attitude, timeliness, public engagement, cooperative team building, thinking creatively, problem solving, and adaptability to change.

The Commission recognizes that in order to develop rigorous CTE programs additional stakeholders need to have a seat at the table, including business leaders, representatives of industry sectors, community colleges and four–year institutions, trade unions, local chambers of commerce, and workforce development programs in State and local governments. Therefore, the Commission recommends that a high-level group of stakeholders be appointed as an implementation and monitoring group to develop high performing CTE programs across the State. Concrete actions this group should undertake include:

- A state partnership with Pathways to Prosperity and Jobs for the Future to design rigorous and successful CTE programs (initial fee of $25,000 for six–month planning

consultation to facilitate a strategic planning process — annual membership cost of $100,000 to $200,000 if the partnership proves worthwhile);

- Engagement of the business community with public schools and higher education institutions to develop strong CTE programs that are aligned and lead to certificates or licenses that are meaningful to employers and signal that the student is career ready;
- Evaluation of the success of CTE programs based on students achieving industry certification or licensure, not on completing a set number of courses.
- Systematic evaluation of schools not only on traditional academic subjects, but also on the CTE program through regular data collection and public dissemination of the data;
- Partnerships between schools and school districts with the local community college to develop and provide seamless transfer into post-secondary CTE programs;
- Alignment of CTE programs with the economic goals and workforce needs of the State and regions within the State;
- An inventory of current CTE programs to ensure that each program is aligned with the standards that are required for employment in that industry or licensed profession;
- Development of a plan for additional CTE programs that are recommended and aligned with industry needs and standards;
- Development of partnerships with employers and federal and State government agencies to provide meaningful internship and apprenticeship opportunities; and
- Development of policies that would solve the current shortage of qualified CTE instructors.

Feedback on the Commission on Innovation and Excellence in Education's Building Block #7
Lynne Gilli, Ed.D. – Assistant State Superintendent, Division of Career and College Readiness

The Revised Draft of the report on Building Block #7 – Career and Technical Education presents a more positive view of the work that Maryland has been engaged in for over 25 years to provide high-quality CTE to Maryland's students. There are some items that still require clarification:

	Information in the Report	MSDE's Feedback
1.	Maryland does require CTE programs to lead to either an industry-recognized credential or college credit. However, NCEE points out this standard is less rigorous than top performing systems...The standard is a *certificate*...	Most employers only recognize credentials that are meaningful to work in an industry, not just any *certificate*. What is the difference? Maryland (MD) CTE programs are fully aligned with industry-recognized credentials that add value to students' ability to land well-paying positions (where available and appropriate).
2.	Currently only 21% of high school students are enrolled in CTE programs in MD.	In 2016, total CTE enrollment was 97,858 students, nearly 39% of all high school students were enrolled (not 21%). This may have been confused with the percent of 2016 graduates who completed CTE which was 23%.
3.	The success of CTE programs must be judged based on receipt of an industry certificate or license, or college credit that is aligned with a career pathway, and not on completing a sequence.	Secondary CTE programs are not only measured by the number of students who complete them. They must meet the federal Perkins Core Indicators of Performance (students' academic attainment in reading/language arts, academic attainment in math, technical skill attainment (TSA), school completion, student graduation rates, placement, non-traditional participation, and non-traditional completion). Failure to meet these results in an improvement plan. Also, the state measures dual completion – the percent of students meeting CTE completion and USM credit entrance requirements – up from 14% in 1992 to 58% in 2016. All local school systems go through an extensive monitoring process every five years that includes a self-assessment; on-site visit by a representative team from MHEC, Commerce, GWDB, MSDE and DLLR; and a comprehensive report is provided to each site with commendations, findings, and recommendations that inform the next CTE local application for funding (also sent to secondary and postsecondary administrators, colleagues, and superintendents). TSA, completion of CTE and youth apprenticeships are now in ESSA accountability.
4.	The Commission recommends that a high-level group of stakeholders be appointed as an implementation and monitoring group to develop high-performing CTE programs...Partner with Pathways to Prosperity and Jobs for the Future	MD is a leading state in implementing rigorous career pathways...it is surprising to see a specific program (such as Pathways to Prosperity) recommended for consideration when MD has been used as a model by other states. For example, Delaware's (DE's) CTE Director worked at MSDE prior to going to DE and took with him many ideas to implement high-quality CTE in Delaware - a state that is involved in Pathways to Prosperity. MD has a long history of implementing high-quality CTE pathways and pruning out those that are not aligned to workforce and economic development needs. MD CTE is continuously engaged with leaders in business, industry, two-and four-year colleges, unions, open shops, chambers, state and local government, and non-profit organizations. The recommendations lag behind actual longstanding practice in Maryland.

	Information in the Report	MSDE's Feedback
5.	Engagement with the business community and higher education...	Every local school system and community college is required to have a joint Local Advisory Council (LAC) in state statute. This is monitored and followed-up on annually in the CTE local plan application. Program advisory committees are required for every CTE program as well. Two- and four-year college partners are included.
6.	Evaluation beyond completing a sequence of courses...	See the item in block # 3 page 1. Secondary CTE programs are not only measured by the number of students who complete them, but also by the metrics listed there.
7.	CTE programs should have regular data collection and public dissemination of the data	See mdctedata.org -- the widely disseminated dashboards provide very detailed information about CTE at the state and local levels as required by the federal Perkins Act.
8.	Partnerships with community colleges...	Every local school system partners with their respective community college where CTE programs are offered.
9.	Align CTE programs with economic goals and workforce needs of the state and regions within the state.	MSDE regularly consults with the Governors Workforce Development Board, MHEC, Commerce, DLLR, and employers to align programs with workforce and economic development needs. Representatives from these agencies serve on the CTE monitoring teams and review new program proposals to ensure alignment with labor market needs.
10.	Inventory current CTE programs	This is something that is done annually with the submission of the local Perkins plan. Programs with low enrollment and/or low completion are flagged and more carefully reviewed to determine whether to continue them.
11.	Development of a plan for additional CTE programs	This is a good idea – funding for the Project Lead The Way Biomedical Sciences program enabled MD to expand enrollment and completion in high quality CTE. Expansion of CTE programs requires funding, facilities, teachers, equipment, consumables, and other resources.
12.	Develop policies to solve the shortage of CTE teachers	This is being addressed through a partnership between the Division of Educator Effectiveness and the Division of Career and College Readiness which is responsible for CTE.

The Commission's recommendations are aligned with impressions of "old" vocational education. Maryland has moved beyond the old style vocational education to offer contemporary, high-quality CTE programs of study leading to industry-recognized credentials and early college credit. The system does need to continuously improve by increasing the number of programs leading to transcripted college credit and more industry-recognized credentials. Equity in and access to high-quality CTE programs are important to the future of CTE in MD if the state is to remain competitive. It also requires funding to incentivize local school systems and community colleges to develop programs that enable more students to have access to high-quality CTE programs that are emerging in today's economy including apprenticeships.

There is also a strong need for early career development from kindergarten to adulthood. Students in other countries have greater engagement and knowledge about the career options available to them prior to high school. The United States places an over-emphasis on college, which is a means to an end, and not an end in itself. Many students graduate from high school without a career interest in mind. College is a very expensive form of career exploration. There is no doubt that we need to do more to expand and enhance CTE in MD, but the Commission's recommendations must address the 21st century needs of schools and students. Maryland has work to do, especially to ensure that ALL students graduate college and career ready, not just the CTE students.