

SB915_J_Zheng_Testimony.pdf

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Position: FAV

March 5, 2021

Bill: SB0915

STUDENT TESTIMONY

Submitted by: Jennifer Zheng, 12th Grade Student, Baltimore Polytechnic Institute

To: Education, Health, and Environmental Affairs Committee

Subject: [SB0915](#) -The Blueprint for Maryland's Future - Performance Standards - Clarifications

POSITION: Support

COMMITTEE: [Education, Health, and Environmental Affairs Committee](#)

My name is Jennifer Zheng, 12th grade student at Baltimore Polytechnic Institute and member of the Baltimore Youth Arts Advocacy Council, a program of Arts Every Day. I strongly support the approval of SB 915-The Blueprint for Maryland's Future-Performance Standards-Clarifications as a technical amendment to HB1300-Blueprint for Maryland's Future to clarify the use of the term "performance standards" by ensuring that the foundation of a world-class education system in Maryland under the Blueprint for Maryland's Future for education will require that is sufficient to enable students to achieve the State's performance standards, as required in [Maryland COMAR Regulations, Title 13A State Board of Education](#).

I believe that the approval of this technical amendment will more clearly define performance standards, tied to systematic accountability throughout state and local government not just within state and local boards of education and their administrations, but through the General Assembly [Joint Committee on Administrative, Executive, and Legislative Review \(AELR\)](#) and the recently created Accountability and Implementation Board. We also believe this technical change is consistent with [Maryland's ESSA Plan approved by the USDE](#) to ensure all students within all student groups have access to a well-rounded curriculum in all grades.

Like most students and teens, I have suffered from great feelings of anxiety or other mental issues that can make us feel like there is no escape from this stressful period of time, and there is no better future. When I was in elementary and middle school, I had access to the arts and was often able to let my stress and negative emotions out through that, but high school was a different story. Of four years, most students get to take one year of the arts without much of a choice: theatre, fine arts, or music, most of which wasn't of the quality expected to benefit students due to lack of funding, teachers, or supplies. I was lucky to have a wonderful arts teacher for my last two years of school, but for those who need an outlet in the arts, it's not as easy. I want the community including parents, teachers, decision-makers, and even other students to understand right should not be a privilege; it should be a right and a resource to help us grow and cope.

According to the CDC, the most commonly diagnosed mental health issues among children aged 3 to 17 are anxiety at 7.1%, approximately 4.4 million and depression at 3.2%, approximately 1.9 million. However, this is just children who have been diagnosed, meaning there is likely even more considering the stigma surrounding mental health, and 1 in 5 children have some mental health issue, including but not limited to anxiety or depression. Additionally, the rates of children diagnosed with only either anxiety or depression have increased over the years from 5.4% in 2003 to 8% in 2007 and to 8.4% in 2011-2012.

An evaluation of a leading arts and mental health charity, Arts and Minds offering weekly arts classes for the past seven years have revealed a 71% decrease in feelings of anxiety and 73% fall in depression as well as 76% of the participants saying their wellbeing has increased and 69% feeling more socially included. In addition, a study conducted by Heather L. Stuckey, DEd and Jeremy Nobel, MD, MPH exploring the relationship between engagement with the creative arts and its outcomes on health, specifically the health effects of music engagement, visual arts therapy, movement-based creative expression, and expressive writing revealed engaging with creative activities can contribute toward reducing stress and depression and can serve to alleviate the burden of chronic disease due to the association between psychosocial issues such as depression and chronic stress, which contributes to negative cardiovascular outcomes along with evidence that engagement with artistic activities, either as an observer or initiator can enhance one's moods, emotions, and other psychological states.

A Poem

A dark, bottomless pit:
no light; no life in sight,
no hand to hold, no life line to pull,
stuck in a place where the walls are breaking,
the floor shaking, and me? Trembling.
I wasn't wandering. No.
I was lost. Not misdirection though.
Just simply, no where to go.
Crippling anxiety; all eyes on me.
Is there anywhere to escape to?
Anyway to be free?
Everywhere I turn and everywhere I look,
it feels like a trap waiting to consume me.
Friends and family start feeling like threats.
They ask if I'm ok, but what can I say?
I open my mouth try to make a sound,
But there's no noise.
Nothing but tears streaming down my face.
Nothing but the fast beating of my uncontrollable heart.
Nothing but my sweat glands seemingly working overtime.
But... at my lowest point and darkest time,
When words can not express how I feel,
when I'm scared of speaking from my heart,
when I don't even know what I want to say,
art looked at me, it smiled, reached out it's hand,
and said, "I will help you.
Use me to show them,
show them what you feel,
what you think,
what you want,
what you need,
but most importantly,
who you are"



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Position: FAV



120 W. North Ave, Suite 303
Baltimore, MD 21201

Arts Every Day is a 501(c)(3)
nonprofit organization;
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410.685.1172



info@artseveryday.org



www.artseveryday.org

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March 5, 2021

To: Education, Health, and Environmental Affairs Committee

Subject: [SB0915](#) -The Blueprint for Maryland's Future - Performance Standards - Clarifications

POSITION: Support

COMMITTEE: [Education, Health, and Environmental Affairs Committee](#)

Arts Every Day is grateful for Senator McCray bringing this important amendment forward. Arts Every Day is a non-profit organization dedicated to improving student access to sequential arts instruction, arts integrated instruction, and arts and cultural partnerships in Baltimore City Public Schools. AED organizes and advocates for changes to district/state systems and policies to improve student access to certified fine arts teachers, partners with individual schools to support arts integration, and connects schools to Baltimore's thriving arts and cultural community.

Arts Every Day strongly supports the approval of SB 915-The Blueprint for Maryland's Future-Performance Standards-Clarifications as a technical amendment to HB1300-Blueprint for Maryland's Future. This technical amendment will, correctly, clarify the use of the term "performance standards" by linking the resources necessary for schools to meet the standards and requirements laid out in the Maryland COMAR Regulations, Title 13A State Board of Education.

This is a necessary technical amendment, since COMAR provides a concise list of all of the components of a well-rounded, holistic educational experience for Maryland students, including the arts (COMAR 13A.04.16). Without this as clarification, the existing biases towards standardized tested subjects will continue to prevail. Students in Baltimore City and across Maryland will continue to be deprived both of their civil right to arts education under COMAR and of a necessary component of human development and 21st century preparedness.

Arts Every Day also believes this technical change is consistent with Maryland's ESSA Plan approved by the USDE to ensure all students within all student subgroups have access to a well-rounded curriculum in all grades. Arts Every Day believes that this technical amendment is consistent with a charge and intent of the Kirwan Commission 1) determining how the federal Every Student Succeeds Act will affect primary and secondary education in the State, and 2) determining how the State can better prepare students for postsecondary education and to be competitive in the workforce and with other high performing countries in the global economy.

Therefore, we urge support of SB 915, to help ensure all students have access to a quality, well-rounded education.

Sincerely,

Julia Di Bussolo, Executive Director

AEMSCOMARtestimony.pdf

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Position: FAV



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March 5, 2021

BILL: SB0915 -The Blueprint for Maryland's Future - Performance Standards - Clarifications

POSITION: Strongly Support

COMMITTEE: Education, Health, and Environmental Affairs Committee

To Whom It May Concern:

Arts Education in Maryland Schools wants to first thank Senator McCray for bringing this amendment forward and for continuing to put the needs of our students and families first. Arts Education in Maryland Schools is a statewide nonprofit that is committed to ensuring that all students in the state of Maryland have access to high quality arts education by mobilizing power to communities through advocacy programs, professional and leadership programs, and resource building and sharing. AEMS envisions a public education system in Maryland that supports, cultivates, nurtures, and uplifts ALL students' creativity through a robust arts education experience so that they can thrive in a healthy society.

It is in the service of this vision of a public school system with equitable access to arts education that AEMS strongly supports the approval of SB 915-The Blueprint for Maryland's Future-Performance Standards-Clarifications as a technical amendment to HB1300-Blueprint for Maryland's Future. This technical amendment will, correctly, clarify the use of the term "performance standards" by linking adequate funding to providing those resources necessary for schools to meet the standards and requirements laid out in the [Maryland COMAR Regulations, Title 13A State Board of Education](#). This is a necessary technical amendment, since COMAR provides a concise list of all of the components of a well-rounded, holistic educational experience for Maryland students, including the arts (COMAR 13A.04.16). Without this as clarification, the existing biases towards standardized tested subjects will continue to prevail, and students across Maryland will continue to be deprived both of their civil right to arts education under COMAR and of a necessary component of human development and 21st century preparedness.

Arts education [supports the social-emotional well-being](#) of students, a dire need in the face of the COVID-19 pandemic. In addition to being a vital area of study in its own right, student [participation in the arts increases student performance](#) and engagement in all other areas of learning. The creative mentalities cultivated through arts learning are [increasingly](#)

190 W. Ostend Street, Suite 210 Baltimore, Maryland 21230

410.837.5500 / www.aems-edu.org

 @aemsalliance   @artsedmaryland

[sought-after in the workplace](#) as being essential to 21st century employers, with “creativity” topping the list of valuable assets by over 1,500 CEOs around the globe.

AEMS also believes this technical change is consistent with the [Maryland's ESSA Plan approved by the USDOE](#) to ensure that all students within all student groups have access to a well-rounded curriculum in all grades, including robust access to arts courses and experiences. AEMS believes that this technical amendment is consistent with the intent of the Kirwan Commission on how the State can better prepare students for postsecondary education and to be competitive in the workforce and with other high performing countries in the global economy.

Therefore, we urge support of SB 915, to help ensure all students have access to quality, well-rounded education.

Quanice Floyd
AEMS Executive Director

190 W. Ostend Street, Suite 210 Baltimore, Maryland 21230

410.837.5500 / www.aems-edu.org

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LTYC.pdf

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Position: FAV

March 4, 2021
Testimony Submitted by: Kevin Griffin Moreno
CONTACT INFO: 410-428-7740 / kmoreno@gmail.com

Bill: SB0915
Support

TESTIMONY

To: Education, Health, and Environmental Affairs Committee
Subject: [SB0915](#) -The Blueprint for Maryland's Future - Performance Standards - Clarifications
POSITION: Support
COMMITTEE: [Education, Health, and Environmental Affairs Committee](#)

Leaders of Tomorrow Youth Center, Inc (LTYC) is an arts education non profit organization that serves multiple counties in Maryland that cultivates positive social development, academic success, and creativity in the minds of youth today.

LTYC strongly supports the approval of SB 915-The Blueprint for Maryland's Future-Performance Standards-Clarifications as a technical amendment to HB1300-Blueprint for Maryland's Future to clarify the use of the term "performance standards" by ensuring that the foundation of a world-class education system in Maryland under the Blueprint for Maryland's Future for education will require that is sufficient to enable students to achieve the State's performance standards, as required in [Maryland COMAR Regulations, Title 13A State Board of Education](#).

LTYC believes that the approval of this technical amendment will more clearly define performance standards, tied to systematic accountability throughout state and local government not just within state and local boards of education and their administrations, but through the General Assembly [Joint Committee on Administrative, Executive, and Legislative Review \(AELR\)](#) and the recently created Accountability and Implementation Board. We also believe this technical change is consistent with [Maryland's ESSA Plan approved by the USDE](#) to ensure all students within all student groups have access to a well-rounded curriculum in all grades.

This amendment is specifically important to our mission and work because COMAR Title 13A includes the arts. The arts are needed to ensure that each student receives a well rounded education. In order to provide quality instruction, programming and resources in the arts, adequate funding is needed in Maryland schools. LTYC supports this amendment, as it is needed to adequately support our students and provide them with the resources they need. Arts education is critical to every young person's development-academically, socially, emotionally, mentally and more.

Dana Carr, MAT. *Executive Director*
Leaders of Tomorrow Youth Center (LTYC) 443-742-4103 www.ltyc.net

Warzer Support SB 0915 3-2021.pdf

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Position: FAV

March 4, 2021

SB0915

Testimony Submitted by: Jill Warzer

Support BILL SB 0915

CONTACT INFO: jwarzer@gmail.com 2107 Dobler Ave. Baltimore, MD 21218

TESTIMONY

To: Education, Health, and Environmental Affairs Committee

Subject: [SB0915](#) -The Blueprint for Maryland's Future - Performance Standards - Clarifications

POSITION: Support

COMMITTEE: [Education, Health, and Environmental Affairs Committee](#)

Colleagues:

I am a career educator “retired” after nineteen years in Baltimore City Schools, currently serving on the Advisory Committee for the Baltimore Arts Education Initiative.

I am writing to strongly supports the approval of **SB 0915-The Blueprint for Maryland's Future-Performance Standards-Clarifications as a technical amendment to HB1300-Blueprint for Maryland's Future. SB 915-** will clarify the use of the term “performance standards” and ensure that all districts will be held accountable to ensure ALL Maryland students received a world-class education in Maryland under the Blueprint for Maryland's Future as defined by the State's performance standards, [Maryland COMAR Regulations, Title 13A State Board of Education](#).

I believes that the approval of this technical amendment will more clearly define performance standards, tied to systematic accountability throughout state and local government not just within state and local boards of education and their administrations, but through the General Assembly [Joint Committee on Administrative, Executive, and Legislative Review \(AELR\)](#) and the recently created Accountability and Implementation Board. I also believe this technical change is consistent with [Maryland's ESSA Plan approved by the USDE](#) to ensure all students within all student groups have access to a well-rounded curriculum in all grades.

From personal experience over 20 years, I can attest that despite COMAR, severe inequities in students' access to comprehensive, sequential programs in areas such as gifted and talented education, foreign languages and especially arts education, persist in practice. **SB 915 is needed** to ensure these inequities do not persist, and the intent of the Blueprint is realized fully for all students.

This amendment is particularly important because COMAR Title 13A includes the arts. The arts are needed to ensure that each student receives a well rounded education, and can identify and develop their interests and talents, to pursue arts as vocations, or add to their well being and quality of life as avocations. SB 915 will strengthen district accountability to provide adequate funding to ensure quality instruction, programming and resources in the arts, Our students deserve no less.

Thank you for your work on behalf of Maryland students,

Jill Warzer



SB915 - Standards Clarification - ACLU Testimony (

Uploaded by: Patinella, Frank

Position: FAV



**Testimony for SB0915 -The Blueprint for Maryland's Future -
Performance Standards - Clarifications
Education, Health, and Environmental Affairs Committee
March 9, 2021**

POSITION: SUPPORT

Prepared by: Charly Carter and Frank Patinella

AMERICAN CIVIL
LIBERTIES UNION
OF MARYLAND

3600 CLIPPER MILL ROAD
SUITE 350
BALTIMORE, MD 21211
T/410-889-8555
F/410-366-7838

WWW.ACLU-MD.ORG

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The ACLU of Maryland works to ensure that all children are provided a "thorough and efficient" education as guaranteed by Maryland's constitution. To ensure that students receive the education they deserve, we believe all Maryland schools: must be adequately and equitably funded; have full staffing and comprehensive programming; are safe, healthy, and conducive for learning; and have a positive school climate, which includes fair and effective discipline policies.

To that end, the ACLU of Maryland strongly supports SB 915 - Blueprint for Maryland's Future - Performance Standards - Clarifications. SB 915 provides context and a definition for the term "performance standards" used in the Blueprint for Maryland's Future. This clarification will align new performance standards promulgated by the Blueprint with existing Maryland COMAR Regulations, under Title 13A State Board of Education¹.

To reach the educational goals intended by the Blueprint — and to ensure that the state is meeting its constitutional obligation of providing a "thorough and efficient" education for Maryland public schoolchildren — it is imperative for the state to set standards that are specific, defined and measurable such as those developed under Title 13A of the COMAR statute. The alignment of Performance Standards in the Blueprint and COMAR regulations, eliminates confusion and provides clear guidance to school systems for developing their instructional programs.

¹ Maryland COMAR Regulations,
http://www.dsd.state.md.us/COMAR/subtitle_chapters/13A_Chapters.aspx, Accessed March 4, 2021



Maryland

This technical change is consistent with Maryland's *Every Student Succeeds Act Consolidated Plan* approved by the USDE² to ensure all students within all student subgroups have access to a well-rounded curriculum in all grades. This technical amendment is also consistent with the charge and intent of the Kirwan Commission³:

- determining how the federal Every Student Succeeds Act will affect primary and secondary education in the State;
- determining how the State can better prepare students for postsecondary education and to be competitive in the workforce and with other high performing countries in the global economy.

State government officials, leading nongovernmental advocates and experts, and community advocates have debated, collaborated, and spent years on many of these COMAR standards, which are based on extensive research and evidence-based best practices. They were developed to make Maryland's public school system excellent. Let's not fall short and disregard the significant amount of time and expertise invested in the development of these standards.

For these reasons, we respectfully request a favorable vote on SB 915.

Thank you.

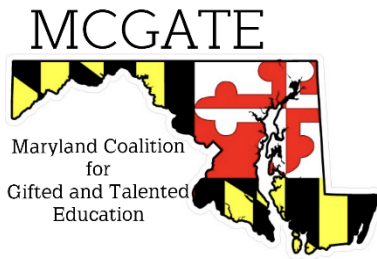
² Every Student Succeeds Act (ESSA) Consolidated State Plan
<http://marylandpublicschools.org/about/Documents/ESSA/ESSAMDSUBMISSIONConsolidatedStatePlan091718.pdf>, Accessed March 4, 2021

³ Charge of the Commission on Innovation and Excellence in Education, Department of Legislative Services,
http://dls.maryland.gov/pubs/prod/NoPblTabMtg/CmsnInnovEduc/09-29-2016_Charge_of_Commission.pdf. Accessed March 4, 2021

MCGATE Testimony SB915.pdf

Uploaded by: Paynter, Jeanne

Position: FAV



Every student should experience the joy of learning something new each day

www.mcgate.org
info@mcgate.org

March 9, 2021 BILL: [SB0915](#) -The Blueprint for Maryland's Future - Performance Standards – Clarifications

POSITION: Strongly Support COMMITTEE: [Education, Health, and Environmental Affairs Committee](#)

The Maryland Coalition for Gifted and Talented Education (MCGATE) is celebrating 40 years and Maryland's voice for gifted children as defined by Maryland statute. Our mission is to educate about and advocate for the unique needs of diverse gifted children in their homes, schools, and communities. MCGATE is an official affiliate of the National Association for Gifted Children (NAGC).

MCGATE strongly supports the approval of SB 915-The Blueprint for Maryland's Future-Performance Standards-Clarifications as a technical amendment to HB1300-Blueprint for Maryland's Future to clarify the use of the term "performance standards" by ensuring that the foundation of the Blueprint for Maryland's Future for education is sufficient to enable all students, including those identified as gifted and talented, to achieve the State's performance standards, as required in [Maryland COMAR Regulations, Title 13A State Board of Education](#).

MCGATE believes that this clarification of performance standards is an important first step toward rectifying the serious omission of gifted and talented students as a targeted student population and subgroup. Gifted and talented students, as defined by Maryland law, are a special needs group and a subset of all students, including early childhood, English Language Learners, special education, and those living in concentrated poverty. However, **the Blueprint does not recognize gifted and talented students as a group for which resources will be targeted. What is not named, doesn't exist.**

SB0915 will ensure that the provisions of [COMAR 13A.04.07 Gifted and Talented Education](#) will be implemented. These COMAR regulations strongly support an equitable and excellent education for all of Maryland's students that is consistent with the Blueprint provisions:

- The Annotated Code defines giftedness in an inclusive way as "students who are performing, or **showing the potential for performing**, at remarkably high levels of accomplishment *when compared with other students of a similar age, experience, or environment*" (§8–201).
- The Annotated Code further states that "Gifted and talented students are to be found in youth from all cultural groups, across all economic strata, and in all areas of human endeavor" (§8–202). ***This includes students who are ELL or special education gifted, which we call "twice exceptional."***
- The Code of Maryland Regulations (COMAR 13A.04.07) requires **all** schools to identify and serve gifted and talented students. ***This includes schools with concentrated poverty.***
- COMAR 13A.04.07 requires all school systems to **identify and serve at least 10%** of their population. Statewide, this effects at a **minimum 90,000** children from all cultural groups and economic strata.
- School systems are required to provide **ongoing professional learning** for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted and talented students.
- ***There is NO state funding*** earmarked for gifted and talented education. Schools must fund gifted education from the foundation.

Therefore, we urge support of SB 915 to help ensure all students, including those that are gifted and talented, have access to a quality education.

Respectfully Submitted,

Jeanne Paynter, Ed.D. President, Maryland Coalition for Gifted and Talented Education, MCGATE

MEC-SB915 testimony-03092021.pdf

Uploaded by: Tyler, Jr.-Chair, Rick

Position: FAV



Maryland Education Coalition



INSPIRES ACTION & POSITIVE CHANGE SO MARYLAND'S STUDENTS SUCCEED

Rick Tyler, Jr., Chair

Web site - www.marylandeducationcoalition.org *** Email – md.education.coaliton@gmail.com

March 9, 2021

BILL: [SB0915](#) -The Blueprint for Maryland's Future

- Performance Standards - Clarifications

POSITION: Strongly Support

COMMITTEE: [Education, Health, and](#)

[Environmental Affairs Committee](#)

The Maryland Education Coalition (MEC) is made up of 20 organizations and several individuals who represent parents, civil rights, & special student population groups for over 40 years. We believe a public education is a constitutional right allowing all students equitable access to a quality well-rounded public education so each may graduate college or career-ready. We also believe it is a civil right.

MEC advocates for adequate, equitable policies and funding and systematic accountability and with its partners strongly supports the approval of SB 915-The Blueprint for Maryland's Future-Performance Standards-Clarifications as a technical amendment to HB1300-Blueprint for Maryland's Future to clarify the use of the term "performance standards" by ensuring that the foundation of a world-class education system in Maryland under the Blueprint for Maryland's Future for education will require that is sufficient to enable students to achieve the State's performance standards, as required in [Maryland COMAR Regulations, Title 13A State Board of Education](#).

MEC believes that the approval of this technical amendment will more clearly define performance standards, tied to systematic accountability throughout state and local government not just within state and local boards of education and their administrations, but through the General Assembly [Joint Committee on Administrative, Executive, and Legislative Review \(AELR\)](#) and the recently created Accountability and Implementation Board.

MEC also believes this technical change is consistent with Maryland's [ESSA Plan approved by the USDE](#) to ensure all students within all student subgroups have access to a well-rounded curriculum in all grades. MEC believes that this technical amendment is consistent with a charge and intent of the Kirwan Commission¹:

- determining how the federal Every Student Succeeds Act will affect primary and secondary education in the State, and
- determining how the State can better prepare students for postsecondary education and to be competitive in the workforce and with other high performing countries in the global economy.

MEC has at least a dozen representatives including some with national distinction with experience and expertise throughout the Maryland, local and national public school systems as major stakeholders and as part of the decision-making process in the proposal, development, and approval of COMAR regulations. This includes former state or local senior administrators, educators for a variety of subjects, student service or program support professionals, as well as lawyers, civil rights advocates, etc. They have served as advisors, researchers, and analysts in the proposal, drafting and approval of several significant COMAR Regulations based on evidence of what works at the state, national and international level including Gifted & Talented Programs, Fine Arts and Graduation Requirements, etc.

Therefore, we urge support of SB 915, to help ensure all students have access to a quality, well-rounded education.

Respectfully yours

Rick Tyler, Jr., Chair *(See attached for a complete list of signatures)*

See attached for a complete list and links to Title 13A, State Board of Education regulations and what they say

¹ [Charge of the Commission on Innovation and Excellence in Education](#)

MEC Organization Members

- Advocates for Children and Youth*
- American Civil Liberties Union of MD*
- Arts Education in Maryland Schools
- Arts Every Day
- Attendance Works*
- CASA*
- Decoding Dyslexia of MD
- Disability Rights Maryland
- League of Women Voters of MD
- Let Them See Clearly
- Right to Read Maryland
- Maryland PTA
- Maryland Coalition for Community Schools
- Maryland Coalition for Gifted & Talented Education
- Maryland Out of School Time Network
- Maryland State Conference - NAACP*
- Maryland School Psychologists' Association
- Parent Advocacy Consortium
- Public Justice Center
- School Social Workers of MD
- Strong Schools Maryland*

MEC Individual Members

- Rick Tyler, Jr., Chair
- Barbara Dezmon
- Kalman Hettleman
- David Hornbeck
- Sharon Rubinstein

Maryland Alliance for Racial Equity in Education*

- The Black and Brown Coalition For Educational Equity and Excellence
- Baltimore Corps
- Caucus of African American Leaders
- Ed Trust
- Family League
- Uplift

*Members of Maryland Education Coalition and the Maryland Alliance for Racial Equity in Education

(COMAR) [Title 13A, State Board of Education](#) (click on links below for details)

01 STATE SCHOOL ADMINISTRATION	07 SCHOOL PERSONNEL	13 MARYLAND INFANTS AND TODDLERS PROGRAM
02 LOCAL SCHOOL ADMINISTRATION	08 STUDENTS	14 CHILD AND FAMILY DAY CARE
03 GENERAL INSTRUCTIONAL PROGRAMS	09 NONPUBLIC SCHOOLS	15 FAMILY CHILD CARE
04 SPECIFIC SUBJECTS	10 HOME INSTRUCTION	16 CHILD CARE CENTERS
05 SPECIAL INSTRUCTIONAL PROGRAMS	11 PROGRAMS FOR ADULTS WITH DISABILITIES	17 CHILD CARE—LETTERS OF COMPLIANCE
06 SUPPORTING PROGRAMS	12 CERTIFICATION	18 LARGE FAMILY CHILD CARE HOME

(COMAR) [Title 13A, State Board of Education](#) (*Links to detailed subtitles and chapters*)

Subtitle 01 STATE SCHOOL ADMINISTRATION

- [13A.01.01 State Board of Education](#)
- [13A.01.02 State Superintendent of Schools](#)
- [13A.01.03 State Department of Education](#)
- [13A.01.04 Public School Standards](#)
- [13A.01.05 Appeals to the State Board of Education](#)
- [13A.01.06 Educational Equity](#)

Subtitle 02 LOCAL SCHOOL ADMINISTRATION

- [13A.02.01 Local Boards of Education](#)
- [13A.02.02 Emergency Plans](#)
- [13A.02.03 Local Administrative and Supervisory Staff](#)
- [13A.02.04 Tobacco-Free School Environment](#)
- [13A.02.05 Maintenance of Effort](#)
- [13A.02.06 General Financial Aid to Local School Systems](#)
- [13A.02.07 Annual Audits of Financial Statements and Federal Awards](#)
- [13A.02.08 Recognition of Employee Organizations - Repealed](#)
- [13A.02.09 Closing of Schools](#)

Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

- [13A.03.01 Standards for Kindergarten Programs](#)
- [13A.03.02 Graduation Requirements for Public High Schools in Maryland](#)
- [13A.03.03 Alternate Ways to Earn a High School Diploma - Repealed - See \[09.37.01\]\(#\)](#)
- [13A.03.04 Test Administration and Data-Reporting Policies and Procedures](#)
- [13A.03.05 Administration of Home and Hospital Teaching for Students](#)
- [13A.03.06 Universal Design for Learning](#)
- [13A.03.07 Maryland Seal of Biliteracy Program](#)

Subtitle 04 SPECIFIC SUBJECTS

- [13A.04.01 Programs in Technology Education](#)
- [13A.04.02 Secondary School Career and Technology Education](#)
- [13A.04.03 Driver Education Programs - Repealed](#)
- [13A.04.04 Religious Education](#)
- [13A.04.05 Education That Is Multicultural - Repealed](#)
- [13A.04.06 Program of Instruction in Personal Financial Literacy](#)
- [13A.04.07 Gifted and Talented Education](#)
- [13A.04.08 Program in Social Studies](#)
- [13A.04.09 Program in Science](#)
- [13A.04.10 Program of Instruction in Career Development for College and Career Readiness](#)
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