

HB 1300_MoCo_FAV_Boucher

Uploaded by: Boucher, Kathleen

Position: FAV



Montgomery County

Office of Intergovernmental Relations

ROCKVILLE: 240-777-6550

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HB 1300

DATE: February 17, 2020

SPONSOR: The Speaker (By Request – Commission on Innovation and Excellence in Education) and Delegate McIntosh, *et al.*

ASSIGNED TO: Appropriations and Ways and Means

CONTACT PERSON: Kathleen Boucher (kathleen.boucher@montgomerycountymd.gov)

POSITION: SUPPORT

Blueprint for Maryland's Future – Implementation

This bill reaffirms the broad policy goals underpinning the recommended changes to the State's prekindergarten through grade 12 (PreK-12) educational system that are outlined in the January 2019 Interim Report of the Commission on Innovation and Excellence in Education (Commission). The core of the Commission's visionary report is a 10-year phase-in between FY21 and FY30 of dramatic changes to the State's approach to early childhood education, recruiting and retaining teachers, college and career readiness pathways, resources needed for students with special needs, and governance and accountability. The bill also implements recommendations developed during the 2019 Interim by the Commission's Funding Formula Workgroup regarding allocation of total costs between the State and local governments and how to phase in new formulas and funding.

The County strongly supports the overall vision reflected in the bill, including enhanced funding for base per pupil costs, students from low-income families, English language learners, special education, struggling learners, concentrations of poverty, pre-kindergarten, college and career readiness, Judy Centers and other family support services, school-based health centers, comparable wage differences and teacher salaries, recruitment and retention. We agree with the Commission that Maryland's economic future is dependent on a highly skilled and well-educated workforce that can compete in the global economy, and that high-quality education/skills training is the only path out of poverty.

The County remains concerned that it cannot verify the fiscal impact of House Bill 1300 because key data relating to the Commission's model have not been provided. The County previously requested data that was used for Statewide FY21-FY30 projections of enrollment, net taxable income and assessable property base. In addition, the County requested an explanation of the methodology that was used to project local appropriations for FY21-FY30. Although the Commission's model projects that the FY30 cost to the County is \$261 million, the "trend line" methodology used for that projection is not a traditional fiscal impact analysis because it does not compare the projected cost of the Kirwan plan to the projected cost of meeting maintenance of effort (MOE) requirements under current law. In order to fully understand the fiscal impact of the bill, the County respectfully requests that the Commission release its trend line methodology and the underlying data referenced above.

The County is grateful for the Commission's extraordinary work and looks forward to participating in discussions regarding an equitable allocation of State and local funding in the final implementation plan.

HB1300_SEIU STATE_Favorable_Terry Cavanagh

Uploaded by: CAVANAGH, TERRENCE

Position: FAV

Testimony in Support of HB 1300
The Blueprint for Maryland's Future
SERVICE EMPLOYEES INTERNATIONAL UNION
MARYLAND STATE COUNCIL
House Appropriations and Ways and Means Committees
February 17, 2020, 12:00 PM

Submitted by Terrence Cavanagh, Executive Director

SERVICE EMPLOYEES INTERNATIONAL UNION MARYLAND & DC STATE COUNCIL

On behalf of Service Employees International Union, Maryland and DC State Council, I am pleased to offer our organization's **support** for **HB 1300, *The Blueprint for Maryland's Future***.

With over two million members, the Service Employees International Union is the largest union in North America. We are focused on uniting workers in the key service sectors to improve our lives and the services we provide. In Maryland and DC, the seven SEIU locals that make up our State Council represent over 45,000 Health Care, Property Service, and Public Service Workers.

SEIU represents thousands of workers in our schools. Many more thousands send their children to school seeking an opportunity, a change to fulfill their American Dream. And all of our members pay taxes to support those schools in order to make them the foundation of our communities.

In order for the next generation of Marylanders to compete globally, our schools need to be among the best in the world. The economic dominance of America is not a given for the future. We need to measure ourselves against the Germans, the Danes and the Japanese and take fewer bows for being rated above Mississippi, Arkansas and Texas.

As someone once said, "We've seen the future, and it's expensive." Paying for a world class educational opportunity for all Marylanders will not come cheap. However, in Maryland, we are incredibly lucky. We can raise the needed money for those businesses and individuals who can most afford it, but not have tax policies that are so onerous on anyone.

Is equal opportunity a hollow slogan? We can make it a reality, but only if we have the ability to act wisely, boldly and courageously.

SEIU urges a **favorable** report of **HB 1300**.

Thank you.

HB1300_SB1000_WDC

Uploaded by: Conway, Diana

Position: FAV



MONTGOMERY COUNTY, MD
WOMEN'S DEMOCRATIC CLUB

Keeping Members Better
Informed, Better Connected, and
More Politically Effective

Diana Conway, President
Leslie Milano, 1st Vice President
Aruna Miller, 3rd Vice President
Martha Morris, Secretary
Mary Lou Fox, Treasurer

WomensDemocraticClub.org

**Maryland Senate
Education, Health, and Environmental Affairs Committee
Maryland House of Delegates
Appropriations Committee
Ways and Means Committee
Blueprint for Maryland's Future - Implementation (SB 1000/HB 1300)
February 17, 2020 - SUPPORT**

Thank you for this opportunity to submit written testimony concerning an important priority of the Women's Democratic Club of Montgomery County (WDC) for the 2020 legislative session. WDC is one of the largest and most active Democratic Clubs in our County with more than 600 politically active women and men, including many elected officials.

WDC supports passage of the Blueprint for Maryland's Future (SB1000/HB 1300) and its five major policy areas recommended by the Kirwan Commission, to be phased in over the next 10 years:

- Invest in early childhood education
- Transform teaching and school leadership into high quality and high status merit based professions
- Implement rigorous curricula, benchmarked to international standards and leading to college ready and industry certified workforce credentials
- Ensure all students are successful by providing significantly more support for schools that need it most, including students attending schools with high concentrations of poverty and struggling learners
- Establish a rigorous governance and accountability structure with meaningful consequences for under performance

WDC strongly supports full funding of the Blueprint for Maryland, phasing in 4.0 billion dollars more (state and local funds) over a 10 year period. We recognize that Montgomery County, which has exceeded Maintenance of Effort (MOE) since the Great Recession, will receive close to 1:1 matching funds in order to implement the Blueprint programs. We recommend the state open up avenues for local revenue streams, especially for future years, in order to assure full implementation.

Maryland cannot afford to continue with the status quo when educating its children. We are no longer a leader in the nation, in fact according to the latest NAEP scores, we are 27th in 4th and 8th grade math, 24th in 4th grade reading, and 17th in 8th grade reading. We can and must do better. According to the analysis by the Sage report, this investment will pay for itself. <https://www.baltimoresun.com/politics/bs-md-pol-kirwan-costs-20191203-hcf3va77xfdy3iiflierbdyfpj-story.html>

WDC especially supports expanding Pre-K, hiring more teachers, closing the opportunity gap at schools with a high concentration of poverty, and offering more Career and Technology Education. Montgomery County has shown commitment in all of these areas, but we need more resources in order to fulfill this commitment. As shown by the recent Montgomery County Office of Legislative Oversight report, we have work to do in closing the opportunity gap. <https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/OLORReport2019-14.pdf> The Blueprint for Maryland will provide the tools needed to ensure all children, no matter their zip code, can reach their potential.

WDC recommends a favorable report on SB1000/HB1300.

Respectfully,
Diana Conway

President, Women's Democratic Club

PO Box 34047
Bethesda, MD 20827

wdc@womensdemocraticclub.org
527 non-profit corporation

HB1300_SB1000_WDC

Uploaded by: Conway, Diana

Position: FAV



MONTGOMERY COUNTY, MD
WOMEN'S DEMOCRATIC CLUB

Keeping Members Better
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Respectfully,
Diana Conway

President, Women's Democratic Club

PO Box 34047
Bethesda, MD 20827

wdc@womensdemocraticclub.org
527 non-profit corporation

HB 1300_MRSPA_fAVORABLE_Virginia Crespo

Uploaded by: Crespo, Virginia

Position: FAV



Maryland Retired School Personnel Association

8379 Piney Orchard Parkway, Suite A • Odenton, Maryland 21113
Phone: 410.551.1517 • Email: mrspa@mrspa.org
www.mrspa.org

House Bill 1300
In Support Of
Blueprint for Maryland's Future – Implementation
Appropriations Committee
Hearing: February 17, 2020 at 12:00 p.m.

Dear Honorable Delegate Maggie McIntosh, Chair, and Honorable Delegate Michael Jackson, Vice Chair, and Distinguished Appropriations Committee members,

The Legislative Committee of the Maryland Retired School Personnel Association (MRSPA) requests a favorable report on House Bill 1300 Blueprint for Maryland's Future – Implementation.

HB 1300 is aimed at providing globally competitive education to all Maryland students. After careful examination of high performing school systems across the country and around the world, the Commission on Innovation and Excellence in Education has made recommendations that will strengthen teacher/administrator preparation, increase staff, encourage community schools, address struggling learners, English Language Learner (ELL) students, Special Education students, primary and secondary schools. It frames rigorous Career and Technology Education (CTE) programs, provides opportunities for higher salaries and focuses on subgroups/schools that perform poorly and much more. We want our students to graduate college and career ready, to be successful in their future. If we are to succeed, we must let our priorities determine our budget.

We are concerned, however, that counties will try to find their share of the monies needed to provide the local share by cutting the benefits (health insurance and others) our retirees have worked so hard to earn. Local school systems, not the state, provide health insurance benefits to retired employees. This is a hugely important benefit to all retired employees. Many retired school personnel, especially former support staff, receive little to no pension because their portion of their health insurance premium costs are more than what they earn in a pension each month.

Additionally, we are concerned that any taxes or fees raised to offset the cost of the Blueprint implementation take into consideration the effects on all retirees on small fixed incomes.

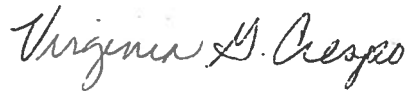
While we are retired and have some serious financial and personal concerns as mentioned above, we still support our public schools and want what is best for our students and active employees. Please keep in mind those of us who have already given so much to the students and communities of Maryland, as you debate this important legislation.

On behalf of the almost 14,000 members of the Maryland Retired School Personnel Association, we respectfully request a favorable report on HB 1300.

Sincerely,



Ann Marie Downey
President



Virginia G. Crespo
Legislative Aide

HB1300_Jerome Dancis_FAV

Uploaded by: dancis, Jerome

Position: FAV

7 Simple Ways to Improve Education in Marylandⁱ

By **Jerome Dancis**, Associate Professor Emeritus, Math Dept., Univ. of MD

→ **Recommendation 1.** Schools in poor neighborhoods could have a school pediatrician, school dentist, school psychological counseling in addition to the school nurse. A student with a toothache, or an illness or who cannot see the board clearly is a student not ready to learn. Provide behavior therapy for students with ADHD and counseling for students with PTSD. Medicaid might fund much of this.

Community schools may choose to implement Recommendation 1 and more under the Kirwan Commission Report (if enough money is allocated).

All the other recommendations fall outside the Kirwan Commission Report; also, they are freebies, no funds required.

→ **Recommendation 2:** Only students who exceed the expectations on the PARCC Math 7 exam will skip Math 8 and take Algebra I in Grade 8?

* 9,000 (43% of) Grade 8 Algebra I students were not proficient on the 2017 state Algebra I exam. But, students studying Algebra in Grade 8 are supposed to be exceptionally good ones.

* 8,000 students, who scored less than proficient on the 2016 PARCC Math 7 exam took Algebra I in 2016-2017. This suggests social promotion into Grade 8 Algebra.

→ **Recommendation 3. Intervention** needed for the almost four out of five (78%) Grade 9 Algebra I students who scored less than proficient on the PARCC Math 8 exam. **Example.** They will study Algebra over two years (Algebra I Part I, which will largely be Arithmetic and Algebra I Part II).

→ **Recommendation 4.** Middle and high schools should start at 9 am at the earliest. Science says that teenagers are not ready to learn at 8 am; they are ready to sleep in class. High schools that open at 8 am say to students that they do not believe in science.

→ **Recommendation 5.** Fill in the loopholes in the Common Core middle school math curriculum.

Example. If the state wants high school students to know that 50 % is a half, the state needs to add it to the middle school math curriculum. (Knowing that 50 % is a half was not one of my suggestions to the Common Core math writing team that was accepted.)

Example. If the state wants students to learn how to do the many Arithmetic problems on the Math SAT, the state needs to add Math SAT Arithmetic problems to the middle school math curriculum. Teaching the Common Core math curriculum is not sufficient.

→ **Recommendation 6.** Raise the standards on the teacher licensing tests so that passing the tests will ensure that all teachers (not just some teachers) are knowledgeable in the subjects listed on their licenses. If the state wants that all classes (not just some classes) will be taught by a teacher knowledgeable in the subject, then the state needs more demanding teacher licensing tests and requirements to ensure this.

If the state wants that all teachers (not just some teachers), will write and speak coherently, clearly, comprehensively, logically, accurately and precisely without being cryptic, vague, ambiguous, or obscure, then the state needs to add teacher licensing tests which will require this.

→ **Recommendation 7.** Provide good textbooks. For the elementary grades, use the Singapore Math textbooks (which were written in simple English for Singapore students for whom English was not their native language.)

In 2007, I was a duly sworn official of the state of California. I was a Content Review Panel (CRP) member charged with review of four Grades 4-7 Math textbooks series, which are supposed to help students, who are a year behind in Math, to catch up. What jumped out at me was that the textbook writers had little training on how to write mathematics coherently, clearly, comprehensively, logically, accurately and precisely without being cryptic, vague, ambiguous, or obscure as well as how to distinguish a correct mathematical argument from an *incorrect or incomplete* mathematical argument.

Use the one good set of Math textbooks for elementary school, namely Singapore Mathematics Textbooks.

Here is how switching to Singapore mathematics textbooks jumped scores at Ramona Elementary School's Grade 5 results on the California Standards Math Test for the three years before and the three years after switching (in 2007) to Singapore Mathematics Texts under the guidance of Mathematics Professor Yoram Sagher. (About one teacher in four chose to ignore the guidance):

2003-2005: Percent of Students scoring Proficient and Advanced: **43%-56%**

2006-2008: Percent of Students scoring Proficient and Advanced: **71%-76%**

Before: Percent **advanced:** **15%-26%** Average Scaled scores (all students) **349- 378**

After: Percent **advanced:** **35%-43%** Average Scaled scores **395- 412**

Ramona Elementary School is an inner-city title 1 school in Los Angeles. Nine of every 10 students at the school are eligible for free or reduced-price meals (FARM). Mostly, these were immigrant children, the majority from Central America, some from Armenia. Nearly six in 10 students spoke English as a second language. (The data is from the California Department of Education's (CDE) website.)

¹ This report is similar to my presentation to the "[Kirwan] Commission on Innovation and Excellence in Education [in Maryland]" at its Oct. 25, 2017 hearing. That version was entitled "6 Simple Ways to Improve Public Schools in Maryland". It was reprinted by The Nonpartisan Education Review on its web at <http://nonpartisaneducation.org/Review/Resources/DanCisKirwanTestimony.pdf>. It may also be found (with difficulty) on the commission's website at <http://mgaleg.maryland.gov/Pubs/Comm1FWorkgrp/2017-Innovation-Excellence-in-Education-Commission-2017-10-25-Public-Hearing.pdf>

HB1300_George Hess_FAV

Uploaded by: HESS, GEORGE

Position: FAV

George B. Hess, Jr.
2515 Old Court Road
Baltimore, Maryland 21208

**Testimony in support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future
Senate Budget & Tax, Education, Health, and Environmental
Affairs Committees
February 19, 2020**

February 14, 2018

Ladies and Gentlemen:

I am writing to you as a lifelong resident of the Baltimore area who has been involved in both business and education here.

Along the way I have been heavily involved in both public and private education, formally advising two Baltimore City School Superintendants, Chairing the Board of a local college, and for the last 14 years as the Chair of the Board of the Baltimore Curriculum Project, the largest charter school operator in the state of Maryland.

Through these jobs and others I have learned that well funded schools make a dramatic difference. They yield better educated children and keep children off the streets and out of trouble. Ultimately these same children become more productive members of the community.

After reading the above, it goes without saying that I strongly support House Bill 1300/Senate Bill 1000 proposing to create a world class pre K – 12 Public School system in Maryland.

Sincerely,


George B. Hess, Jr.

HB1300_Lutheran Church_FAV

Uploaded by: HUDSON, LEE

Position: FAV



Evangelical Lutheran Church in America

God's work. Our hands.

Testimony Prepared for the
Education, Health and Environmental Affairs
and
Budget & Taxation Committees
on
Senate Bill 1000
February 17, 2020
Position: **Favorable**

Mr. Chairmen and members of the Committees, thank you for the opportunity to advocate equitable funding of education excellence for students in every subdivision of our State. I am Lee Hudson, assistant to the bishop for public policy in the Delaware-Maryland Synod. We are a regional judicatory of the Evangelical Lutheran Church in America. Together with our colleagues of the West Virginia-Western Maryland and the Metropolitan Washington, DC synods we are a faith community of congregations located everywhere in the State of Maryland.

Our faith community calls upon its members to *advocate for equitable access to an excellent education for all children and youth and...support early childhood education... public schools, colleges, and universities...* (and to advocate) *for policies that provide adequate resources and their fair distribution for...educational institutions* ("Education," ELCA, 2007, pg.63).

The Delaware-Maryland Synod in its 2018 Assembly voted to affirm that commitment and support findings and recommendations from the Kirwan Commission, and reaffirm our commitment to quality education equitably distributed across Maryland, for all its students.

Thornton provided a formula that aspired to funding equity almost two decades ago. What was learned through its tenure is that equity remains a distinct challenge owing to injustice in economic life, conditions outside the effect of State policy, vicissitudes in public sentiment, and inequities in public power.

Our view is that education is a public good because it rewards the public when fairly distributed.

Experience through Thornton demonstrates the State needs to do better with:

- Funding equity across its subdivisions
- Collapsing gaps in resource distributions
- Improving education outcomes
- Investing in the public education workforce,
- Attending to the physical assets of the State's education enterprise, and
- Guarding this policy project against erosions by immaterial power negotiations

Those are values that advance additional real and beneficial public goods such as justice, enlargement of arts, skills and sciences, social productivity, quality and equality of common life, and acumen needed for civic engagement. The social teaching on education in our faith community values those benefits as well. We therefore support Senate Bill 1000 and urge your favorable report.

Lee Hudson



Evangelical Lutheran Church in America

God's work. Our hands.

Testimony Prepared for the
Appropriation and Ways & Means Committees
on
House Bill 1300
February 17, 2020
Position: **Favorable**

Madam Chairs and members of the Committees, thank you for the opportunity to advocate equitable funding of education excellence for students in every subdivision of our State. I am Lee Hudson, assistant to the bishop for public policy in the Delaware-Maryland Synod. We are a regional judicatory of the Evangelical Lutheran Church in America. Together with our colleagues of the West Virginia-Western Maryland and the Metropolitan Washington, DC synods we are a faith community of congregations located everywhere in the State of Maryland.

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Lee Hudson

HB1300_NAACP_FAV

Uploaded by: JOHNSON, LAURA

Position: FAV

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17, 2020**

As Education Committee co-chairs of the (NAACP) National Association for the Advancement of Colored People - Maryland State Conference (MSC), we strongly support House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future, proposing to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world.

The NAACP works to ensure that all disadvantaged students and students of color are on the path to college or a successful career by ensuring access to great teaching, equitable resources, and a challenging curriculum. We are dedicated to eliminating the severe racial inequities that continue to plague our education system.

Our ultimate goal is that every student of color receives a quality public education that prepares young people to be a contributing member of a democracy. To achieve these goals, the NAACP MSC Education Committee advocate around a four-prong strategy to improve educational achievement for disadvantaged students by:

- Increasing Resource Equity: Target funds to neediest kids
- Ensuring College & Career Readiness: A path to success after graduation for all students
- Improving Teaching: Growing our own great teachers now in underserved communities
- Improving Discipline: Eliminate zero tolerance; keep kids in school

Black and Latino/Latinx students make up the majority of Maryland's public-school students, and yet Maryland prepares far fewer of them for success than their white peers. These gaps are not incidental. Maryland has long given Black and Latino/Latinx Students the least of things that matter most. While the Commission's recommendations are a good start, much more is needed to address Maryland's opportunity gap. It is the General Assembly's responsibility to ensure that the Kirwan Commission's recommendations are in implemented in way that ensures that Maryland's Black and Latino/Latinx students finally get resources that they deserve.

The Blueprint for Maryland's Future (HB1300/SB1000) is necessary for Maryland's children because this legislation provides the resources necessary to ensure every child in Maryland receives a world class education. The Blueprint will drastically change the trajectory for struggling learners by implementing targeted interventions early, and throughout a child's schooling, so every child can see the possibilities of a bright future.

Not only does the Blueprint allocate resources more equitably to the students who need them most, this plan holds school systems accountable to more rigorous outcomes for student achievement that better reflect the new workforce needs of our evolving economy.

In the implementation of this legislation, the NAACP MSC joins the Maryland Alliance for Racial Equity in Education, Strong Schools Maryland and Maryland Education Commission in calling upon the General Assembly (GAM) to:

- 1.) Ensure that the largest increases in funding go to the students with the highest needs (low income households, students receiving special education services and English Language Learners) by eliminating the unfair provisions of our current funding formula that redistribute state dollars to districts with the capacity to pay their local share.
- 2.) Require that districts address the inequitable access to strong teachers for students of color and students from low income backgrounds as we know that in Maryland, Black and Latino/Latinx students attend schools that are much more likely to rely on ineffective, inexperienced, or out of field teacher. In addition, GAM must support the quality preparation of teacher candidates to teach a diverse student population, including supporting the preparation and retention of more educators of color.
- 3.) Address disparities in access to rigorous coursework by addressing financial barriers and ensuring that high-achieving students are automatically enrolled in advanced courses, rather than relying solely on the recommendations of educators.
- 4.) Ensure that districts have the resources (operational and capital) to design and provide high-quality Career and Technical Education pathways aligned with the highest market demand and appropriate industry standards for all students.
- 5.) Increase access to high-quality early childhood education for children of color, children from low-income families, children with disabilities, and dual-language learners.

Equity can not be simply a buzz word when it comes to Maryland's children. Equity should be a means to providing access, opportunities and supports needed to help students reach their full potential by removing barriers to success that young people and their families face. In the words of Nelson Mandela: "There can be no keener revelation of a society's soul than the way in which it treats its children."

When we fully fund the Blueprint for Maryland's Future, not only will Maryland schools move from mediocre to world-class, we will provide a window into our soul and values concerning our children. For these reasons, we urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Laura Johnson
NAACP MSC Education Co-Chair
District 13

Adrienne Dillahunt
NAACP Education Co-Chair
District 29B

HB1300 SB1000.MD DD Council.Support

Uploaded by: london, rachel

Position: FAV



**Maryland Developmental
Disabilities Council**

EMPOWERMENT • OPPORTUNITY • INCLUSION

Senate Budget and Taxation Committee and Education, Health, and Environmental Affairs Committee
House Appropriations Committee and Ways and Means Committee

February 17, 2020

SB 1000/HB 1300: Blueprint for Maryland's Future - Implementation

Position: **Support**

The Maryland Developmental Disabilities Council (Council) works to advance the inclusion of people with developmental disabilities in all facets of community life and seeks to ensure that people with developmental disabilities have the same rights, opportunities, choices, and protections as other citizens.

It is important to note that while significant investments in education, including for students with disabilities, are without question needed, the Council believes that the amount, purpose, and timing of the funding must take into consideration the needs of other Marylanders with disabilities. Large funding increases for education should not be offset by limiting essential funding for other critical needs, most immediately the Developmental Disabilities Administration community services that thousands of Marylanders depend upon.

This legislation will change the nature of public education in Maryland for years to come and the Council supports increased funding for all students, especially for young children and students with disabilities – **both promote the education of children with disabilities alongside their peers without disabilities.**

Prekindergarten Funding: State and federal law requires the provision of special education and related services for eligible prekindergarten children with disabilities, ages three through five. Eligible three and four-year-old children with disabilities should be able to participate in public and private regular early childhood programs and settings with their non-disabled peers with meaningful access to the general education early childhood curriculum. This leads to improved child outcomes on critical school readiness skills, resulting in a narrowing of the performance gap with non-disabled peers.

The Council strongly supports the expansion of public prekindergarten slots which includes “children with disabilities, regardless of income.” (HB1300, page 128, line 15).

Funding for students with disabilities: We support the increase in State funding to support students with disabilities. For students to learn, succeed, and stay on track for college and career readiness, a world-class educational system requires additional supports and services for students with disabilities. **The Council strongly supports §5-225 (HB1300, page 37-38) which requires each school to use the funds to provide the services and supports required by each student’s individualized education program or Section 504 plan.** However, we are concerned that the increase in State funding will be used to supplant local funding instead of supplement it. Funds should remain within the school districts to build capacity and ensure students with disabilities receive appropriate services and supports in the least restrictive environment, alongside their peers without disabilities that meet the legal requirements set out by state and federal law as well as *Endrew F. v. Douglas Council School District*. Therefore, **the Council recommends adding stronger language to assure that school districts do not use additional state aid to supplant, but rather to supplement current funding, build capacity, and ensure students with disabilities receive the services and supports they need to succeed.**

Maryland Infants and Toddlers Program Funding: The Maryland Infants and Toddlers Program (MITP), ensures that infants and toddlers with disabilities, developmental delays, and certain medical conditions and their families receive the early intervention services and supports to which they are entitled under Part C of the Individuals with Disabilities Education Act (IDEA), the Annotated Code of Maryland, Education Article §8-416, and COMAR 13A.13.01. **October 2019 data reveals that almost 19,700 children and families are served by the MITP a year - a 38% increase in the number of infants and toddlers receiving early intervention services since SFY2009. The benefits of early intervention is clear, yet, the MITP remains level funded since SFY2009.**

- For SFY2019, preliminary data indicate that **23% of children receiving early intervention services completed their IFSP prior to age three and may not need additional special education services.**
- Maryland's 2018 longitudinal research confirms the benefits - **68% of children who received early intervention services enrolled in general education by the time they were in fourth through eighth grade.** (JHU, CTE, Spring 2018).

Recognizing the importance of early intervention services, the Kirwan Commission recommended that the MITP be fully funded – beginning with \$1,227,864 in FY 2021, and increases by that exact amount, each year until FY30, by which time it reaches \$12,278,638. **Without funding, it is difficult for Maryland to meet its obligations under State and federal laws to ensure the participation of eligible three and four year-old children with disabilities in early childhood programs where they can learn and play alongside children without disabilities.**

In addition to funding to support all children to learn and succeed, this comprehensive legislation addresses accountability, stakeholder input, and teacher preparation – an ongoing concern of the Council because not all school staff have sufficient training to meet the needs of the children with disabilities in their classrooms.

Because this comprehensive legislations promotes equity and recognizes all students can and should learn and play together, the Council strongly supports HB1300/SB1000.

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

SB1000_DTMG_FAV_BarbaraNoveau_rev02-14

Uploaded by: Noveau, Barbara

Position: FAV



Barbara Noveau, Executive Director, DoTheMostGood—Montgomery County

Committees: Senate Education, Health, and Environmental Affairs, and Budget and Taxation Committees; House Appropriations, and Ways and Means Committees

Testimony on SB1000 and HB1300--Blueprint for Maryland's Future—Implementation

Position: Favorable

Hearing Date: March 17, 2020

To: The Honorable Paul G. Pinsky, Chair, Education, Health, and Environmental Affairs Committee, and Committee Members

The Honorable Guy Guzzone, Chair, Budget and Taxation Committee, and Committee Members

The Honorable Maggie McIntosh, Chair, Appropriations Committee, and Committee Members

The Honorable Ann R. Kaiser, Ways and Means Committee, and Committee Members

I am testifying on behalf of DoTheMostGood Montgomery County (DTMG), a progressive organization with more than 1600 members who live in all areas of Montgomery County. DTMG supports legislation and actions that strengthen the underpinnings of a healthy, thriving community. Providing a world class education to every Maryland student in their own community is the best way to invest in the future of our students, our communities, our state and our nation. Educating our children is the state's most important task. That is why DoTheMostGood firmly asserts that enactment and full funding of SB1000 and HB1300, which would implement the recommendations of the Kirwan Commission, is imperative.

DoTheMostGood organized the first Strong Schools Maryland Team in Montgomery County in the fall of 2017 because we understood the once-in-a-generation opportunity we have to address the disturbing decline in the performance of our schools and the abilities of our students to compete on par with the increasingly more skilled and better educated workforce in an increasingly global marketplace. Most of the members of our Strong School team are either retired teachers or volunteers in the public schools.

The finding by the Kirwan Commission that less than 40 percent of Maryland high school graduates can read at a 10th-grade level or higher and pass a standardized Algebra 1 exam is jaw-dropping. Maryland is falling behind other states at the same time our country as a whole is losing ground internationally. Our historical commitment to education demonstrates that we have the potential to be the best system in the country, but the indicators are moving in the wrong direction. In the most recent National Assessment of Educational Progress (NAEP) test, Maryland students fell to

23rd in reading and math and 29th in science. Even more shocking, when we compare students with similar backgrounds across the nation, Maryland falls from 23rd to 37th. More disheartening is that Maryland is the only state to see 4th and 8th grade test scores drop in reading and math.

The widely reported underfunding of Maryland public schools to the tune of at least \$2.9 billion annually, comes out to an average of \$2 million per school. Students and families have seen classes cut, teacher positions eliminated, and proven programs including pre-kindergarten or career and technical education classes have been put on the back burner. We are finally beginning to see conversations and limited action on these programs, but unless the Kirwan policy and funding recommendations are fully implemented by the General Assembly, we will keep talking and occasionally making small investments that do not begin to address the magnitude of the shortfall.

Consider the following:

- In 2002, when the Maryland school funding formula was last updated, 22% of Maryland public schools students lived in poverty. In 2017, that number was 44%.
- Over 60% of all Maryland schools (822 out of 1412) now meet the standard of concentrated poverty (per the US Census Bureau, any tract with 40% or more in poverty).

Maryland is facing a shortage of high quality teachers and principals. Not enough students are choosing to become teachers, and too many leave the profession early. We must create the conditions and incentives to attract and retain top quality teachers. The required improvement in public school education is dependent on high quality teaching.

SB1000 and HB1300 would set the right priorities. Solving these problems and building a world-class education system for ALL of Maryland is no small task. There is no magic bullet. It means shifting our priorities to make education the #1 priority of State Government for the long term. It means starting now to make incremental changes, in the proper sequence so the building blocks go in before the trim goes on.

Our members who have worked in the classrooms are not surprised by the declining numbers stated above. They have concluded that many elementary school students would have benefited from pre-kindergarten schooling and additional resources for them and their poverty-stricken families. Many have an interest in dinosaurs or animals but have never been to the museums on the National Mall or the zoo. Some come to school hungry on Monday. At many homes no English is spoken. Others come to school concerned that they or members of their family will be deported and are unable to fully focus. The failure of these students to reach their full potential is pre-ordained.

The holistic approach recommended in the Blueprint is essential for the personal development of every student. When every student is given the opportunity and the skills to succeed, the future of Maryland's economy will be bright. This begins with funding expanded pre-kindergarten for all students at age four and at-risk students at

age 3. Better pay and training for teachers will attract and help retain even better teachers who will instill a life-long thirst for learning in more students. Without diminishing our focus on college preparatory education, a significant increase in trade and career education is critical for the growing segment of students for whom college is not the ideal or preferred path.

More resources must be provided to schools in areas of concentrated poverty and more services and resources must be provided to poverty-stricken families. Students with special needs or students who struggle to learn when they are weighed down by fears of family separation or worried if there will be food on the table all require additional resources. Students and families need access to guidance counselors and social workers at every school. At many schools there are far too few of them. Aspiring to successfully address these critical needs, and even passing legislation that prescribes a world-class education for all students, is meaningless without fully funding the recommendations.

The large number of individuals and organizations supporting enactment of SB1000 and HB1300 demonstrates the strong support across Maryland for increasing funding for our schools and our teachers and addressing the disparities that are currently accentuated by funding formulas that do not address these disparities.

Investing in a world class education for every student is not only the right thing to do for our children, it is also the only way to systemically address long-term challenges such as enhancing economic growth, reducing health care costs and crises like the opioid epidemic, and shutting down the school to prison pipeline.

It is our obligation to reverse the decline in the value of a Maryland education. Implementing the recommendations contained in The Blueprint for Maryland's Future is our once-in-a-generation chance to do that. Every year we fail to act, more children fail to reach their potential, more families struggle, and the situation becomes more dire. Now is the time for prompt, comprehensive action.

Therefore, DoTheMostGood recommends **FAVORABLE** reports on SB1000 and HB1300.

Respectfully Submitted,

Barbara Noveau
Executive Director, DoTheMostGood
barbara@dtmg.org
240-338-3048

HB1300_Favor_IndiaOchs

Uploaded by: Ochs, India

Position: FAV

HB1300/SB1000 Blueprint for Maryland's Future – Implementation

Submitted by India Ochs (Annapolis, MD)

As a parent and former student of Anne Arundel County public schools, I am in full support of implementing the Blueprint for Maryland's Future under HB1300/SB1000.

Of note, I wanted to highlight the concept of world class education, a term used throughout these bills and by others supporting changes to education, but a term without a clear definition. Achieving a world class education should not be about having the highest test scores in the world, but about providing our students with an education that enables them to address 21st century issues. A world class education system should engage our students in authentic, not standardized, learning experiences. If we want to provide our students with a world class curriculum, that curriculum needs to be broad and flexible, so our kids can learn content and skills related to their own interests, talents, and abilities. A world class education system provides direct support for each of student. All students should be connected to at least one significant adult in the building, so that they can get the needed support in pursuit of their best education. A world class education system should also capitalize on the strengths of its students and teachers, and connect with community resources. Teachers and students should be able to tap into their own talents and interests. A world class education system seeks not to standardize, but to make the most of both its students and teachers in all learning.

A world class system should not push higher test scores, but should push for higher standards and better outcomes in areas like reading, math, and science, and those higher standards need to be put in place for all our students, so that students from low income families, students with disabilities, or non-English speaking students have the same standards, the same opportunities, as their peers. And the good news is, if the Blueprint for Maryland's Future is fully implemented, with things like the increased early education for our 3 and 4 year olds who are most in need, increase pay and supports for our teachers, focus on both college and career-ready opportunities, and additional supports in special education and mental health, we will have the opportunity to actually bring that world class education to all our students. Thank you and please fully support HB1300/SB1000.

HB1300_MAP_SUPPORT_Quinlan

Uploaded by: Quinlan, Margo

Position: FAV



TESTIMONY IN SUPPORT OF SB 1000/HB1300

Blueprint for Maryland's Future - Implementation

Education, Health, and Environmental Affairs

Budget and Taxation

Appropriations

Ways and Means

February 17, 2020

Submitted by Stacey Jefferson and Margo Quinlan, Co-Chairs

Member Agencies:

Advocates for Children and Youth
Baltimore Jewish Council
Behavioral Health System Baltimore
CASH Campaign of Maryland
Catholic Charities
Episcopal Diocese of Maryland
Family League of Baltimore
Fuel Fund of Maryland
Health Care for the Homeless
Homeless Persons
Representation Project
Job Opportunities Task Force
League of Women Voters of Maryland
Loyola University Maryland
Maryland Catholic Conference
Maryland Center on Economic Policy
Maryland Community Action
Partnership
Maryland Family Network
Maryland Hunger Solutions
Paul's Place
Public Justice Center
St. Vincent de Paul of Baltimore
Welfare Advocates

Marylanders Against Poverty

Stacey Jefferson, Chair
P: 410-637-1900 ext 8578
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Margo Quinlan, Co-Chair
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E: mquinlan@familyleague.org

Marylanders Against Poverty (MAP) supports Senate Bill 1000/House Bill 1300 because adequate, equitable investment in public education is an anti-poverty strategy. MAP is particularly supportive of provisions of the Blueprint which ensure additional resources, supports, and services for children living in economically disinvested communities and dealing with the impacts of concentrated poverty.

Students, families, and communities in every jurisdiction of Maryland stand to benefit from the passage of the Kirwan Commission's recommendations into law. For years, Maryland has funded public education in a regressive manner, allocating resources to jurisdictions inequitably. This has resulted in some jurisdictions with students who face significant non-academic and academic barriers to learning being underfunded while jurisdictions with less severe student need receiving funds above and beyond their respective requirements.

76% of students living in poverty in Maryland live in jurisdictions that are not Baltimore City.¹ 63% of all low-income students in Maryland are enrolled in districts with poverty rates of 15% or below.² It may be easy for some to forget about these students in larger conversations about cost, taxes, and resources, but the members of this coalition have difficulty overlooking those in need—they are the clients we directly serve every day. We know the costs associated with failing to make critical investments in Marylanders early on in their lives—Maryland must make a smart investment in its economic future, today.

MAP appreciates your consideration, and strongly urges a favorable report on Senate Bill 1000/House Bill 1300

Marylanders Against Poverty (MAP) is a coalition of service providers, faith communities, and advocacy organizations advancing statewide public policies and programs necessary to alleviate the burdens faced by Marylanders living in or near poverty, and to address the underlying systemic causes of poverty.

¹ The Urban Institute. "Do Poor Kids Get Their Fair Share of School Funding?" https://www.urban.org/sites/default/files/publication/90586/school_funding_brief.pdf May 2017.

² IBID

HB1300_BCF_FAV_Sauls

Uploaded by: Sauls, President and CEO, Shanaysha

Position: FAV

February 17, 2020

Senator Guy Guzzone
Chair, Senate Budget and Taxation Committee
3 West
Miller Senate Office Building
Annapolis, Maryland 21401

Delegate Maggie McIntosh
Chair, House Appropriations Committee
Rm 121
House Office Building
Annapolis, MD 21401

Senator Paul G. Pinsky
Chair, Senate Education, Health, and Environmental Affairs Committee
2 West
Miller Senate Office Building
Annapolis, Maryland 21401

Delegate Anne R. Kaiser
Chair, House Ways and Means Committee
Rm 131
House Office Building
Annapolis, Maryland 21401

Re: Support for House Bill 1300/ Senate Bill 1000_ Blueprint for Maryland's Future – Implementation

Dear Chairmen and Committee Members:

The Baltimore Community Foundation (BCF) supports House Bill 1300 and Senate Bill 1000 as their provisions represent the full recommendations of the Commission for Innovation and Excellence in Education (the Kirwan Commission) and offer a once-in-a-generation opportunity to expand early-childhood education programs, add career and technical education to schools, and give all communities the resources they need to succeed.

As an organization, BCF promotes the success of Baltimore's communities, its residents and particularly its young people by supporting effective public schools and equipping neighborhoods with the resources they need to build on community assets, attract investment and develop social capital. The recommendations put forth by the Kirwan Commission provide a plan that prioritizes our children and would result in significant economic benefits for all Maryland families.

The repercussions of an inadequately funded education system are clear and far-reaching. More than any other social determinant of health, access to a high-quality education defines a person's long-term health, employability, and quality of life. Everything from where someone lives, if they can afford healthcare, even their overall life expectancy is impacted by the education they receive.

By the State's own estimates, our existing education funding formula underfunds Maryland's public schools by at least \$2.9 billion annually. Moreover, the outdated nature of our current funding formula and programmatic structure has resulted in the emergence of significant geographic, ethnic, and socioeconomic opportunity gaps among students.

Research conducted by The Education Trust with funding from BCF found that nearly half of Maryland's Black or Latino student population attends school in one of the three most underfunded districts in the state, receiving on average about \$4000 less per student than the current funding formula directs. As a result, the data shows dramatic racial gaps in student outcomes regardless of family income. White students are more than twice as likely to meet or exceed expectations on 4th grade reading and Algebra I than both Black and Latino students. Black and Latino students are also less likely to enroll in college within one year of graduation than their White peers. The gaps in both reading and college enrollment are larger among higher income students. These disparities in outcomes are the direct result of inequalities in access to opportunities to learn.

Too many Maryland students and families are made to suffer the negative consequences of overcrowded classrooms, teacher shortages, and lack of access to resources and programs like pre-kindergarten and technical education. BCF knows first-hand how investments in our children can set them on the path to success. Beginning in 2012, BCF raised \$6 million in private support to leverage public investments to open eight new Judy Centers—early childhood education and service hubs—and fund a citywide coordinator position within the Baltimore City Public Schools system. The outcome data since have consistently shown that children with Judy Center experience outperform their peers without such experience on Kindergarten readiness assessments, confirming that the investments that the Kirwan Commission recommends in areas such as early childhood education will have a positive impact.

At this critical time, we must consider the weight of this opportunity and ask ourselves “what is more important than funding the blueprint for Maryland’s future?”

For these reasons, the Baltimore Community Foundation respectfully requests the Committees grant House Bill 1300 and Senate Bill 1000 a favorable report.

Respectfully,

Shanaysha Sauls
President & CEO, Baltimore Community Foundation

HB1300_BCA_FAV_Matt Stegman

Uploaded by: Stegman, Matt

Position: FAV



BERNARD C. "JACK" YOUNG
MAYOR

*Office of Government Relations
88 State Circle
Annapolis, Maryland 21401*

SB 1000 / HB 1300

February 17, 2020

TO: Members of the Senate Budget & Taxation Committee, Senate Education, Health, and Environmental Affairs Committee, House Appropriations Committee, and House Ways & Means Committee

FROM: Matt Stegman, Deputy Director of Government Relations

RE: Senate Bill 1000 / House Bill 1300 – Blueprint for Maryland's Future - Implementation

POSITION: SUPPORT

Chair Guzzone, Chair Pinsky, Chair McIntosh, Chair Kaiser, and Members of the Committees, please be advised that the Baltimore City Administration (BCA) **supports** Senate Bill 1000 and House Bill 1300.

The BCA is grateful to the members of the Commission on Innovation and Excellence in Education (the Kirwan Commission), who have spent nearly four years studying what the best-performing school systems around the world do to support students and educators and developing a plan to bring the best ideas here to Maryland. The BCA believes that SB 1000 and HB 1300 present a once-in-a-generation opportunity to transform the delivery of public education in the state of Maryland.

The bill implements many of the recommendations of the Kirwan Commission. It overhauls the formulas by which state and local appropriations for public education are calculated, creates a career development ladder for professional educators, codifies accountability measures to ensure resources reach the students most in need, and makes a host of policy changes designed to ensure every Maryland student completes high school ready for a college or career. The BCA stands ready to work with our state partners to implement the policy changes proposed in the bill.

*Annapolis – phone: 410.269.0207 • fax: 410.269.6785
Baltimore – phone: 410.396.3497 • fax: 410.396.5136
<https://mogr.baltimorecity.gov/>*

However, the recommended enhancements come with a significant price tag, both for the state and for local jurisdictions. The Department of Legislative Services (DLS) estimates that this bill will require Baltimore City to ramp up annual local investment in public education to \$340 million above current levels by FY 2030. Mayor Bernard C. “Jack” Young has declared that Baltimore City is “all in” for the Blueprint plan¹, but Baltimore needs the help of its state partners to meet this requirement given the City’s limited ability to further increase revenues or cut services.

The BCA requests, in the interest of equity, that legislative leaders give strong consideration to amendments that would direct more state aid towards comparatively low-wealth jurisdictions like Baltimore City. We respectfully request a **favorable** report on Senate Bill 1000 and House Bill 1300.

Baltimore City’s Preparation for the Blueprint for Maryland’s Future

Per current State law, local jurisdictions’ contributions for school funding are wealth-equalized based on property and income wealth. In many years the City has voluntarily contributed more local funding to education than required by statute. For example, between Fiscal 2001 and Fiscal 2009, when declining enrollment led to lower MOE requirements, the City chose to maintain School funding each year rather than reduce contributions at a cost of \$41.8 million. In addition, in Fiscal 2017 the State mandated an additional \$10 million contribution from the City above MOE.

Between Fiscal 2018 and 2020, the City made a significant three-year, \$99.2 million commitment of funding above the Fiscal 2017 MOE level to protect City Schools from declining State formula aid and rising costs (The “Bridge to Kirwan”). The Bridge funding legislation (HB684 of 2017) required that \$10 million of that commitment be a permanent increase beyond the three-year period. The remaining aid was provided by the City in the form of in-kind services for school health and risk management. In Fiscal 2020, the final year of the formal agreement, the City is providing a total of \$38 million above baseline including \$13 million of cash and \$25 million of in-kind services.

Mayor Young has committed to providing an additional \$25 million for schools in Baltimore’s FY 2021 budget to fully bridge the gap to the expected FY 2022 implementation of the Blueprint for Maryland’s Future.² The in-kind services and cash payments provided via the Bridge to Kirwan agreement were paid for with Fund Balance reserves, and the City does not have a recurring source of revenue to continue them.

¹ See, “Mayor Young Pledges \$25 Million to City Schools for Next Year”. Nov. 22, 2019. <https://content.govdelivery.com/accounts/MDBALT/bulletins/26db2d3>. Accessed Feb. 16, 2020.

“I want to be clear: Baltimore City will support its schools. I have a long history of fighting for increased funding for our young people and our classrooms, and I won’t stop now,” said Mayor Bernard C. “Jack” Young. “Consider this \$25 million for next year a down payment on Kirwan. As a result of those recommendations, we as a city will have to send hundreds of millions more in local funding to our schools over the next 10 years. We won’t shrink from that obligation.”

² *Id.*

To summarize, in thirteen of the last twenty fiscal years, City contributions have exceeded the MOE funding formula requirement, some per State mandates but most via voluntary City contributions. In Fiscal 2020, the City is providing \$89.8 million more annually than was required by the State's MOE funding formula.

Looking forward, every Baltimore City agency has been asked to identify reductions totaling 5% of their annual budget and to rank and prioritize all services the agency delivers.³ These exercises will help identify efficiencies that can be implemented immediately and inform future decisions related to service reductions and their impact. Concurrently, the Department of Finance has been working on refreshing its 10-Year Financial Plan, which will include additional savings ideas, such as revenue enhancements, service efficiencies and/or reductions, employee benefit changes, and other financial reforms.

Baltimore City's Ability to Increase Taxes or Cut Services is Constrained

Fully implementing the full local contribution of \$340 million more called for in FY 30 would require achieving savings equal to nearly 25% of the City's entire discretionary Operating Budget. This is a nearly impossible task given the current financial constraints the city operates under.

Baltimore City's personal and property tax rates are among the highest in Maryland, and in many cases at least double those of surrounding jurisdictions.⁴ This severely limits the City's ability to raise additional revenue. Even if the City were to raise tax rates, nearly one-third of the land area of the City is exempt from taxation because it is owned by a governmental, non-profit, or faith organization. Notably, the Port of Baltimore – the single most valuable piece of property in the state of Maryland – returns no property tax revenue to the City of Baltimore because it is owned by the State of Maryland.

Baltimore City was hit disproportionately hard by the last economic recession and has yet to fully recover. To manage the recession, the City was forced to respond with a series of revenue enhancements and service cuts. The City raised rates in Fiscal 2010 and 2011 on income taxes, hotel taxes, energy taxes, telecom taxes, parking taxes, and parking fines, among others. Additionally, the City added new taxes on billboards, taxi rides, and beverage containers, in an attempt to broaden the tax base. All of these taxes remain in place to this day.

Baltimore did not experience a sharp rebound from the depths of the Great Recession. This was not a typical "bust" followed by a "boom" cycle. Instead, the

³ See, Richman, Talia, "Baltimore mayor tells agencies to anticipate cuts as city prepares to fund statewide plan to improve schools". The Baltimore Sun, Nov. 22, 2019. <https://www.baltimoresun.com/politics/bs-md-pol-budget-kirwan-20191122-gz56cacmtrda3gsxdd7rpwmdhy-story.html>. Accessed Feb. 15, 2020.

⁴ See, SDAT, "2019-2020 COUNTY & MUNICIPALITY TAX RATES." https://dat.maryland.gov/Documents/statistics/Taxrates_2019.pdf. Accessed Feb. 15, 2020.

economic recovery has been slow and modest. In Fiscal 2013, the City developed a 10-Year Financial Plan, which predicted only modest revenue growth coupled with rapidly rising costs, especially on health benefits and pensions. Even a decade after the Great Recession, and after a series of impactful financial reforms and steady financial management, the City is still in a tenuous financial position. The immediate outlook for Fiscal 2021 is not promising. General Fund revenues are expected to grow only enough to cover the cost of existing services

HB1300_SB1000_MCCPTA

Uploaded by: Stewart, Laura

Position: FAV

**Written Testimony Submitted for the Record to the
Maryland Senate
Education, Health, and Environmental Affairs Committee
Maryland House of Delegates
Appropriations Committee
Ways and Means Committee
Blueprint for Maryland's Future - Implementation (SB 1000/HB 1300)
February 17, 2020 - SUPPORT**

Thank you for this opportunity to submit written testimony concerning an important priority of the Montgomery County Council of PTA's (MCCPTA) for the 2020 legislative session. MCCPTA represents over 40,000 members from over 200 school communities. MCCPTA strongly supports SB1000/HB1300, The Blueprint for Maryland's Future. This historic bill will add 4 billion dollars (shared by State and Local jurisdictions) to fund the 5 major policy areas outlined by the Kirwan Commission:

- Invest in early childhood education
- Transform teaching and school leadership into high quality and high status merit based professions
- Implement rigorous curricula, benchmarked to international standards and leading to college ready and industry certified workforce credentials
- Ensure all students are successful by providing significantly more support for schools that need it most, including students attending schools with high concentrations of poverty and struggling learners
- Establish a rigorous governance and accountability structure with meaningful consequences for under performance

MCCPTA strongly supports full funding of the Blueprint for Maryland, phasing in 4.0 billion dollars more (state and local funds) over a 10 year period. We recognize that Montgomery County, which has exceeded Maintenance of Effort (MOE) since the Great Recession, will receive close to 1:1 matching funds in order to implement the Blueprint programs. We recommend the state open up avenues for local revenue streams, especially for future years, in order to assure full implementation.

Maryland cannot afford to continue with the status quo when educating its children. We are no longer a leader in the nation, in fact according to the latest NAEP scores, we are 27th in 4th and 8th grade math, 24th in 4th grade reading, and 17th in 8th grade reading. We can and must do better. According the analysis by the Sage report, this investment will pay for itself. <https://www.baltimoresun.com/politics/bs-md-pol-kirwan-costs-20191203-hcf3va77xfdy3iiflierbdyfpfi-story.html>

MCCPTA especially supports expanding Pre-K, hiring more highly qualified and diverse teachers, closing the opportunity gap at schools with a high concentration of poverty, and offering more Career and Technology Education. Montgomery County has shown commitment in all of these areas, but we need more resources in order to fulfill this commitment. As shown by the recent Montgomery County Office of Legislative Oversight report, we have work to do in closing the opportunity gap.

<https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/OLOReport2019-14.pdf> The Blueprint for Maryland's Future will provide the tools needed to ensure all children, no matter their zip code, can reach their potential.

MCCPTA recommends a favorable report on SB1000/HB1300.

Respectfully,

Laura Stewart
MCCPTA Vice President of Advocacy

HB1300_George Hess_FAV

Uploaded by: STUDENTS, HAMPSTEAD HILL

Position: FAV

George B. Hess, Jr.
2515 Old Court Road
Baltimore, Maryland 21208

**Testimony in support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future
Senate Budget & Tax, Education, Health, and Environmental
Affairs Committees
February 19, 2020**

February 14, 2018

Ladies and Gentlemen:

I am writing to you as a lifelong resident of the Baltimore area who has been involved in both business and education here.

Along the way I have been heavily involved in both public and private education, formally advising two Baltimore City School Superintendants, Chairing the Board of a local college, and for the last 14 years as the Chair of the Board of the Baltimore Curriculum Project, the largest charter school operator in the state of Maryland.

Through these jobs and others I have learned that well funded schools make a dramatic difference. They yield better educated children and keep children off the streets and out of trouble. Ultimately these same children become more productive members of the community.

After reading the above, it goes without saying that I strongly support House Bill 1300/Senate Bill 1000 proposing to create a world class pre K – 12 Public School system in Maryland.

Sincerely,


George B. Hess, Jr.

HB1300_HHA_FAV

Uploaded by: STUDENTS, HAMPSTEAD HILL

Position: FAV

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

Kamryn, HHA #47

2. What should every school have?

I think every school should have.... free lunch, after school clubs, a parent board and a esal room.

3. If every school had these things, how would it affect their education?

If every school had these thing beacuse it would help them get smarter.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Emily Grace Woolery, HHA

2. What should every school have?

Every school should have a
GOOD Education system's Free lunch,

3. If every school had these things, how would it affect their education?

If every-body had Free and Good
lunch, they could eat. With all the other
supplies. Here they will get Educated better.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

NASIF HHA

2. What should every school have?

Einrich mit teachers computers

3. If every school had these things, how would it affect their education?
Air conditioning

Air conditioning would help them concentrate.
Einrich ^{teachers} would challenge them

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

All of those schools should have those things. Because these things help them learn more

Toby

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

My name is Toby.
I go to HHA47.47.

2. What should every school have?

I think every school should have dreambox.

3. If every school had these things, how would it affect their education?

Help them learn beyond.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Branon, I got to HHA

2. What should every school have?

I think every school should have: after-school clubs, extra supplies, good teachers, extra

3. If every school had these things, how would it affect their education?

After school clubs help you learn more, and if you have a good teacher, it'll be harder to get passed the year.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

Parker, Hampsted Hill 47

2. What should every school have?

Every school should have...

- technology
- air conditioning
- free lunch

3. If every school had these things, how would it affect their education?

It would affect their education by...

- learning typing
- concentrating
- to save money for collage

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Teddy HHA (Hempstead Hill)

2. What should every school have?

Every school should have supplies

3. If every school had these things, how would it affect their education?

So let's say there are no pencils
and you're at school. You forgot your pencil
and nobody has extra pencils what are you
gonna do. You can't do anything you're stuck.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Malak J.

HHA

2. What should every school have?

1. I think every school should have school lunch for free.
2. I think every school should have air conditioning.
3. I think every school should have technology.

3. If every school had these things, how would it affect their education?

1. I think every school should have these things because it would be easier to learn.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Ellia Parr, Hampstead Hill Academy

2. What should every school have?

I think every school should have a laptop cart.
It gifted education teachers and proper heating/
air condition

3. If every school had these things, how would it affect their education?

If every school had laptops for every student
they would be so much easier to research.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

My name is Bria S.

Linwood Ave.

I go to Hampsted Hill academy

(In Baltimore)

2. What should every school have?

I think every school should have.....

1) Technology

2) Desk/ Table

3) Free lunch

3. If every school had these things, how would it affect their education?

1) So that kids can practice things and do research

2) So that kids can learn on something to write.

3) Lunch needs to be free because kids want to save their money to buy something they like.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

1. Who are you (name, school)?

Grace Collier
HHA #47 E.G.A.T.E.

2. What should every school have?

I think every school should have a promeathen board, Esol room, and After school clubs. Also a computer cart.

3. If every school had these things, how would it affect their education?

It would affect their education because it would help them go to college and get their master's degree.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Gabriella
Hampsted Hill Academy

2. What should every school have?

Every school should have.....

water fountains, air conditioning, amazing teachers like
ones we have here.

3. If every school had these things, how would it affect their education?

without water you can't concentrate.
without air conditioning you can't focus.
The teachers that support you help you can help you
get places.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

I am Neneh. My school is HHA #47

2. What should every school have?

Every school should have a way to get a good scholarship.

3. If every school had these things, how would it affect their education?

It would make them get a good college

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
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February 17th, 2020

1. Who are you (name, school)?

My name is Bentley. I go to HHA

2. What should every school have?

Every school should have air conditioning,
computers and a promethean board.

3. If every school had these things, how would it affect their education?

Computers would help with research. Air
conditioning would make more school.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

A promethean board would help with fun and learning.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees

February 17th, 2020

1. Who are you (name, school)? OLIVIA, HHA

2. What should every school have? air conditioning, heat, technology

3. If every school had these things, how would it affect their education? Technology helps us collect data faster. Air and heat helps you concentrate.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Jack Morris

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Name: Jack Morris school: HHA,

2. What should every school have?

Every school should have desks, ^{air conditioning} and technology.

3. If every school had these things, how would it affect their education?

If every school had these things for technology you would not waste paper. If you had air conditioning you wouldn't be hot or cold. If you had desks you can have a place to work.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

Ava Dagistan at ~~Middle~~

2. What should every school have?

a computer cart, advened teacher and air condion

3. If every school had these things, how would it affect their education?

No it would help there education

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

Terry HHA

2. What should every school have?

Every school should have a promethean, technology
and pencils

3. If every school had these things, how would it affect their education?

It would help them learn better

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Kip Dziedzic

2. What should every school have?

every school should have
Technology

3. If every school had these things, how would it affect their education?

it would make them
go to better colleges.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

February 17th, 2020

1. Who are you (name, school)? *Hudson, school HHA*

2. What should every school have?

*I think every school
should have air conditioning*

3. If every school had these things, how would it affect their education?

think better They would

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.



Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

My name is Ivy
Dziedzic
My school is HHA

2. What should every school have?

I think every school should have:
An A.C

Electronics and free lunch.

3. If every school had these things, how would it affect their education?

If every school had these things
kids would have a better time
at school

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

My name is Andrew Beaudry and I go to
Hamstead Hill Academy.

2. What should every school have?

air conditioning.

3. If every school had these things, how would it affect their education?

Then if it's really hot, they don't have
to miss school

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Killer

H H J

2. What should every school have?

every school should have

3. If every school had these things, how would it affect their education?

IPD

It will be go ing on Learning sites

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Liam Hunt

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

I am Liam Hunt and I go to
Hampstead Hill Academy.

2. What should every school have?

Every school should have air conditioning,
heating, and technology.

3. If every school had these things, how would it affect their education?

IF every school had these things, kids would
be happier and smarter.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

J O'Quin
HHA

2. What should every school have?

EVERY SCHOOLS SHOULD
HAVE A HEATER, A COMPUTER, AND BOOKS
EAK, HMENTEACHER

3. If every school had these things, how would it affect their education?

They'd be able to let them
be learn and be
comfortable

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

My name is Ryan D School: h h g h 7

2. What should every school have?

Every school should have Technology to help kids research. Every school should have air conditioning. Also every school should have writing

3. If every school had these things, how would it affect their education?

If every school had these things ^{tests} ^{concentration} it would make it easier to learn.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Sincerely
Ryan

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020**

1. Who are you (name, school)?

Hailey Denham
HHA 47

2. What should every school have?

Every school should have air conditioning and heat,
electronics and school nurse.

3. If every school had these things, how would it affect their education?

This can affect their education because
you won't be able to concentrate
or learn easily.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future

Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees
February 17th, 2020

1. Who are you (name, school)?

Quinn McCartney, HHA

2. What should every school have?

Every school should have...

- Air conditioning
- Enrichment
- Computers

3. If every school had these things, how would it affect their education?

If you have air conditioning it helps you concentrate.

If you have enrichment you can think beyond.

If you have computers you can research easy.

We urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

NECO_SB1000_HB1300_SUPPORT

Uploaded by: Sunderman, Gail

Position: FAV



Baltimore, Maryland 21239

**SENATE BILL 1000 & HOUSE BILL 1300:
BLUEPRINT FOR MARYLAND'S FUTURE – IMPLEMENTATION**

**Senate Budget and Tax, Education and Health and Environmental Affairs Committees
House Appropriations and Ways and Means Committees**

FEBRUARY 17, 2020

POSTION: SUPPORT

The Northeast Community Organization (NECO), an umbrella organization representing eighteen communities in the north and northeast areas of Baltimore City, has been active in the community since 1970. We are committed to working with state and local government to strengthen our communities. We **strongly support Senate Bill 1000/House Bill 1300**, which provides an opportunity to add career and technical education to schools, give teachers the pay they deserve, expand access to pre-kindergarten, and provide schools the resources they need to educate our children. We also **support fully funding** the Blueprint for Maryland's Future.

Improving our schools in Baltimore City has been a primary objective of NECO and we view this bill as an opportunity to advance that goal. The Blueprint for Maryland's Future (SB1000/HB1300) is particularly important for the Baltimore City Public School System (BCPSS) because it allocates resources more equitably to students who need them most. The Concentration of Poverty School Grant will allow the district to expand Community Schools into more schools and the Prekindergarten Expansion Grant Program will enhance and expand the district's prekindergarten program. The proposed allocations for Career and Technical Education are desperately needed to improve options and opportunities for students wanting to pursue a career track. The provisions providing additional resources for mental health workers, support for trauma informed care and restorative approaches will change the trajectory for struggling learners across the state. Increasing the minimum teacher salary is an important step towards paying teachers as the professionals they are, but we think this should be in place at least by July 1, 2025 rather than delaying it until 2029.

NECO Purpose

To unite the neighborhood associations, community organizations, and institutions within the designated area; *To articulate* the needs and concerns of the NECO area regarding community development and economic, commercial, educational, recreational and environmental issues to the City and State governments;

To provide a forum to educate NECO members and the means for public discourse and education; and

To support, assist and serve as a resource to member organizations.

While we strongly support SB1000/HB1300, we believe it can be strengthened in the following ways. First, we are concerned that the two districts serving large shares of diverse and low-income students—Baltimore City and Prince George’s County—have the largest increase in the local share of the funding formula. We recommend revisions to the local share of the funding formula and finding mechanisms to help low-wealth districts meet their local share obligations.

Second, we support strong accountability, but we oppose withholding desperately needed resources from schools and districts as a sanction for not meeting performance goals. This provision will negatively affect districts such as Baltimore City that serve the most disadvantaged students and have the greatest challenges. It is also unclear how withholding resources will help districts and schools improve.

Third, using a cut score on standardized assessments to assess students in the 10th grade for “college and career readiness” may seem like a good idea, but it is likely to result in the inequitable treatment of students, including those in Baltimore City. We do not have any clear understanding of the skills, prerequisites, or knowledge that are needed to succeed in college, and this is even more true for what it means to be “career ready.”¹ These provisions will most likely identify “diverse” students as not meeting the college and career ready standard, and will narrow the curriculum options available to them by requiring remedial or transition coursework and prohibiting enrollment in post college and career ready pathways. Finally, a test score cut-off point is an arbitrary measure of what a student knows and can do. Ultimate success in high school is more likely to be enhanced by providing timely interventions in earlier grades for students at risk of academic failure.

Finally, to fund Senate Bill 1000 and House Bill 1300, we support progressive changes to our tax structure. This is very doable as there are ways to make the tax code more equitable and progressive without burdening taxpayers.²

We urge a favorable report on Senate Bill 1000 and House Bill 1300.

Respectively submitted,

Shane Bryan, President
Northeast Community Organization (NECO)
Baltimore, MD

¹ Fey, J. T. (2014). *High school mathematics standards in Maryland: Challenges and consequences of policy implementation*. College Park, MD: Maryland Equity Project, The University of Maryland. Retrieved from https://education.umd.edu/sites/education.umd.edu/files/Fey_Math%20Policy%20Commentary_6%202024%2014_0.pdf

² Meyer, C., (January 2019). *Building our future: A revenue plan for world-class schools in Maryland*. Baltimore: Maryland Center on Economic Policy. Retrieved from <http://www.mdeconomy.org/wp-content/uploads/2019/01/Building-Our-Future.pdf>

NECO Purpose

To unite the neighborhood associations, community organizations, and institutions within the designated area; *To articulate* the needs and concerns of the NECO area regarding community development and economic, commercial, educational, recreational and environmental issues to the City and State governments;

To provide a forum to educate NECO members and the means for public discourse and education; and
To support, assist and serve as a resource to member organizations.

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Uploaded by: Swanson, Tricia

Position: FAV



To Lead, Advocate and Connect as the Voice of Business

Senate Bill 1000 and House Bill 1300 - Blueprint for Maryland's Future

Education, Health, and Environmental Affairs and Budget and Taxation
Appropriations and Ways and Means

February 17, 2020

SUPPORT

The Blueprint for Maryland's Future legislation establishes in law the policies and accountability recommendations of the Commission on Innovation and Excellence in Education. The Montgomery County Chamber of Commerce (MCCC) strongly advocates for and supports investments for the continuum of education – PreK to J(ob). In fact, when MCCC surveyed its Board of Directors last summer, the biggest concern of this diverse cross-section of business leaders was the attraction and retention of top talent. By investing in and strengthening our education system, we are ensuring our businesses can hire graduates right here in the state of Maryland. Additionally, after Marylanders have invested in these students throughout the education continuum, we want those future taxpayers to stay in the state. MCCC is particularly enthusiastic about following components of the Blueprint:

Career and Technical Education (CTE)

The bill creates a CTE Committee within the Governor's Workforce Development Board to build an integrated, globally competitive framework for providing CTE to Maryland students in public schools, institutions of postsecondary education, and the workforce. Further, there is funding set aside for a partnership between a local board of education, a community college, and an industry partner for a CTE framework and curriculum that includes industry best practices.

Accountability

Because historic and substantive funding will be going toward the continued implementation of the Blueprint, MCCC appreciates the creation of the Accountability and Implementation Board (AIB) as an independent unit of State government. The AIB is designed to hold other units of government accountable for implementing the Blueprint and evaluating the outcomes of the Blueprint during the implementation period. In addition to the Board dispensing the funds, the board may also withhold additional funds if it finds appropriate steps to improve student progress or implement the Blueprint have not been taken.

MCCC also supports **additional investments in prekindergarten** and early childhood education. Not only does quality childcare set our youngest residents up for success later in life, but it provides local businesses and working parents with more opportunities to grow – an important factor as we plan for the future of our regional economy.

A strong education system is pivotal to a strong economy. For this, and the aforementioned reasons, **MCCC supports the Blueprint for Maryland's Future** legislation and respectfully urges a favorable report.

The Literacy Lab_HB1300_FAV

Uploaded by: ZELMAN, RUDI

Position: FAV

Testimony in Support of House Bill 1300 and Senate Bill 1000 The Blueprint for Maryland's Future

Senate Budget and Tax, Education, Health and Environmental Affairs Committees House Appropriations and Ways and Means Committees February 17th, 2020

The Literacy Lab is a nonprofit organization committed to closing the literacy gap for Maryland's youngest learners by placing rigorously trained early literacy tutors in high-need early childhood settings. The Literacy Lab currently partners with 24 schools in Baltimore City, serving nearly 1,300 students every day. Our 66 full-time early literacy tutors are AmeriCorps members, and their commitment to a year of service allows them to provide consistent, daily interventions to their students. The Literacy Lab strongly believes in evidence-based instruction, and our model meets the Level 1 - Strong Evidence requirements under ESSA. We encourage you to read the included additional testimony from Maryland educators who have seen firsthand the impact of our work.

We are writing to express support for House Bill 1300/Senate Bill 1000, The Blueprint for Maryland's Future. Specifically, The Literacy Lab strongly supports the provision on transitional supplemental instruction, including tutoring. We know that building a world-class education system for all Maryland students will require a mix of evidence-based approaches, and we know intensive tutoring is a critical piece of that overall puzzle.

The Literacy Lab supports the language on transitional supplemental instruction as currently written, and urges lawmakers to resist amendments that would take flexibility away from school districts to choose the intervention models that best work for their students. Extensive evidence suggests that with intensive training and robust, expert coaching, caring adults from a variety of backgrounds are able to deliver strong academic outcomes for students in a cost-effective way. Full-time tutors who are trained to implement an evidence-based model with fidelity provide additional support for classroom teachers, freeing these teachers to focus on driving classroom-wide student achievement. We also suffer from a statewide teacher shortage. Tutoring programs such as ours at The Literacy Lab attract skilled, motivated people who may not otherwise consider a career in education, building a critically important pipeline of talent.

For these reasons, we urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000, and to reject any amendments to the transitional supplemental instruction language that would limit the flexibility and autonomy of school districts.

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees House
Appropriations and Ways and Means Committees
February 17th, 2020**

To Whom It May Concern:

I currently serve as the Principal of Windsor Hills E/MS on Baltimore's far west side. We enroll about 270 students. I began working with Literacy Lab as an Assistant Principal at another school in Baltimore. After I was promoted to being a Principal, I immediately began the work to bring Literacy Lab on-board. We have hosted the program for two school-years and have found the tutors and services they provide to be invaluable to our daily work.

I am writing to express my strong support for House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future. Specifically, I strongly support the provision on transitional supplemental instruction, including tutoring. As a principal I have worked with The Literacy Lab, a local nonprofit that places full-time, rigorously-trained early literacy tutors in public schools to provide additional literacy interventions to struggling learners. The students who receive tutoring services are always excited to attend. Families appreciate the updates on student performance and the individualized attention Literacy Lab provides. Finally, as an administrator, I know that the work our tutors are doing each day brings our school closer to meeting our goals.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Be well,

Joshua Bailey
Principal
Windsor Hills E/MS

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees House
Appropriations and Ways and Means Committees
February 17th, 2020**

My name is Heidi Dworin, and I am the Dean of Instruction at Elmer A. Henderson: A Johns Hopkins Partnership School. I taught in Baltimore City Schools for ten years and have served as an instructional leader since 2018.

I am writing to express my strong support for House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future. Specifically, I strongly support the provision on transitional supplemental instruction, including tutoring. Specifically, I am writing to express my support for Literacy Lab, a local nonprofit that trains and places full-time literacy tutors for struggling learners. As the Internal Coach for our Literacy Lab tutors, I've seen firsthand the amazing impact this program has on our students' reading growth. Last school year, we had two Literacy Lab tutors who served 37 of our students. 65% of our students in Literacy Lab exceeded the target growth rate for their grade level and 19% of the students in Literacy Lab achieved grade-level proficiency. This year, we doubled our tutoring workforce to four tutors who are now serving 64 Henderson-Hopkins students every day. 44 of these students are now exceeding the target growth rate for their grade level. Additionally, of the 64 students who began receiving tutoring this fall, 10 students have already been exited from the program for consistently meeting grade-level targets and 10 new students have been added to our Literacy Lab caseload. We attribute these impressive results to Literacy Lab's effective structures for member training, research-based interventions, targeted ongoing coaching, and monthly data analysis.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Sincerely,

Heidi Dworin

Dean of Instruction, Elmer A. Henderson: A Johns Hopkins Partnership School #368

**Testimony in Support of House Bill 1300 and Senate Bill 1000
The Blueprint for Maryland's Future**

**Senate Budget and Tax, Education, Health and Environmental Affairs Committees House
Appropriations and Ways and Means Committees
February 17th, 2020**

My name is Allison Miller and I have been working in Baltimore City schools since 2012 first as an Americorps Volunteer and now as a teacher.

I am writing to express my strong support for House Bill 1300/Senate Bill 1000, the Blueprint for Maryland's Future. Specifically, I strongly support the provision on transitional supplemental instruction, including tutoring. As a teacher, I have worked with The Literacy Lab, a local nonprofit that places full-time, rigorously-trained early literacy tutors in public schools to provide additional literacy interventions to struggling learners. Tutors from the literacy lab are able to provide my students with the 1:1 support that I am unable to provide as a classroom teacher. My students who work with these tutors have not only shown growth with phonics skills but also their confidence. Nothing is more important for young readers than their belief that they can read. Although these tutors are fantastic only 2 of my students are able to receive services from them. Having more tutors in our school would mean more students going to 2nd grade reading on grade level.

For these reasons, I urge the committees to issue a favorable report for House Bill 1300 and Senate Bill 1000.

Sincerely,
Allison Miller
First Grade Teacher

HB1300_MAPCS_FWA_Allen

Uploaded by: Allen, McKenzie

Position: FWA



February 17, 2020

Thank you, Chairpersons and Committee Members, for allowing me the opportunity to testify in favor of SB1000/HB1300 with amendments. My name is McKenzie Allen and I am the executive director of the Maryland Alliance of Public Charter Schools (also known as MAPCS). MAPCS is a nonprofit organization comprised of charter school operators from across the state. We represent over 21,000 students in 45 schools over six districts.

Our public charter schools, like all public schools, are extremely excited about the opportunity to have the sustainable, reliable, and equitable funding that HB1300/SB1000 provides in Kirwan. In previous testimony, we requested that the final bill(s) support all types of public schools. We wanted to make sure the money flows directly to kids and schools, while protecting the autonomies of individual school-based decision-making. While we see detail in how the money will flow to schools for their various programs, we do see the need for amendments to support that money getting to public charters schools in the intended way and protecting their autonomies and accountability.

Below are our amendments to the favorable HB1300/SB1000:

Concentration of Poverty (COP)

Strike “GRANT” and substitute “AMOUNT” on page 30, lines 19 and 27 (existing law); page 32, line 10 (existing law) and 16; page 34, lines 21, 23, 26, and 29; page 35, lines 13 and 27; and page 36, lines 2, 5, 6, 9 and 11.

Explanation: The money is not awarded in the style of a grant. Therefore, the title should not include the word “grant”. Grant suggests the money can be withheld until the school meets certain criteria. The COP money is awarded at 100% to the school that meets eligibility to execute a plan in accordance with HB1300/SB1000.

On page 32, in line 25, in line 25, after “(iii)”, insert “1.”; in line 26, after “schools” insert “EXCEPT PUBLIC CHARTER SCHOOLS”; after line 29, insert:

“A COUNTY BOARD MAY REQUIRE A PUBLIC CHARTER SCHOOL TO PROVIDE A PLAN THAT ENSURES THAT THE REQUIREMENTS OF PARAGRAPHS (2) THROUGH (8) OF THIS SUBSECTION ARE MET BUT MAY NOT EXPEND THE FUNDS DISTRIBUTED BY THE STATE UNDER THIS PARAGRAPH FOR THE CHARTER SCHOOL.”

Explanation: Public charter schools are autonomous and exempt from programming from the District and must be allowed to “buy back” services if they so choose. Because of this, we ask that public charter schools remain exempt from the districtwide plan that the board develops on the dissemination and requirements of the Concentration of Poverty money. Instead, public charter schools receive 100% of the money they are eligible for and each public charter school executes a plan of their choosing in accordance with HB1300/SB1000. Public charter schools can be included in the count of 40 schools in the District or County eligible for Concentration of Poverty.

Transitional Supplemental Instruction

On page 39, in line 22, after “MEANS” insert “THE FOLLOWING AMOUNT FOR EACH STRUGGLING LEARNER”; on page 40, in line 20, after “AMOUNT”, insert “FOR EACH STRUGGLING LEARNER IN THE SCHOOL”.

Minimum School Funding

On page 49, after line 24, insert:

“(3) THE AMOUNT DISTRIBUTED BY A COUNTY BOARD TO A PUBLIC CHARTER SCHOOL UNDER PARAGRAPH (1) SHALL BE EQUAL TO THE MINIMUM SCHOOL FUNDING FOR THE APPLICABLE PROGRAM UNDER THIS SECTION AFTER THE APPLICATION OF ANY ADMINISTRATIVE FEES CHARGED TO THE PUBLIC CHARTER SCHOOL.”

Explanation: This is to ensure the minimum sums for the programming areas, particularly those for PreK and Concentration of Poverty, are awarded at the full minimum allowed by this law. If Counties and Districts are required to pass 100% of the funding on to the school for PreK and COP, the charter school administrative fee cannot be charged to this money when being passed to public charter schools. We want to uphold the intention of the law and equity of distribution of funds. The other programming items are funded at a minimum of 75% to the school, therefore a minimum of 75% will also be passed to the public charter school.

Accountability and Implementation Board

On page 69, in line 10, insert “(III)” after “(2)”; after line 13, insert:

“(II) EACH LOCAL SCHOOL SYSTEM THAT INCLUDES PUBLIC CHARTER SCHOOLS SHALL ACCOUNT FOR ITS DISTRIBUTION OF SCHOOL-LEVEL FUNDING TO PUBLIC CHARTER SCHOOLS IN ITS REPORT UNDER SUBPARAGRAPH (B) TO DEMONSTRATE COMPLIANCE WITH THE REQUIREMENTS OF §5-234 OF THIS TITLE.”

Explanation: This would require Districts and Counties to provide documentation to the accountability board/MSDE system created by this bill to report how they are funding the public charter schools in the Districts/Counties. This would help provide clarity and transparency that the funds were being equitably distributed with the intent of the law HB1300/SB1000 to public charter schools. Since charter schools are funded commensurately to traditional public schools, a separate level of accountability is required.

Thank you,



McKenzie Allen

Executive Director, Maryland Alliance of Public Charter Schools

mckenzie@mdcharters.org

410.919.9678 EXT 1

www.marylandcharters.org

HB1300-SB1000-MD Youth Advisory Council-SWA-Badwi

Uploaded by: BADWI, NOUREEN

Position: FWA



Maryland Youth Advisory Council
c/o Governor's Office for Children
100 Community Place,
Crownsville, MD 21032

Noureen Badwi, *Chair*
Carmelli Leal, *Vice-Chair*
Aidan Douglas, *Secretary*
Christina Drushel Williams, *Advisor*

February 17, 2020

The Honorable Maggie McIntosh
Appropriations Committee
Room 121, House Office Building
Annapolis, MD 21401

The Honorable Anne R. Kaiser
Ways and Means Committee
Room 13, House Office Building
Annapolis, MD 21401

The Honorable Guy Guzzone
Budget and Taxation Committee
3 West, Miller Senate Office Building
Annapolis, MD 21401

The Honorable Paul G. Pinsky
Education, Health, and Environmental
Affairs Committee
2 West, Miller Senate Office Building
Annapolis, MD 21401

Re: HB 1300/SB 1000
Position: Support with Amendments

Dear Chairwoman McIntosh, Chairwoman Kaiser, Chairman Guzzone, and Chairman Pinsky

On behalf of the Maryland Youth Advisory Council, I am pleased to have the opportunity to offer support with amendments regarding HB 1300/SB 1000 Blueprint for Maryland's Future – Implementation bill.

The Maryland Youth Advisory Council (the Council), established through State Legislature (Chapter 559, Acts of 2008, Chapter 69, Acts of 2009, and Chapter 620, Acts of 2016), prides itself on being a coalition of diverse young advocates and leaders from across the State, working to serve as a voice for youth in the State of Maryland. As leaders in our communities, and as appointees of the Governor, President of the Senate, Speaker of the House, Maryland Association of Student Councils, Maryland Higher Education Commission, and the University System of Maryland, we take every opportunity to address relevant issues by influencing legislation, spreading public awareness, and serving as a liaison between youth and policymakers regarding issues impacting youth.

HB 1300/SB 1000 is the education bill of our generation and will have a lasting impact on generations of Maryland students to come. The bill supports a much needed increase funding for schools systems to meet the growing needs of their student body and the administrators, educators, and other supportive staff in the schools' community. By increasing teacher pay and educational supports for teachers, you are ensuring that all of Maryland's student are receiving a high-quality education. By publically funding full-day prekindergarten, you are ensuring that all of Maryland's children are beginning their educational experience on solid footing and entering kindergarten ready to learn. These changes, and the many others included in the implementation of the Commission on Innovation and Excellence in Education, are necessary to provide a world-class education for all of the Maryland's students.

The Council is fully supportive of the recommendations of the Commission and urge the passage of this bill. However, the Council would like to offer the following amendments for consideration.

1. Youth Representation and Youth Voice – The Council requests that a student member be added to the Implementation Board membership. In addition to the student member, the Council urges the Implementation Board to continually seek youth voice and feedback during the implementation process.

Our council is a testament to the power, importance, and benefits of the youth voice, and we strongly believe that when the youth voice is included with fidelity, there yields great benefits. Moreover, when adults perceive young people as valuable resources that can inform many of the decisions that impact them, they also see an improvement in the quality of the decisions that are made (Zeldin, 2004; Zeldin, McDaniel, Topitzes, & Calvert, 2000).

We find often in our advocacy for youth leadership, that by serving as a bridge between youth and policymakers. We provide valuable input, insights, and information regarding the lives of young people and identify where there may be unmet needs in young people’s lives, and develop solutions to address those needs. Our lived experiences provide a perspective that lends itself to effective youth policy, particularly when the lives of youth are ever-changing.

2. Role and Authority of the Implementation Board – The Council requests more detail regarding the Implementation Board’s role and the cooperation with the current State Board of Education. The Council notes much overlap in both the membership and duties of each board. The Council urges the exploration of using the existing State Board structure to oversee the implementation of the bill. If a separate board is required, the Council asks that the same opportunities for public comment and review are required of the Implementation Board, as is existing practice for the State Board.

For these reasons, the Council supports **HB 1300/SB 1000** and respectfully requests a favorable report from the committees.

Sincerely,



Noureen Badwi, Chair
Maryland Youth Advisory Council

SB1000_MSFCCA_FWA_Rebecca Hancock

Uploaded by: hancock, rebecca

Position: FWA



**Testimony Concerning HB1300/SB 1000 -
“Blueprint for Maryland’s Future – Implementation”
Submitted to the House Appropriations Committee, Senate Budget
and Taxation Committee, Senate Education, Health, Environmental
Affairs Committee, and House Ways and Means
February 17, 2020**

The Maryland State Family Child Care Association (MSFCCA) is a non-profit association advocating on behalf of approximately 4600 Registered Family Child Care Providers in Maryland that are a vital part of the child care delivery system. Family child care providers in Maryland care for a significant number of Maryland’s youngest children and typically work alone in mixed-age group settings.

MSFCCA has a few concerns with the findings of the Kirwan Commission, but remains cautiously optimistic that the “Blueprint” legislation will take full advantage of the community-based learning environments like family child care in its implementation. It’s important to explore the many benefits of family child care for children and families when moving Maryland’s educational agenda forward. The flexibility of family child care allows providers to build individual relationships and meet the individual needs of each child. They provide a continuity of care that prepares children for success, offering the opportunity for strong family engagements and cultural diversity of families. This is the foundation of early learning and it is happening each day in our members programs. In addition to preschool and school-age instruction, family child care providers offer much-needed wrap-around care that enables parents to drop-off children at one location. This not only facilitates a strong bond with one caregiver but also keeps children from spending portions of their day being transported to other locations. These and many other benefits make family child care a frequent choice of many families when choosing care for their children.

Thank you for this opportunity to give input on this very important legislation and again we ask that Registered Family Providers be included and embraced as an important part of the care and education of Maryland’s young children. Feel free to contact Rebecca Hancock, the MSFCCA Vice President of Public Policy at (240) 299-0222.

HB1300_PGCRRRC_fwa_Mary Beth Salomone Testa

Uploaded by: Hancock, Rebecca

Position: FWA

Testimony Concerning HB 1300/SB 1000 “Blueprint for Maryland’s Future – Implementation”

Submitted to the House Appropriations Committee, Senate Budget and Taxation Committee, Senate Education, Health, Environmental Affairs Committee, and House Ways and Means Committee

Joint hearing, February 17, 2020

Jennifer Iverson, Executive Director
Prince George’s Child Resource Center
Largo, Maryland

Prince George’s Child Resource Center envisions vibrant, healthy communities where individuals and families care, support and advocate for each other and invest in creating opportunities for children to develop strong, successful life paths. The Resource Center has been working tirelessly since 1990 to support both child care providers in their efforts to strive for quality in their child care programs, and parents as they seek child care where their children can thrive.

We have actively participated in opportunities to shape the Kirwan Commission proposals, as well as the timely, federal 0-5 Preschool Development Grant strategic plan. The state has also taken crucial steps forward for child care assistance payment rates and family eligibility, and we are seeing real impact in our community.

We commend the mixed delivery approach to delivering preK.

The Kirwan Commission and the “Blueprint” legislation stand strong on a mixed delivery approach to delivering preK. The whole community benefits from partnering with early childhood educators in child care programs.

Children experience healthy child development crucial for success in school and in life, in any setting. We can and must make those experiences possible in family child care, in centers, and in school-based programs.

Community-based child care programs can provide continuity of care for infants, preschoolers, and school-age children, building strong relationships that are key to healthy early childhood development.

Licensed family child care and child care centers are deeply embedded in the richness of their communities, offering developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are part of the intention of Kirwan’s preK proposal. This is an opportunity to explore the relationship between equity, cultural competence and quality in Maryland as we build out our systems, programs and experiences.

Licensed family child care and child care centers across Maryland meet the full working day, full working year, and often round-the-clock needs of families. Maryland should fully leverage the power of community-based child care to ensure learning opportunities for young children that meet the needs of families – in both licensed family child care homes and child care centers.

How we do things will matter.

Our Resource Center team has been engaging with family child care providers to learn more about their experiences and aspirations, and to identify *how* Maryland’s state and county agencies, organizations and initiatives, can work collaboratively to ensure that family child care can thrive.

We are exploring the work of the states that have built partnerships and mixed delivery into their preK policies, including those that have empowered and enabled family child care programs to participate. While we are building and growing the right system for Maryland, we must ensure at the same time that a robust child care system is sustained. This is crucial for working parents, for employers, and for the state's economy.

We can connect child care options and early learning opportunities.

The drive for quality is challenged when we separate the ideas of child care from the ideas of early learning. We must couple these ideas and recognize the community-based programs around Prince George's County and all of Maryland.

We have a crisis in our county: the number of licensed child care centers and family child care homes is decreasing. We are also troubled that in Prince George's County, only 16% of family child care providers and only 33% of child care centers are willing to enroll families who pay with subsidy/scholarship. This matters for families with infants, toddlers, preschoolers, and school-age children. We can change this, and help child care programs to open and stay open successfully and offer more choices for families, when we make sure that all the pieces and parts of policy ideas come together.

Family child care providers note a need for investment; health care; improved processes and procedures for child care licensing compliance; and stronger entry-points to the profession. More work can be done to ensure meaningful participation in Maryland EXCELS and to ensure the early childhood workforce can thrive. These are the pathways that are the foundation of preK program success.

All of this is connected as we prepare our students to compete in the workforce and the global economy.

Thank you for your leadership.

HB1300_Maryland Head Start Association_FWA_Simeon1

Uploaded by: Russell, Simeon

Position: FWA



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February 14, 2020

Maggie McIntosh (Chair)
Appropriations
Hearing Room 121, House Office Building
Annapolis, Maryland 21401

Madam Chair,

The Maryland Head Start Association (MHSA) works to strengthen the Maryland Head Start and Early Head Start community by providing advocacy for vulnerable children and families, leadership, and professional development. Head Start and Early Head Start are federally funded programs that provide early childhood education and comprehensive services in the areas of health, nutrition, disabilities, family support services, family goal setting, parent involvement and training, and other services to the most vulnerable families throughout Maryland communities.

MHSA is in support of HB1300 with suggested amendments we believe will help the State of Maryland to alleviate cost, improve oversight, and expand eligible program pools while preserving teacher quality.

1. **Partner with Head Start** – Head Start and Early Start programs receive more than \$100 million each year to serve families with income less than or equal to 100% of the Federal Poverty Level (FPL). Under Subtitle 1A on page 121, a “Tier 1 Child” means a 3 or 4-year-old child whose family income is less than or equal to 300% of the FPL. MHSA suggests creating a sub-tier under Tier 1. Families in this sub-tier will have income less than or equal to 100% of the FPL and be encouraged to participate in an eligible Head Start program in their county.

This model will benefit the State and Head Start programs. A memorandum of understanding that includes a negotiated cost per child will reduce the cost burden on the State and help ensure eligible Head Start programs remain fully enrolled while receiving funds to continuously improve quality. A meeting is needed to explain this concept in more detail.

2. **Private Provider representation on the Accountability and Implementation Board** – Under Subtitle 4 on page 59, it states that on July 1, 2020, an Accountability and Implementation Board will begin developing a comprehensive implementation plan for the Blueprint for Maryland’s Future. MHSA recommends that participating private providers have representation on the Board, allowing the Board to understand how implementation strategies might impact each specific provider. Also, MHSA supports county “Boards” or “Councils” that include private providers to help facilitate oversight within each county.

3. **Alternative Pathways for Teacher Certification** – MHSA recommends that a Head Start teacher with a bachelor’s degree, has worked in a Head Start program for “X” amount of time, and has met the Head Start Performance Standards requirement for professional development and coaching, be eligible for teacher certification. Similar alternatives for community-based programs will increase the number of programs eligible to participate in the Full-Day Prekindergarten program. MHSA also recommends programs be allowed to hire a teacher that holds a bachelor’s degree and pursue certification.

MHSA understands the level of information and detail required to make such amendments. Also, Head Start has in-depth requirements and oversight, so deeper conversations are needed to build our partnership. To help you understand national statistics and partnership models, please see the attached document, “Effective Partnerships Between Head Start and State Prekindergarten in 2020.”

Concerns and/or Questions

- On page 140, it states that a portion of the Kindergarten Readiness Assessment may be administered during the summer months to enrolled prekindergarten students in the county. Does “enrolled prekindergarten students” refer to any child participating in prekindergarten, whether public or private? It also seems to create an unfair testing advantage. Children not enrolled in prekindergarten will not test over the summer months, and as a result, test lower due to summer learning loss.
- HB1300 refers to Head Start as the Ulysses Currie Head Start program. Are you referring SB373, which was renamed the Ulysses Currie Act? Please provide clarification.
- On page 44, full-day is defined as “not less than 7 hours or more than 12 hours per day.” However, on page 121, full-day is defined as a “six and one-half hour school day.” Are these definitions under two separate grants? Please clarify as these two definitions are contradictions.

MHSA is available for discussion whenever is convenient for you. Please email execdir@md-hsa.org or call 301-744-9472.

Simeon Russell



Executive Officer

Maryland Head Start Association, Inc.

HB1300_Maryland Head Start Association_FWA_Simeon2

Uploaded by: Russell, Simeon

Position: FWA



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February 14, 2020

Maggie McIntosh (Chair)
Appropriations
Hearing Room 121, House Office Building
Annapolis, Maryland 21401

Madam Chair,

The attached document, “Effective Partnerships Between Head Start and State Prekindergarten in 2020” was mentioned in the Maryland Head Start Associations written testimony for HB1300.

Simeon Russell

Executive Officer
Maryland Head Start Association, Inc.

Universal & Comprehensive: Effective Partnerships Between Head Start and State Prekindergarten in 2020

Head Start and state prekindergarten partnerships are critical to serve more children, reach those most at-risk and provide comprehensive services to promote success in school and in life. Interested in learning about the similarities, differences and continuum of partnership between Head Start and state prekindergarten? Read on for an overview and 50-state data.

Head Start in 2020

Head Start launched in 1965 with an evergreen mission that holds today. Dr. Robert Cooke and a panel of experts wrote: “There is considerable evidence that the early years of childhood are the most critical point in the poverty cycle. It is clear that successful programs of this type must be comprehensive, involving activities generally associated with the fields of health, social services, and education. Similarly, it is clear that the program must focus on the problems of child and parent and that these activities need to be carefully integrated with programs for the school years.” (Cooke, 1965)

Over 55 years, Head Start has maintained its focus on comprehensive, parent-child services, while sharpening its focus on school readiness, expanding to serve infants, toddlers, and pregnant women through Early Head Start and supporting millions of parents to meet their own goals around education, employment, health and family strengthening.

Last year, 1,600 Head Start programs in all 50 states served greater than **1 million children and families**, including 364,000 three-year-olds and 404,000 four-year-olds. A majority of children lived below the poverty line and nearly 28% spoke another language than English as their primary language. (US DHHS, 2018)

Each local Head Start program **identifies and serves the most at-risk children**, such as children in foster care, children with disabilities, children experiencing homelessness and children who have experienced trauma, including the effects of substance abuse in the home.

Head Start Partnerships with State Prekindergarten

In the past 20 years, 43 states and the District of Columbia have made significant investments to serve more four-year old children and many Governors are now looking toward universal prekindergarten (pre-K) access.

States now allocate greater than \$8 billion each funding cycle for state pre-K. (Friedman-Krauss, 2019)

The majority of state pre-K programs now partner with Head State programs including:

- 27 states and territories where funds are braided together to support children’s attendance in both programs;
- 12 where children are enrolled part-day in Head Start and part-day in state pre-K; and
- 10 where children are enrolled in state-funded pre-K with Head Start funds used to provide wraparound services.

The Continuum of Head Start-State Pre-Kindergarten Partnership

Partnerships between states and Head Start programs exist on a broad continuum:



Partnership Model	Description	State Example(s)
<i>State Pre-K is Head Start</i>	Some state pre-K programs are based explicitly on Head Start . Programs follow Head Start Program Performance Standards.	Oregon
<i>Braided Programs</i>	In 27 states or territories, Head Start and state pre-K funding are used to serve children in common classrooms .	Illinois
<i>Parallel Programs</i>	Providers receive both Head Start and pre-K funding and serve children in separate classrooms .	Washington and Virginia
<i>Expanded Services</i>	In 12 states or territories, partnerships allow programs to expand the school day to meet the needs of working families for full-day programs beyond the hours Head Start or state pre-K funding alone can support. In 10 states or territories, children are enrolled in state pre-K with Head Start funds used to provide wraparound services , such as deeper family supports or mental health consultation.	California and Washington D.C.
<i>Parent Choice</i>	Head Start programs participate in Quality Rating and Improvement Systems in 39 of the 42 states and territories that report data in the Quality Compendium . Pre-K vouchers enable families to choose a highly-rated Head Start program participating in a QRIS .	Indiana and Minnesota
<i>Standards Alignment</i>	Many states have modeled their state pre-K programs on Head Start . This reduces repetitive and conflicting expectations at the state and federal level and avoids duplication in monitoring.	Alabama, Colorado, Delaware, Minnesota, Rhode Island, South Carolina, Vermont, Wisconsin
<i>Collaborative Memorandum of Understanding (MOU)</i>	Head Start programs and school systems are required to create collaborative MOUs that help Head Start children transition into public schools as they prepare for kindergarten. Some states also have MOUs.	Minnesota
<i>Joint Professional Development</i>	Joint professional development helps align curricula, assessment tools and teaching practices.	All states

Another Option for States: 14 States Directly Fund Head Start

In 14 states, lawmakers directly invest over \$400 million in general funds each budget cycle to expand Head Start and Early Head Start access or improve program quality for greater than 25,000 additional children not supported by federal funds. While not technically a form of pre-K partnership, it allows state funding to directly benefit at-risk children and families and fill gaps in service delivery.

For example, in Pennsylvania, \$64.18 million is dedicated each year to serve over 7,000 additional children, greatly expanding Head Start’s reach in the state. Maryland dedicates \$3 million to significantly expand the number of hours and days that 2,300 children in the state access Head Start.

These states provide supplemental funding: AL, AK, CT, IA, MA, MD, ME, MN, MO, OK, OR, PA, RI, WI.

Other Formal Partnerships

According to a recent analysis, [“The Connection Between Head Start and State or Territory Early Care and Education Systems: A Scan of Existing Data,”](#) (Maxwell, et. al, 2019) there are other notable formal partnerships between Head Start and state pre-K:

- In 21 states, Head Start State Collaboration Offices are co-located in the same state agency that oversees the state prekindergarten program.
- Head Start programs participate in Quality Rating and Improvement Systems (QRIS) in 93% of states and territories that report data to the Quality Compendium (a database of QRIS policies).
- In 17 states or territories, state Early Learning and Development Standards and the Head Start Early Learning Outcomes Framework have been aligned.

Preschool Development Grants: Partnership Highlights

Federal Preschool Development Grants (PDG) have offered the opportunity for new partnerships.

According to a 2018 [progress report on 18 states from the federal Department of Education](#):

- 274 Head Start programs were involved in PDG efforts.
- 4,543 new slots were funded with a combination of PDG and Head Start funding.
- 63% of states used PDG funding to expand comprehensive services to 39,873 children.

New PDG grants were awarded to states in 2020 that offer more opportunities for partnership, including:

- Coordinated application, eligibility and enrollment systems that cut across programs and settings.
- Collaborative, transition and alignment from birth to the early grades, including partnerships between community-based early childhood programs—such as Head Start—and public schools.

50-State Table: State Pre-K and Head Start in Partnership

Stat	State Pre-K Enrollment	Head Start Enrollment	Braid Funds	Extended Day	Wraparound Services	Possible Direct Funds	Subcontract Available to HS	Aligned Framework
AL	16,051	12,794	Yes	No	No	Yes	No	Yes
AK	315	2,563	Yes	No	No	Yes	Yes	No
AZ	5,256	14,307	?	?	?	Yes	No	Yes
AR	20,618	6,774	No	No	No	Yes	No	No
CA	242,297	75,797	Yes	Yes	Yes	Yes	Yes	Yes
CO	21,446	8,226	Yes	Yes	Yes	No	Yes	Yes
CT	14,585	3,793	Yes	Yes	No	Yes	Yes	In process
DE	845	1,519	?	?	?	Yes	No	No
DC	13,492	2,309	Yes	No	No	Yes	No	No
FL	174,574	34,189	?	?	?	No	Yes	Yes
GA	80,536	20,282	Yes	No	No	Yes	No	Yes
HI	373	2,326	No	No	No	No	No	No
ID	N/A	3,181	N/A	N/A	N/A	N/A	N/A	N/A
IL	75,139	27,050	Yes	Yes	Yes	Yes	Yes	Yes
IN	2,423	11,695	No	No	No	Yes	No	No
IA	27,451	5,656	Yes	Yes	No	Yes	Yes	Yes
KS	14,022	5,254	Yes	Yes	Yes	Yes	No	No
KY	21,270	12,010	Yes	No	No	No	Yes	Yes
LA	18,911	18,102	No	No	Yes	No	Yes	No
ME	5,648	2,308	Yes	No	No	No	Yes	No
MD	31,474	7,797	Yes	No	Yes	Yes	Yes	No
MA	37,788	9,390	Yes	Yes	Yes	Yes	Yes	No
MI	37,325	24,578	Yes	No	No	No	Yes	Yes
MN	7,672	9,798	Yes	Yes	Yes	Yes	Yes	Yes
MS	1,840	20,712	Yes	No	No	Yes	Yes	Yes
MO	2,378	11,330	?	?	?	Yes	Yes	No
MT	306	3,982	N/A	N/A	N/A	N/A	N/A	N/A
NE	13,938	3,554	Yes	No	No	No	Yes	Yes
NV	2,171	2,446	No	No	No	Yes	No	No
NH	N/A	1,178	N/A	N/A	N/A	N/A	N/A	N/A
NJ	50,684	11,957	Yes	No	No	Yes	Yes	No
NM	9,119	7,243	Yes	No	No	Yes	No	No
NY	121,572	41,320	Yes	No	No	No	Yes	No
NC	28,385	17,211	Yes	Yes	No	Yes	Yes	No
ND	965	2,352	N/A	N/A	N/A	N/A	N/A	N/A
OH	17,913	28,217	No	No	No	Yes	Yes	No
OK	39,807	13,717	Yes	Yes	No	No	Yes	No
OR	9,477	9,239	No	No	No	Yes	Yes	No
PA	30,527	25,129	?	?	?	Yes	Yes	No
RI	1,080	1,891	No	No	No	Yes	Yes	Yes
SC	27,519	10,544	No	No	No	No	Yes	In process
SD	N/A	3,600	N/A	N/A	N/A	N/A	N/A	N/A
TN	18,354	14,805	Yes	No	No	No	Yes	No
TX	231,485	67,804	Yes	Yes	Yes	No	Yes	No
UT	N/A	5,189	N/A	N/A	N/A	N/A	N/A	N/A
VT	8,815	965	Yes	No	No	Yes	Yes	Yes
VA	17,959	11,539	No	No	No	No	Yes	No
WA	12,491	12,062	No	No	No	Yes	Yes	No
WV	15,101	6,885	Yes	No	No	No	Yes	Yes
WI	48,787	11,355	Yes	Yes	Yes	Yes	Yes	Yes
WY	N/A	1,412	N/A	N/A	N/A	N/A	N/A	N/A

Source:
All data from “The Connection Between Head Start and State or Territory Early Care and Education Systems: A Scan of the Existing Systems.” The data has not been confirmed by NHSA.

Notes:
“Head Start” enrollment refers to the number of federally funded seats for 3- and 4-year olds.

“State Pre-K” enrollment refers to the number of seats for 4-year olds.

The Early Childhood Workforce: A Shared Asset and a Shared Crisis

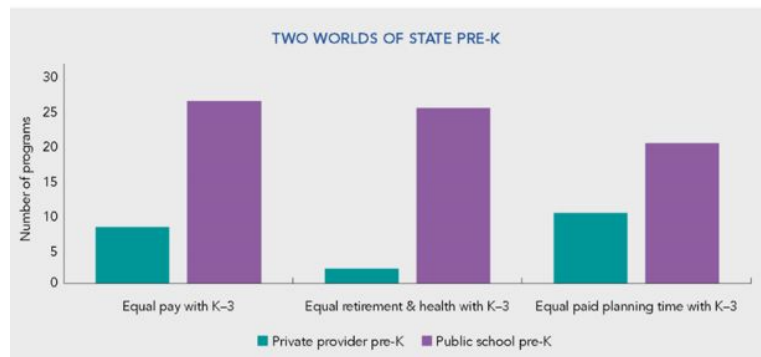
Teachers, administrators and support staff are the lifeblood of Head Start and state pre-K.

Head Start is a major employer in many smaller communities. In program year 2018, Head Start programs employed or contracted with 265,000 staff, including 127,000 who provided child development services. Some unique strengths of the Head Start workforce include: **22%** of Head Start staff are parents of current or former Head Start children; **57%** identify as non-White; **29%** are proficient in a language other than English. (OHS, 12/4/18)

Head Start and state pre-K have a shared commitment to teacher credentialing and professional development:

- The Head Start Act requires that at least half of Head Start teachers have a Bachelor’s degree (BA). As of 2017, 73% of all Head Start center-based preschool teachers had a BA degree or higher in early childhood education, or in a related field with experience, while 96% had an AA degree or higher. (OHS, 12/4/18) The Head Start Program Performance Standards require all staff to have 15 hours per year of research-based professional development, as well as intensive coaching for targeted staff. (US DHHS, 2016)
- Thirty-six (36) state pre-K programs require all teachers to have at least a BA and 17 require assistant teachers to have a Child Development Associate (CDA) credential. Nine (9) states require that teachers have at least “15 hours/year of professional development, annual individualized plans professional development plans, and coaching for lead and assistant teachers.” (Friedman-Krauss, 2019)

One of the largest challenges facing Head Start is losing teachers to settings, including many public schools, where compensation and benefits are often more robust. In 2017, Head Start programs reported lead teacher turnover of 22.3%. (Bernstein, S. et. al, 2019) Lead teacher turnover in Head Start programs within school systems was significantly lower, at 16.9% (ibid.). Mean compensation in school system-based Head Start programs was \$43,029, but was under \$30,000 in all other settings (ibid.).



Public schools are also facing workforce challenges. According to a large workforce study in Illinois, lead teacher turnover in school-based early childhood settings was 21% in 2017. (Illinois Governor’s Office, 2018) Compensation was the number one cited reason for turnover. Meanwhile, only four states, Hawaii, New Jersey, Oklahoma, and Rhode Island, require all preschool teachers to have a bachelor’s degree and teaching certification, while *also* requiring salary parity between preschool and K–3 teachers. (Friedman-Krauss, 2019)

One Benefit of Head Start and State Pre-K Partnership: Greater Equity

A new study by the Education Trust, “Young Learners, Missed Opportunities, Ensuring that Black and Latino Children Have Access to High-Quality State-Funded Preschool,” shines a welcome spotlight on **an urgent challenge facing state pre-K systems: the lack of equity in access and quality for Black and Latinx children.** According to their analysis of 26 states, only 1% of Latinx children and 4% of Black children in the 26 states analyzed are enrolled in what they define as “high-quality” state-funded preschool programs. (Gillispie, 2019)

Head Start has a strong track record of supporting children and families of color on their paths to success. Strong partnerships with Head Start can support state prekindergarten programs as they sharpen their focus on equity. In fact, the Education Trust report holds up as bright spots for equity a number of state pre-K systems that have a strong alignment with Head Start, including, Georgia, Oklahoma and West Virginia.

Evidence of Head Start’s focus on equity includes:

- Head Start’s model of whole-child, whole-family care is reaching over half-a-million Black and Latinx children in poverty or otherwise at-risk. In the 2017-2018 program year, Black/African-American children represented 30 percent of children enrolled in Head Start. Also, 37 percent of children were of Hispanic or Latinx origin. Thousands of bi/multi-racial children were served.
- Head Start is a leader in recognizing the linguistic and cultural diversity of families as an asset in opening up opportunities for learning and engagement. More than 1 in 5 Head Start children speak Spanish as a primary language, and an additional 1 in 10 speak another language other than English or Spanish at home.
- Early Head Start helps to close the gap in prenatal and infant and toddler care for at-risk mothers, children and families. Currently, today, Latinx infants and toddlers are only half as likely to be in licensed care. (Malik, 2019) Through Early Head Start, over 164,000 pregnant women and children ages birth to age 3 were served in 2017-2018.
- 57% of Head Start child development staff identify as non-White and 29% are proficient in a language other than English.

See OHS publications in endnotes for sourcing.

Snapshot: Head Start’s Generational Impact on Families

The multi-generational impacts of Head Start and Early Head Start are well-documented, long-lasting and differentiate the program’s outcomes from those of many state-funded pre-K programs:

- **Stronger families:** Families in Early Head Start have more positive parent-child relationships, more stable and healthy homes, and less child welfare involvement.
- **Improved health:** Head Start children are more likely to have hearing and vision screening, be covered by health insurance, receive dental care and be immunized.
- **Economic self-sufficiency:** In the most recent program year, more than 128,000 Head Start parents advanced an educational level and over 67,000 received job training.

To view this and other research on the benefits of Head Start, please visit NHTA’s Resources website: go.nhsa.org/HSA.

Five Key Takeaways on Head Start and State Pre-K Partnerships

Head Start and state pre-K partnerships are critical to serve more children, reach those most at-risk and provide comprehensive services to promote success in school and in life and, strengthen families. When the Head Start community and states partner, children and families benefit.

Now 55 years into Head Start’s history and decades into state pre-K investments, we have key takeaways:

- 1. There is a continuum of ways that Head Start and state prekindergarten programs can work together to ensure each child and family are in the program that best meets their needs**, including braiding funding to extend or expand services, coordinating enrollment, aligning standards and more.
- 2. Building coordinated systems helps to ensure Head Start serves the most vulnerable children and allows state prekindergarten programs to focus on providing less intensive, more universal early education experiences.** Through coordination, both systems are focused on what they do best.
- 3. The best state pre-k programs offer children similar experiences as children in Head Start, including with respect to teacher preparation, professional development, curriculum and classroom quality.** The most highly-rated state prekindergarten programs are explicitly linked to or modeled on Head Start.
- 4. For children most in need of health, nutrition, and other specialized support, Head Start’s comprehensive services go beyond what most pre-k programs offer.** Head Start’s focus on health includes attention to essential screenings, food assistance, ensuring families have a medical home and staff and community partnerships to address trauma and the toxic stress of living in poverty.
- 5. Head Start strengthens state early childhood systems by focusing on equity for children of color and responding to community data about what at-risk children and families need.** The eligibility criteria and needs assessments conducted by Head Start means programs are able to target children and families based on persistent, rising or new risk factors, such as increases in substance abuse, foster care rates or other factors.

Additional Resources

For more information about partnering with Head Start in your state, we encourage you to contact:

- Your nonprofit state Head Start association—a member agency that represents Head Start programs in your state. You can [find your State Head Start Association here](#).
- Your state Head Start State Collaboration Director—a public or nonprofit official that promotes collaboration with Head Start programs across state and local systems. You can [find your Collaboration Director here](#).
- To connect with the National Head Start Association, please contact Kent Mitchell, Director of State Affairs at kmitchell@nhsa.org.

To locate a Head Start program in your state, please refer to the [Head Start Center Locator](#).

Detailed Side-by-Side of State PreKindergarten and Head Start

This chart illustrates some of the similarities and differences between state pre-K programs and Head Start.

	State PreKindergarten	Head Start
	<i>Data on state programs are drawn from the 2018 State of Preschool Yearbook out of a total of 61 programs in 44 states and Washington, DC.</i>	<i>Information below is drawn from the Head Start Act, the Head Start Program Performance Standards, and the annual Head Start Program Information Report.</i>
Eligibility	32 state programs have an income requirement, often 100%, 200%, or 300% of the federal poverty line (Friedman-Krauss et al. 2019). Other states have no restrictions on who can enroll.	<p>Children are eligible for Head Start:</p> <ul style="list-style-type: none"> • if their family income is below 100% of the federal poverty line (\$25,100/year for a family of 4) • if the child is in foster care • if the family is homeless • if the family receives certain government subsidies <p>Beyond these criteria, each Head Start program prioritizes enrollment for children who, based on community data, are among the most vulnerable in their service area. These criteria may include histories of trauma, family drug use, child welfare involvement, etc.</p>
Spending Per Child and Return on Investment	<p>In 2018, “average state funding per child was \$5,172” ranging from less than \$2,000 per child in Kansas and Nebraska to over \$17,500 in DC (Friedman-Krauss et al. 2019). The programs with the highest spending, among them DC and New Jersey’s Abbott Preschool Program, include a significant portion of classrooms with blended state and Head Start funds.</p> <p>The return on investment for state pre-K programs varies widely, given wide program variation.</p>	<p>While calculating the costs of enhanced Performance Standards in 2015, the federal Office of Head Start calculated an average cost per child for Head Start at \$8,035 (US DHHS 2016). Cost per child varies locally based on program models (part-day and/or full-day), historical grant funding, regional prices for goods and services, and staff salaries.</p>

	<p>In one 2017 RAND study (Karoly, 2017) “A state-funded one-year voluntary preschool program for children in families with income up to three times the federal poverty level would produce a return of \$2 for every dollar invested and nearly \$4 for every dollar of cost if the program targets children living in families in poverty.”</p> <p>An analysis of the Tulsa, Oklahoma Universal Pre-K program found returns of up to \$3.10. (Karoyl, 2018)</p>	<p>Since 2015, additional federal investments have been made to extend the hours of services and meet other requirements.</p> <p>Given the comprehensive nature of Head Start programming, the return on investment for Head Start programs has been estimated by a recent study (Bailey, et. al., 2018) to be 7.7%.</p> <p>Early Head Start is a newer and less studied program, but the positive outcomes for children and families also indicate a high return on investment.</p>
<p>Class Sizes</p>	<p>46 state programs have class sizes of 20 or lower; 49 programs require staff-child ratios of 1:10 or better (Friedman-Krauss et al. 2019).</p>	<p>The Head Start Program Performance Standards require a class that serves a majority of children who are three years old must have no more than 17 children with a teacher and teaching assistant or two teachers. A class that serves a majority of children who are four and five years old must have no more than 20 children with a teacher and a teaching assistant or two teachers. Slightly lower restrictions are in place for “double session” teachers leading morning and afternoon classes (US DHHS 2016).</p>

<p>Teacher Qualifications & Professional Development</p>	<p>36 state programs require all teachers to have at least a BA and 17 require assistant teachers to have a CDA. 9 states require that teachers have at least “15 hours/year of professional development, annual individualized plans professional development plans, and coaching for lead and assistant teachers” (Friedman-Krauss et al. 2019).</p>	<p>The Head Start Act requires that at least half of Head Start teachers have a BA; as of 2017, 73% of all Head Start center-based preschool teachers had a BA degree or higher in a related field with experience. 96% had an AA degree or higher (OHS 12/4/18).</p> <p>The Head Start Program Performance Standards require all staff to have 15 hours/year of research-based professional development, as well as intensive coaching for targeted staff (US DHHS 2016).</p>
<p>Hours of Classroom Time</p>	<p>State pre-k programs range widely in the hours of services that they offer, generally tied to funding. Across the country, 30 programs offer part-day services, 11 school-day services, 6 extended day, and 14 vary locally (Friedman-Krauss et al. 2019).</p>	<p>Based on community assessments and families’ needs and desires, Head Start programs may offer part-day, full-day, or home visiting options. In 2017-2018, 39% of enrolled children attended half-day programs and 56% full-day (US DHHS 2018). The Performance Standards call for programs to move toward offering 1,020 annual hours (effectively full-day programming) for all center-based Head Start by 2021, though progress toward this requirement has been delayed due to lack of funds.</p>
<p>Curriculum</p>	<p>55 state pre-k programs have “curriculum supports” in place (Friedman-Krauss et al. 2019).</p>	<p>All Head Start programs are required to implement “developmentally appropriate research-based early childhood curricula...aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards.”</p>

<p>Classroom Quality</p> <p>One measure of classroom quality is the observation-based Classroom Assessment Scoring System (CLASS). The tool measures three domains of classroom function on 7-point scales: Emotional Support, Classroom Organization, and Instructional Support.</p>	<p>Some CLASS scores are available from recent evaluations of state pre-k systems or from state Quality Rating and Improvement Systems.</p> <table border="1" data-bbox="370 438 943 821"> <thead> <tr> <th></th> <th>DC</th> <th>GA</th> <th>CA</th> </tr> </thead> <tbody> <tr> <td>Emotional Support</td> <td>5.90</td> <td>5.5</td> <td>6.0</td> </tr> <tr> <td>Classroom Organization</td> <td>5.59</td> <td>5.2</td> <td>5.6</td> </tr> <tr> <td>Instructional Support</td> <td>2.54</td> <td>2.8</td> <td>3.0</td> </tr> </tbody> </table> <p>Because of the origins of the data, the state scores above do include blended Head Start/pre-k classrooms or Head Start programs participating in QRIS.</p> <p>(DC scores from Kahn et al. 2018; GA scores from Peisner-Feinberg et al. 2013; CA QRIS tier 4 scores from Quick et al. 2016.)</p>		DC	GA	CA	Emotional Support	5.90	5.5	6.0	Classroom Organization	5.59	5.2	5.6	Instructional Support	2.54	2.8	3.0	<p>As part of the Head Start monitoring system, each grantee is assessed with the CLASS tool at least every 5 years. In 2017-2018, the mean CLASS scores from Head Start program were:</p> <table border="1" data-bbox="967 438 1451 640"> <tbody> <tr> <td>Emotional Support</td> <td>6.08</td> </tr> <tr> <td>Classroom Organization</td> <td>5.80</td> </tr> <tr> <td>Instructional Support</td> <td>2.96</td> </tr> </tbody> </table> <p>While efforts are underway to change the application of this tool for monitoring purposes, currently programs scoring in the lowest 10% of Head Start monitoring each year are required to compete with other agencies to keep their grants; programs are also required to compete if they score below 5 for Emotional Support, 4 for Classroom Organization, or 3 for Instructional Support (OHS 4/17/19).</p>	Emotional Support	6.08	Classroom Organization	5.80	Instructional Support	2.96
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<p>Dual Language Learners</p>	<p>As of 2017, only 26 programs and Guam gather data and children’s home languages. 35 state programs have policies in place about Dual Language Learners, and a mere 20 provide “communication with the family about the program or child in the family’s home language” (Friedman-Krauss et al. 2018).</p>	<p>The Head Start Program Performance Standards require programs to “recognize bilingualism and biliteracy as strengths and implement research-based teaching practices.” This includes teaching practices that focus on both English language acquisition and the continued development of the home language, having culturally and linguistically appropriate materials available, and ensuring teachers or trained classroom volunteers speak children’s home language/s. In 2017-2018, more than 225,000 Head Start children were Dual Language Learners, including 182,500 who spoke Spanish; about 15% of Head Start staff were proficient in a language other than English (US DHHS 2018).</p>																						

<p>Health Services</p>	<p>42 state programs offer vision, hearing, and health screenings and referrals (Friedman-Krauss et al. 2019).</p>	<p>In partnership with parents, Head Start programs must complete or obtain screenings of children’s vision, hearing, and developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program and then pursue follow up care as necessary. Head Start must also help each family establish a medical and dental home for their child (US DHHS 2016).</p>
<p>Disability Services</p>	<p>Teachers may identify children in need of screening or testing to establish disabilities (Friedman-Krauss et al. 2019).</p>	<p>Based on screenings, Head Start programs are required to begin the process of getting children assessed to determine whether they need Individualized Education Plans (IEPs). Head Start programs must ensure that at least 10% of their enrollment goes to children with diagnosed disabilities and IEPs; in 2017 12.6% of children enrolled in Head Start nationally had IEPs (US DHHS 2018).</p>
<p>Meals & Nutrition</p>	<p>In 2018, 29 state programs served at least one meal; the Preschool Yearbook no longer tracks this item (Friedman-Krauss et al. 2017).</p>	<p>Part-day programs must provide meals and snacks with $\frac{1}{3}$ to $\frac{1}{2}$ of a child’s daily nutritional needs--typically a meal and a snack--and full-day programs must provide $\frac{1}{2}$ to $\frac{2}{3}$ of the child’s daily nutritional needs--typically breakfast, lunch, and a snack. Meals must conform to USDA requirements and be culturally and developmentally appropriate. Programs are encouraged to serve meals family-style (US DHHS 2016).</p>
<p>Family Engagement in Classrooms</p>	<p>Pre-K classrooms generally hold optional parent-teacher conferences.</p>	<p>A core tenet of Head Start is that parents are their children’s first teachers and key partners in what happens in the classroom. Head Start teachers conduct home visits at least twice a year, as well as parent-teacher conferences at least twice a year (US DHHS 2016).</p>

<p>Family Engagement in School Leadership</p>	<p>For pre-k programs located in schools, parents may be eligible to participate in Parent Teacher Associations.</p>	<p>Head Start Programs hold monthly parent meetings at each center, and centers elect parents to represent them on the agency-wide Policy Councils. These Councils, comprised at least half by parents as well as community members, make decisions about program curricula, service models, enrollment, policies, and more (US DHHS 2016).</p>
<p>Family Stability</p>	<p>n/a</p>	<p>Head Start families partner with a family service worker or family advocate, to conduct a strengths-based assessment of family needs and to set formal goals that may include parental education, employment, food or housing assistance, drug abuse treatment or health access.</p> <p>In 2017, about 163,000 families received services related to job training and adult education; 71,000 families received housing assistance; and of the 49,000 families experiencing homelessness, 34% found housing (OHS 12/4/18).</p>
<p>Special Populations</p>	<p>n/a</p>	<p>Dedicated Head Start funding is set aside for American Indian and Alaska Native communities and for programs working with the children of migrant and seasonal workers. American Indian and Alaska Native Head Start programs are customized to support children’s cultural and linguistic heritage. Migrant and Seasonal Head Start programs customize the hours and days of service to meet the needs of farmworker families.</p>

<p>Community Partnerships</p>	<p>Depending on established school and school system practices, prekindergarten programs may have access to a range of partnerships.</p>	<p>Head Start programs are required to establish and implement community partnerships. Those partners may include:</p> <ul style="list-style-type: none"> ● Health care providers (such as child and adult mental health professionals, Medicaid managed care networks, dentists, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers) ● Individuals and agencies that provide services to children with disabilities and their families ● Family preservation and support services and child protective services ● Educational and cultural institutions, such as libraries ● Temporary Assistance for Needy Families and nutrition assistance agencies ● Workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions ● Agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings ● Housing assistance agencies and providers of support for children and families experiencing homelessness ● Domestic violence prevention and support providers <p>(US DHHS 2016)</p>
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SB 1000-HB 1300 MDPTA_FWA_Blueprint

Uploaded by: SWEAT, TONYA

Position: FWA

Written Testimony for the Record to the
Maryland Senate
Education, Health, and Environmental Affairs Committee

and

Maryland House of Delegates
Appropriations Committee
Ways and Means Committee

Blueprint for Maryland's Future - Implementation (SB 1000/HB 1300)

February 17, 2020

SUPPORT WITH TECHNICAL AMENDMENT

Maryland PTA is the state's oldest and largest child advocacy organization that serves as a powerful voice for all children, a relevant resource for families, schools and communities and a strong advocate for public education. We represent thousands of volunteer members in 900 public schools and we are devoted to the educational success of children and family engagement in Maryland. For 105 years, our mission has been to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

Maryland PTA submits this testimony in support of Senate Bill 1000 and House Bill 1300 ("SB 1000/HB 1300") that would repeal, alter, and add law to implement The Blueprint for Maryland's Future, which is intended to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world. SB 1000/HB1300 would:

- require the State and each county to distribute certain amounts of education aid to county boards of education and schools;
- revise the funding formulas for education costs;
- designate the purpose for education;
- require each school to collect the Alternative Income Eligibility Form;
- alter the Concentration of Poverty School Grant Program;
- establish eligibility requirements to receive Concentration of Poverty School Grant Program funding;
- require the Maryland State Department of Education ("MSDE") to establish a sliding scale for prekindergarten;

- require families exceeding established income levels to pay for prekindergarten beginning in fiscal year 2026;
- require funds to be provided to establish Judy Centers;
- establish a process by which funds are redirected from a county to a county board of education for noncompliance;
- repeal the current calculation for the maintenance of local effort;
- establish a process to certify funds to be released or withheld after notice;
- establish the Accountability and Implementation Board as an independent unit of State government with the duties including:
 - the development of a Comprehensive Implementation Plan to implement The Blueprint for Maryland's Future,
 - reviewing and approving State and local government unit's implementation plans,
 - reviewing the use of certain funds by certain State and local government agencies,
 - retaining certain funds from certain local school systems under certain circumstances, and
 - contracting with an entity to conduct an independent assessment of the progress in implementing The Blueprint for Maryland's Future;
- establish the Accountability and Implementation Board Nominating Committee;
- require MSDE, and State and local government units to take actions regarding implementation plans;
- require MSDE to establish, administer, and supervise an Expert Review Team program;
- require MSDE to establish a school leadership training program;
- alter and enhance requirements for teacher training practicums and teacher preparation programs;
- require qualifications to obtain an initial certification to teach in the State and to retain certification;
- establish a career ladder system for educators comprised of levels through which teachers may progress and gain authority, status, and compensation;
- require a certain minimum teacher salary beginning July 1, 2029;
- establish teacher evaluation system requirements for the career ladder educator system;
- alter the Prekindergarten Expansion Grant Program;
- establish a Career Counseling Program for middle and high school students;
- expand full-day kindergarten, Judy Centers (where comprehensive early childhood education services are provided to young children and their families for the purpose of promoting school readiness through collaboration with participating agencies and programs), and Family Support Centers;
- require MSDE to develop curriculum standards and use assessments established by the State Board of Education ("State BOE") to identify low-performing schools;
- require the State BOE to establish certain college and career readiness standards, and MSDE, State BOE, county boards of education, and community colleges to take actions related to the standards;
- require each county board of education to provide post college and career readiness pathways at no cost to students;

- alter the requirements for child care accreditation and credential programs;
- establish a Director of Community Schools position in MSDE;
- require each community school to have a community school coordinator;
- establish the process by which an institution of higher education may request to establish a Community Schools licensing program;
- alter the Dual Enrollment Grant Program;
- establish the Teacher Quality and Diversity Program;
- provide for the implementation and administration of the Teacher Quality and Diversity Program;
- require the Maryland Higher Education Commission to provide assistance to institutions of higher education;
- alter the qualifications to receive loan repayment assistance;
- require the Office of Student Financial Assistance to publicize the availability of the Janet L. Hoffman Loan Assistance Repayment Program;
- establish the Career and Technical Education (“CTE”) Committee, including the establishment of the CTE Expert Review Team program and the creation of a CTE Skills Standards Advisory Committee;
- alter mandated appropriations for the CTE Innovation Grant;
- address funding and appropriations;
- require MSDE to develop guidelines and standards, make determinations, adopt regulations, and take other actions to implement SB 1000/HB 1300;
- require each county board of education to take actions related to the career ladder, perform evaluations, and provide certain reports and information;
- require the State BOE to adopt regulations, perform evaluations, take actions, and provide reports and information to implement SB 1000/HB 1300;
- state certain goals of the State;
- address other technical and administrative requirements generally relating to the implementation of The Blueprint for Maryland’s Future.

Additionally, Maryland PTA suggests one amendment to SB 1000/HB 1300, in the definition of “Special Education Enrollment.” In proposed Education Article 5-225(A)(2), we recommend inserting “or as required under § 504 of the Rehabilitation Act of 1973” at the end of subparagraph (I). The insertion would clarify that special education enrollment in public schools is intended to cover students with learning, mental, behavioral, and physical disabilities. Even though the Federal Individuals with Disabilities Education Act (“IDEA”) is cited as the statute that makes a free, appropriate public education available to, and ensures special education and related services for children with disabilities, the enforcement of the law does not expand to children with physical disabilities.

The Federal IDEA has been interpreted to focus mainly on children with learning or behavioral disabilities. Children with physical disabilities are provided rehabilitative services or accommodations under § 504 of the Rehabilitation Act of 1973, as amended by Title II of the Americans with Disabilities Act of 1990. The United States Department of Education’s Office of Civil Rights (“OCR”) enforces

violations of the Rehabilitation Act of 1973 and has no enforcement authority over violations of the Federal IDEA.

SB 1000/HB 1300 is necessary to fulfill the State's constitutional promise to our children and return Maryland to #1 in education in the nation. Implementing the Blueprint for Maryland's Future will enhance the education of Maryland children, prepare them for success in the global market, and secure Maryland's future. Maryland PTA believes the State must enact SB 1000/HB 1300 to provide all children access to a thorough and efficient system of public education.

Eighteen years ago, Maryland enacted the Bridge to Excellence Act to restructure the public school finance system and increased state aid to public schools. It also collapsed 27 state funding programs into four programs and gave school systems more flexibility in spending. Over six fiscal years, Maryland invested \$1.3 billion into its public schools. The Great Recession slowed education spending considerably, and now, Maryland finds itself in a \$2.9 billion deficit on its promise to our children.

According to the Manhattan Institute, Maryland's high school graduation rate in 2002 was 72%. By 2017, Education Week was reporting a jump in the rate to 87%. In 2003, Maryland's combined math and English scores were one point above the nation's average reported in the National Assessment of Educational Progress. Fifteen years later, Maryland test scores are two points above the national average. While Maryland's graduation rate and test scores are just slightly above the national average, Maryland PTA wonders how much better they would be but for the impact of the Great Recession. We believe greater investment, along with the recommended enhancements in curriculum will result in greater improvement in education that will be demonstrated in the performance of public school students.

The 2019 General Assembly added \$1.1 billion to fund the first three years of the Blueprint for Maryland's Future. The new funding increased teacher salaries, expanded pre-kindergarten, increased special education funding and mental health staffing, and provided for 200 new community schools. It is time to implement the Blueprint fully to make sure that every school in the state is adequately and equitably funded.

Maryland PTA applauds the attention given to career and technical education in SB 1300/HB 1000. While we believe Maryland's children are some of the best and brightest in the world, we appreciate that not all of them want to attend a four-year college or university. Additionally, while the world is focused on the gains and advancements due to technology, many industries still require human resources. For instance, the Home Builders Institute recently reported a shortage of laborers in construction. Many students can graduate from high school, and immediately begin apprenticeships or trades that will pay a living wage and provide on-the-job training. Skilled laborers earn excellent wages without incurring the exorbitant costs of higher education, and we should encourage and support those students who wish to explore those career fields.

Maryland PTA also appreciates and supports the importance of investing in teachers. Many teachers leave the classroom because of the need to earn higher pay. The introduction of the career ladder in

teaching will permit teachers who want to remain in the instructional environment to earn increases in pay reflective of their experience and skills. While teacher salaries might not reach the level of corporate executives, the career ladder structure proposed in SB 1300/HB 1000 will make the teaching profession more attractive and increase the retention of master teachers.

As legislators deliberate over the proposals in SB 1300/HB 1000, Maryland PTA requests they keep the following things in mind. First, Maryland PTA opposes the use of public funds for non-public or private schools, except for state-approved, special needs schools. To take away tax dollars from public schools that are already underfunded would only detract from the Blueprint, decelerate academic progress in our public education system, and violate the public education mandate under the State Constitution. If the State wishes to support non-public, for-profit, and private schools, legislators should develop a grant program that can be administered, monitored, and overseen by State officials.

Next, SB 1300/HB 1000 includes an appropriation of \$500,000 for a task force to determine “college and career readiness standards.” In 2010, Maryland participated in the 26-state Partnership for Assessment of Readiness for College and Careers (PARCC), which received a federal grant of \$185.9 million to develop an assessment to measure real student knowledge and skills as a part of the Race to the Top competition. The PARCC assessment system was reportedly anchored in the Common Core State Standards, which were consistent across states, clear to the public, and provided an on-ramp to college and careers. As a participant in the PARCC, Maryland adopted common assessments and common performance standards so that its students could be educated and evaluated according to the same standards as Maryland’s 25 partner-states.

According to the PARCC Year Two Report to the United States Department of Education, the PARCC would generate valid, reliable, and timely data, including measures of growth that could be used for accountability, and **student readiness for entry-level, credit-bearing college courses**. While Maryland ended PARCC testing last year, Maryland PTA questions the wisdom of spending additional funds on college and career readiness standards that were supposedly developed under PARCC. We believe considerably fewer resources could be used to build upon the lessons learned from PARCC and develop standards to evaluate success under the Blueprint.

Additionally, Maryland PTA understands some local jurisdictions are concerned about the local share requirement in SB 1300/HB 1000. We oppose any exemptions or waivers of local jurisdictions from compliance with the funding requirements. Equitable education is the mandate for ALL Maryland children. Maryland PTA believes the phase-in of local funding provides sufficient time for local jurisdictions to adjust their budgets or work with State appropriators to find additional funding sources.

Finally, Maryland PTA appreciates the provisions within SB 1000/HB 1000 to ensure proper implementation and accountability. An objective of Maryland PTA is to advocate for fiscal responsibility regarding public tax dollars in public education funding. We believe the Accountability and Implementation Board will ensure the \$4 billion proposed in education investment over the next 10 years will be used as intended by MSDE, State agencies, and local jurisdictions to improve the State’s

education system. Some might think the authority to withhold funding is heavy-handed. Maryland PTA sees it as an appropriate stick to ensure compliance with the Blueprint's mandate.

Maryland PTA anticipates additional adjustments will be required to facilitate implementation and practice as we move forward. However, considering the Program for the International Assessment of Adult Competencies reported 66% of U.S.-born adults had low levels of English literacy skills in 2019, SB 1300/HB 1000 is a very good start to improving the State's educational system. For reasons stated, Maryland PTA emphatically supports SB 1000/HB 1300, and recommends a favorable report with the technical amendment noted.

Respectfully Submitted,

A handwritten signature in blue ink, appearing to read "E. Battle".

Dr. Edna Harvin Battle
President

Paul Sundell SB 1000 B 1300 House Bill

Uploaded by: sundell, paul

Position: UNF

Testimony Paul Sundell on Senate Bill 1000 and House Bill 1300

Paul Sundell is a retired federal government economist and a registered democrat.

The goals of an improved school system are admirable. I was fortunate enough to earn master's degrees in both economics and finance and am grateful for the opportunities that they provided me. However, major spending plans including education should be efficient, equitable, and affordable, with a clear map of how the program will be paid for. To embark on a \$4 billion spending plan without providing tax payers a clear budget plan as to how it will be paid for is an affront to tax payers and common sense. While the democratic party is hoarding money for the early years there is little explanation as to how the remaining 7-8 years will be paid for. What will very likely happen is in a few years is Maryland tax payers will get huge tax bill from both state and local government. I am registered democrat that is very tired of the approach. A recession would make the future tax rates rise further. To pass a bill of this financial magnitude spend and find the money later approach leading to large tax hikes in future years is wrong. The voters should have the facts in terms of spending and the revenue to pay for it

I believe the main points of a Washington Post Editorial Board editorial (March 9th 2019 enclosed) are valid and there are cost savings that can be done to the Kirwan bill that would not reduce its effectiveness significantly while generating large cost to the tax payers. Spending more on teacher's salaries, reduces class sizes, and increasing accountability makes sense to me and likely will increase student success. A lot of the rest of the program has the likelihood of smaller and less certain impact. Finding cost savings in the Kirwan would free up funds for other state needs. In addition, some other existing programs could be reduced to help pay for increased spending on education. The Kirwan Plan as proposed if adopted will lead to administrative bloat, lack of adequate accountability, and apparently not provide opportunities for students to leave failing school system.

Education improvement is far more complicated than simple spend more get more educational output. The innate ability and motivation to learn of the student is very important. The educational system cannot impact innate ability and its ability to motivate is only mild to moderate at best in my opinion. Parents play a key role is how much their children value education and how motivated they are to learn. Without parents and teachers working together, educational results will likely fall far short of its goals.

Implementation the large increases in educational spending of the Thornton plan did not lead to significant increases student test scores. Tests scores in Maryland do not bear a close relationship to the amount spent per student in each county. According to U.S. News and World Report in a May 2019 article <https://www.usnews.com/news/best-states/articles/2019-05-23/school-spending-on-the-rise-census-shows>. Maryland had four of the top six counties in the nation according to spending per pupil.

Amount Spent per Pupil by the Nation's Largest School Systems in 2017

- | | |
|--|----------|
| 3. Baltimore City Schools, Maryland | \$16,184 |
| 4. Montgomery County School District, Maryland | \$16,109 |
| 5. Howard County School District, Maryland | \$15,921 |
| 6. Prince George's County Public Schools, Maryland | \$15,560 |

However, according to According to the Maryland School Report Card

<https://reportcard.msde.maryland.gov/> Maryland scores diverge significantly for all four counties but all failed to meet their academic achievement targets despite spending among the most per pupil in the country.

If the Kirwan bill is enacted in its entirety, taxes on all Marylanders will rise substantially. Taxes have already risen significantly as Marylander non-itemizers on their federal returns are forced to take the standard deduction on their Maryland state returns. The standard deduction was not increased in over 30 years before it was raised a paltry \$250 for singles and \$500 for singles and couples. Maryland personal exemptions and tax brackets are not indexed to inflation either causing taxpayers real tax burdens to rise. Maryland taxes will become even a more oppressive for retirees to fund the Kirwan plan. A recession will push taxes rates even higher as revenues fall in a recession. In conclusion, if the Kirwan bill passes intact with its huge tax hikes coming I and other

retirees will consider leaving the state and its apparent never ending rising oppressive taxes and its inefficient tax and spending system.

Sincerely,

Paul Sundell

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The Washington Post

Democracy Dies in Darkness



Maryland still has no idea how to fix its public schools

By **Editorial Board**

March 9, 2019 at 5:21 p.m. EST

MARYLAND'S COMMISSION studying public education gets credit for courageously facing the truth about the quality of schools in the state. It punctured the illusion created by deceptive national rankings showing Maryland at or near the top, concluding that “when it comes to actual student learning, Maryland schools perform at a mediocre level in a country that performs at a mediocre level internationally.” Unfortunately, though, the commission was not nearly as daring when it came to remedies. Instead it opted to embrace the same old formula of more school spending, which has proved to be ineffective.

Democratic leaders in the General Assembly this last week introduced legislation that would provide more than \$1 billion in new state education funding over the next two years, a down payment to implement preliminary recommendations of the Commission on Innovation and Excellence in Education established by the legislature in 2016. Chaired by the former chancellor of the University System of Maryland, William “Brit” Kirwan, the 25-member commission has mapped out a multipronged plan that includes expanded prekindergarten programs, increased learning standards, raises for teachers and new help for special education and low-income students. It is estimated the plan will cost nearly \$4 billion a year in a decade. But where the money will come from — and the politically charged issue of how it will be apportioned among the state’s jurisdictions — must still be worked out.

There seems to have been a headlong rush to embrace the commission’s recommendations, with most state politicians swearing fealty to them in last year’s elections. That should give serious pause to Maryland taxpayers. It’s not only that they will be footing the bill with higher taxes or cutbacks in other services. The state’s previous experience also demonstrated the shortcomings, if not outright failure, of increased education expenditures to produce better outcomes.

AD

A previous educational commission, called the Thornton Commission, prompted a historic boost in school spending after 2002. Yet less than 40 percent of Maryland high school graduates can read at a 10th-grade level or pass an Algebra 1 exam. The achievement gap separating African American and Hispanic students from their white peers persists.

An analysis last year by the Maryland Public Policy Institute found that increased spending encouraged administrative bloat. It said there is scant evidence of the efficacy of some of the programs being promoted. Those advocating for the Kirwan initiatives argue the Thornton scheme failed because the formulas were never fully funded; they say this time it will be different because there would be a new state bureaucracy that will ensure accountability.

Color us skeptical. While there certainly are praiseworthy aspects to the commission's findings — notably its reimagining of high school with college and career-ready pathways and its emphasis on supporting teachers — it is disappointing there was no nod to providing choice to students trapped in failing schools or discussion of smarter ways to reward effective teachers. Rather than simply rubber-stamping a push for massive new school spending, lawmakers should be asking the hard questions of whether Maryland families and children will really be helped.

Read more:

[William E. Kirwan: How we can make Maryland schools top-tier](#)

[The Post's View: Maryland's new school report card is on the right track. But it still has shortcomings.](#)

[The Post's View: The University of Maryland's self-inflicted fiasco](#)

[Editorial Board: Don't blame Larry Hogan for Maryland's education woes](#)

The Post's View: Montgomery County's grade inflation should be a wake-up call

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