

Department of Legislative Services
Maryland General Assembly
2010 Session

FISCAL AND POLICY NOTE
Revised

House Bill 789

(Delegate Howard, *et al.*)

Ways and Means

Education, Health, and Environmental Affairs

Education - Children and Youth - Implementation of Programs and Reporting of Information Concerning Student Health, Well-Being, and Growth

This bill requires each local board of education to include information on diabetes in its health education instruction and to report information to the State Superintendent of Schools by September 1 of each year on the implementation of several State programs and initiatives, including the Personal Financial Literacy State Curriculum, diabetes health education, and lessons on dating violence. By December 1 of each year, the Maryland State Department of Education (MSDE) must report to the Governor and the General Assembly on the information reported to the State Superintendent. In addition, MSDE must include in its annual report on the Judith P. Hoyer Early Child Care and Education Enhancement Program specified information on participating agencies and programs.

The bill takes effect July 1, 2010.

Fiscal Summary

State Effect: MSDE can submit the required reports using existing resources. Assuming the costs of hiring a financial literacy specialist and professional development are due to regulations that have been proposed and not the bill, expenditures are not affected. However, if the proposed regulations are not adopted, general fund expenditures increase by an estimated \$152,900 in FY 2011 to provide training and technical assistance as local school systems implement the new curriculum, monitor the implementation of the curriculum, and report on the implementation. Future years reflect the elimination of one-time costs after FY 2011, annualization, regular salary increases, and inflation. Revenues are not affected.

Local Effect: Local boards of education can include diabetes education in the health education curriculum and report on the Personal Financial Literacy State Curriculum, dating violence lessons, and diabetes education using existing resources.

Small Business Effect: None.

Analysis

Current Law: With the advice of the State Superintendent of Schools, the State Board of Education establishes basic policy and guidelines for the program of instruction for public schools. Subject to State law and the bylaws, policies, and guidelines established by the State Board of Education, each local board of education must establish the curriculum guides and courses of study for schools in its jurisdiction. A local board of education, with the assistance of the local health department, must provide instruction in health education including the importance of physical activity in maintaining good health. The State Board of Education must encourage local boards of education to incorporate age-appropriate lessons on dating violence into the health education curriculum.

In its annual report on the Judith P. Hoyer Early Child Care and Education Enhancement Program, MSDE must include information on the implementation of the program and a description of the program's expenditures. The report is due by January 1 annually.

Background:

Financial Literacy

MSDE presented the final version of the Personal Financial Literacy State Curriculum to the State board in January 2010 and requested permission to publish the content standards in the *Maryland Register* at the February 2010 board meeting. Following the requisite period of public comment, MSDE will request permission from the State board to adopt the content standards as regulations. MSDE anticipates the curriculum will be adopted for the 2011-2012 school year. The proposed regulations require that by September 1, 2011, and every five years after that, local superintendents certify to the State Superintendent that the instructional program in the elementary, middle, and high school learning years meets, at a minimum, the financial literacy content standards described in the proposed regulations. To implement the proposed regulations, MSDE will need to hire a financial literacy content specialist to work with local school systems as they implement the new curriculum.

Diabetes

Type 1 diabetes is an autoimmune disease in which the body's immune system destroys the insulin-producing cells of the pancreas. Diagnosis most often occurs in childhood and adolescence, although it can appear at any age. People with diabetes take insulin injections or infuse insulin through a pump to manage blood sugar levels. However, insulin is not a cure. Type 1 diabetes can still lead to kidney failure, blindness, nerve damage, amputations, heart attack, and stroke.

Type 2 diabetes is the most common type of diabetes accounting for 90% to 95% of people with diabetes. Unlike people with type 1 diabetes, people with type 2 diabetes produce insulin; however, either their pancreas does not produce enough insulin or the body cannot use the insulin adequately. Anyone can get type 2 diabetes; however, those at the highest risk for the disease include those who are obese or overweight, women who have had gestational diabetes, people with family members who have type 2 diabetes, people who smoke, people with inactive lifestyles, and people with certain dietary patterns.

The Maryland State Department of Education reports that the State curriculum in health education currently includes objectives that address risk factors for chronic disease such as diabetes and objectives related to how nutrition is related to chronic disease.

Judy Centers

Chapter 680 of 2000 established the Judith P. Hoyer Early Child Care and Education Enhancement Program to promote school readiness through developing and expanding high quality, comprehensive, full-day early child care and education programs and family support services. Grants are provided to participating agencies and programs that have voluntarily obtained accreditation or that have voluntarily initiated and are actively pursuing accreditation. The Governor's proposed fiscal 2011 budget includes \$10.6 million for the program.

Judith P. Hoyer Early Child Care and Family Education Centers, or "Judy Centers," provide access to early childhood education and family support programs located at or near Title I schools. Typically, educational opportunities and support services are available 7 to 12 hours a day, year round. Judy Centers also offer many different services for families in one location.

Dating Violence

According to the *New York Times*, limited public health research estimates about 10% of adolescent relationships are abusive. An online survey by Liz Claiborne, Inc. reports that

only 51% of respondents claimed to know the warning signs of a bad or hurtful relationship, and one in five 13- to 14-year-olds in a relationship say they know friends and peers who have been struck in anger by a boyfriend or girlfriend. A survey by the New York City Department of Health and Mental Hygiene showed that dating violence in the city has risen by more than 40% since 1999.

MSDE advises that the health education State curriculum includes a framework that addresses healthy relationships and domestic violence. The Department of Human Resources advises that rape crisis centers provide prevention education and awareness programs in their local communities, including schools. Dating violence is addressed under these circumstances, not only with students from elementary to high school, but also with parents, teachers, and other professionals. Chapter 344 of 2009 requires the State Board of Education to encourage local boards of education to incorporate lessons on dating violence into health education courses.

State Expenditures: MSDE reports that every required content area has a supervisory position housed at MSDE; therefore, requiring local school systems to certify that they are teaching the financial literacy curriculum will require MSDE to hire a financial literacy content specialist. However, since MSDE has submitted proposed regulations to implement the financial literacy curriculum, under which MSDE will need to hire a financial literacy content specialist, the Department of Legislative Services assumes the costs for hiring the specialist and providing professional development will be incurred with or without this bill.

If the proposed regulations are not adopted, general fund expenditures increase by an estimated \$152,866 in fiscal 2011, which accounts for the bill's October 1, 2010 effective date. This estimate reflects the cost of hiring an education program specialist to provide guidance and technical assistance to local school systems as they implement the new curriculum, to monitor the implementation of the curriculum, and to report on the implementation. A full-time salary, fringe benefits, start-up costs, and ongoing operating expenses, as well as one-time contractual costs and travel expenses associated with professional development, are included in the estimate.

	<u>FY 2011</u>	<u>FY 2012</u>
New Position	1	
Salary and Fringe Benefits	\$61,416	\$83,247
Professional Development	80,000	0
Travel	5,000	0
Operating Expenses	1,733	2,848
Start-up Costs	<u>4,717</u>	<u>0</u>
Total State Expenditures	\$152,866	\$86,095

Future year expenditures reflect a full salary with 4.4% annual increases, 3% employee turnover, and 1% annual increases in ongoing operating expenses.

Additional Information

Prior Introductions: None.

Cross File: None.

Information Source(s): Maryland State Department of Education, Carroll, and Harford counties, American Diabetes Association, WebMD, Department of Legislative Services

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